

# Cultural Capital Opportunities: A day in the life of an Ancient Greek/Olympics

## Writing

I can write a narrative and a biography  
 I can show the difference between plural and possessive 's'.  
 I can use noun phrases and expand them by adding adjectives, nouns and prepositions.  
 I can use fronted adverbials.  
 I can use pronouns to avoid repetition.  
 I can use paragraphs.  
 I can use apostrophes for possession.  
 I can use commas after fronted adverbials.

## Maths

I can multiply and divide by 0 and 1.  
 I can multiply 3 numbers.  
 I can multiply multiples of 10 and 100  
 I can multiply 2 and 3 digit numbers with and without renaming.  
 I can divide 2 and 3 digit numbers  
 I can count in hundredths.  
 I can write and simplify a mixed numbers and improper fractions  
 I can find equivalent fractions  
 I can add and subtract fractions  
 I can solve word problems

## Reading

I can make reading fun by reading by reading a wide range of poetry, fiction, non-fiction and reference/text books  
 I can use a dictionary to check the meaning of words that I do not know  
 I can check what I have read and understood by telling someone else what has happened  
 I can tell from what I have read how a character is feeling and thinking and why they take action. I can show what parts of the text tell me this  
 I can predict what will happen in a text by using things that have happened to help me  
**I can summarise what has happened in a text using themes from a paragraph to help me**  
 I can find and record information from non-fiction over a wide range of subjects I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet.  
 To include words in English Appendix 1  
 I can read and decode further exception words

## Geography

### Europe

I can apply my knowledge of the UK from year 3 when comparing the two regions.  
 I can produce a persuasive travel brochure for two chosen regions using geographical vocabulary.  
 I can name and locate some of the countries in Europe.  
 I can compare one UK region with one region abroad.  
 I can describe geographical differences between the UK region and a region overseas.  
 I can use atlases, digital mapping and aerial views to describe key physical and human features of Europe.  
 I can compare two regions using maps and drawing their own.  
 I can interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions.  
 I can use and understand simple grid with letters and numbers and 4 grid figure references.  
 I can describe a place, which I have never visited, by interpreting symbols, contours etc and drawing a conclusion.  
 I can interpret and understand ordinance survey symbols to identify key physical and human features on UK maps.

## P.E.

### Gymnastics

I can use a combination of support shapes in a sequence.  
 I can take off and land with control and precision using a variety of jumps.  
 I can select one or two balances from a wider range that can be used as part of a sequence.  
 I can improve the quality of the forward roll and develop the ability to perform a backwards roll  
 I can evaluate and improve a sequence  
 I can perform a sequence that includes a jump, balance, and a roll.  
 I can begin to use a backwards roll as part of a sequence.

## History

### Ancient Greece

I can place the start and end of the Ancient Greek period on a timeline.  
 I can use a range of artefacts and sources to find out about life during the Ancient Greek period.  
 I can compare life in Ancient Athens and Ancient Sparta.  
 I can make comparisons with life in Ancient Greece and life today.  
 I can describe the significance of the Ancient Greek period and how that is relevant today.  
 I can create historical enquiry questions to find out more about life in Ancient Greece.  
 I can understand and use key vocabulary linked to the Ancient Greek Period.  
 I can understand the difference between primary and secondary sources.

## Art

### Drawing - Contrasting

I can make marks using a wide range of drawing implements (Y3 + chalk pastels, pencils, fine liners, felt tips)  
 I can apply and use simple pattern and texture to a drawing.  
 I can explore relationships between line and tone, pattern and shape, line and texture  
 I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work  
 I can consider creative practitioners' reasons for working  
 I can consider similarities/difference between the kinds of work creative practitioners' create  
 I can describe how I might develop my work further  
 I can consider how a piece of artwork has been created

# Ancient Greece

## Science

### Animals including Humans

I can describe the simple functions of the basic parts of the digestive system in humans  
 I can identify the different types of teeth in humans and their simple functions  
 I can construct and interpret a variety of food chains, identifying producers, predators and prey  
 I can set up simple practical enquiries, comparative and fair tests  
 I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  
 I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  
 I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  
 I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

## Music

### Compose

I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches  
 I can start to use simple structures within compositions (eg introduction, verse, chorus or AB form)  
 I can create a melody using crotchets, minims, quavers and their rests  
 I can use a pentatonic scale (WD) I can copy back simple rhythmic patterns using minims, crotchets, quavers and their rests  
 I can copy back simple melodic patterns (up to five notes)  
 I can identify the tempo as fast, slow or steady  
 I can recognise the style of music I am listening to  
 I can discuss the structure of a song (introduction, verse, chorus)  
 I can recall by ear memorable phrases heard in the music.  
 I can recognise the sound and notes of the pentatonic scale by ear and from notation (WD)  
 I can describe legato and staccato (WD)

## PSHE

I can learn correct naming of genitalia and learn what changes will happen to boys and girls during puberty.  
 I can understand that emotions change as I grow up (including hormonal effects) and that emotional well-being is important.  
 I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves.  
 I can understand that some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.  
 I can recognise situations which can cause jealousy in relationships.  
 I can identify someone I love, express why they are important to me and tell you about someone I know that I no longer see.  
 I can recognise how friendships change, know how to manage friendships and understand that boyfriend/girlfriend relationship is for when I'm older.

## D.T

### Structure - Pavillions

I can create a range of different shaped frame structures  
 I can create a free stranding frame structure  
 I can select appropriate materials to build a strong structure  
 I can reinforce comers to strengthen a structure  
 I can create different textural effects with materials

## Computing

### Programming - Repetition in Shapes

I can list an everyday task as a set of instructions including repetition  
 I can use an indefinite loop to produce a given outcome  
 I can use a count-controlled loop to produce a given outcome  
 I can plan a program that includes appropriate loops  
 I can create two or more sequences that run at the same time

## Spanish

I can write some personal information about a family member.  
 I can understand and say some parts of the face.  
 I can understand simple sentences using numbers and parts of the face.  
 I can write some simple sentences to describe an alien  
 I can say nouns for parts of the face and body.  
 I can understand and respond to face and body parts nouns and commands.  
 I can join in a yoga sequence in Spanish.

## The Way, The Truth and The Life

### Jesus the Teacher

I can know that Mary and Joseph took Jesus to the Temple.  
 I can know that Jesus was born a Jew.  
 I can know about the baptism of Jesus.  
 I can know that Jesus called people to follow him.  
 I can know that Jesus travelled around teaching people.  
 I can know some of the parables Jesus used to teach people.  
 I can know that Jesus came to show us the way to live - The Beatitudes.

## Topic Driver - History

## Opportunities to apply British Values