



Areas of learning

As **Historians** we will be studying the history of the Olympics and we will learn about the historic importance of this event.

As **Designers** we will design and make our own logo and mascot for the Tokyo 2020 Olympics. We will research and evaluate previous logos and mascots

As **Scientists** we will be:

- Identifying and naming the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood – We will create a practical model of circulation system
- Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describing the ways in which nutrients and water are transported within animals, including humans.

As **Geographers** we will compare Brazil to our own country. How is it different? Is anything the same? Locate Brazil on a map, and identify its significant cities, including Rio de Janeiro. We will use our own research to create our own persuasive holiday brochures for Brazil.

In **RE** the children will explore the idea of life as a journey. It starts by asking the children to think about their life so far, to plot the key events and to consider who has supported them. Children consider their own future and the journey they will take in the future.

wallpapers

Mastery

•As deep learners we will:

- Make choices about the mediums that we use in our art work.
- Make choices about how we find answers to questions that we have asked.
- Choose appropriate software to communicate our findings, including video advertisements for the Olympics / interviews with athletes
- Create interactive polls for judge voting and to analyse data

PSHE

For our PSHE we will:

- Understand others
- Respect people and their opinions
- Push ourselves and persevere even when things are difficult
- Develop confidence speaking and performing to a variety of audiences
- Understand our rights and responsibilities to be an effective learner
- Debate questions such as "Should all countries participate in the Olympics?"

Learning Detectives

•As Learning Detectives we will:

- Be able to evaluate my own work against success criteria explaining what I have done well and what I would improve
- Be able to give constructive feedback to my friend
- Show how my learning has improved over time and the skills I have developed
- Explain how I can apply my learning to a range of situations

WOW

Wow – In school, we will plan and host our own Olympic event. Children will decide which sports they will compete in, the organisation of the events, and the equipment needed.

The children will explore the impact of this exercise on the way their bodies function and will record this data using ICT and will analyse statistics found.

Olympics

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

Biography – famous athlete
Persuasive brochure – Brazil

Using mathematics

Modelling

- Predict, plan and try out options
- Estimate

Calculating

- Measures
- Quantities, including fractions

Interpreting data

- Reading graphs, charts and tables

Justifying

- Using mathematical language to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

We will use Microsoft Publisher to create a Persuasive Leaflet for Sparta/Athens persuading Greeks to join them.

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.