

ZEROS TO HEROES!

Science

What we should already know:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe the two poles of a magnet
- Predict whether two magnets will attract or repel each other depending on which poles are facing

As Scientists we will:

- Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Vocabulary

gravity, air resistance, water resistance, mechanisms, lever, pulley, gear, cause, effect, acceleration, buoyancy, effort, force meter, fulcrum, load, mass, Newton, pivot, rigid, streamlined, terminal velocity, weight.

History

What we should already know:

- That timelines can be divided into BC and AD.
- The difference between past and present events
- Reasons why people's lives were different in the past.

As Historians we will:

- Understand common words and phrases relating to the passing of time.
- Use a given timeline to place local, national and international events within a period of history.
- Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).
- Identify if a source is primary or secondary.
- Identify fact and opinion within a written source.
- Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.

Vocabulary

reign, acropolis, archaeologist, architecture, circa, citadel, civilisation, climate, deity, democracy, empire, invasion, merchant, mythology, philosophy, polis, seafaring, warfare, trade, urban, consequence, plausible, interpret, validity, impression, this supports/ contradicts the idea that....

ZEROS TO HEROES!

Art

What we should already know:

- Use sketch books purposefully to develop and refine ideas and plan for an specific outcome. (e.g. sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)
- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work. (e.g, in painting they select and use different brushes for different purposes)
- Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve
- Know about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied.
- Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
- Shape and model materials for a purpose Use tools and equipment safely and in the correct way.
- Select and use appropriate techniques for joining materials. Select and use various techniques to create 3D artwork using cardboard (e.g. layering, rolling, weaving, folding etc

As Artists we will:

- Engage in research and exploration in the process of initiating and developing their own personal ideas
- Confidently and precisely use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials and techniques and planning.
- Confidently investigate and exploit the potential of new and unfamiliar materials (e.g, try out several different ways of using tools and materials that are new to them)
- Use their acquired skills to make work which effectively reflects their ideas and intentions.
- Analyse and reflect on their progress taking account of what they hoped to have achieved
- Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.
- Know how to describe the processes they are using and how they hope to achieve high quality outcomes.
- Shape and model materials for a purpose
- Use tools and equipment safely and in the correct way.
- Use the skills of cutting, rolling, pinching, and carving to create form.
- Select and use appropriate techniques for joining materials (e.g. slip for clay).
- Use a range of decorative techniques to finish work (e.g. impress items, paint, glaze etc)

Vocabulary

Join, score, layer, malleable, impress

ZEROS TO HEROES!

WOW!
We will try a selection
of Greek foods.

Geography

What we should already know:

- The location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- How to use an infant atlas to locate places
- How to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

As Geographers we will:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping.
- Know that 6-figure grid references can help you find a place more accurately than 4-figure coordinates.
- Use 6-figure grid references.

Vocabulary

Ordnance survey, accuracy, precise, measure, record, present, satellite image, terrain, climate map, sea level, latitude, longitude, cardinal points, time zones

Design Technology

As design technologists we should already know:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

As design technologists we will:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Vocabulary

Accompaniments, calories, garnish, cubing, sensory characteristics, zest, processed, organic, vegetarian, vegan, pescatarian, intolerance, free range

Application

We will apply our history knowledge to plan and carry out our own Ancient Greek Olympics!

We will also be making our own Ancient Greek temples!

We will be **creative** and **resilient** when making our Greek temples; **resilient** practicing and participating in our Ancient Olympic Games; and **WorldWise** when understanding how the Ancient Greeks impacted the Modern Olympics we have today.