

KS2 Year 5 & 6 Year B

	Term 1 Myths & Minotaurs (History)	Term 2 Out of this World! (Science)	Term 3 Circle of Life Vikings V Anglo Saxons (Science, History , Geography)
Art	<p>Creating Greek pots and Greek masks. Investigating the patterns, shapes and designs used in Greek pottery.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	<p>Looking at how we can create marbled effects with different mediums. Pictures which represent what space is like.</p> <p><u>N.C Statements</u> Pupils will be taught:</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>1st ½ Viking pic using Sandpaper & Baking paper (CBBC Art Ninja) 2nd ½ Images of Living Things in their habitat - Mixed media Y6 - Props for production</p> <p><u>N.C Statements</u> Pupils will be taught: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
D & T	<p>Take home tasks set during the half term. Making Greek shields and designing weapons. Using mechanical systems in products.</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and 	<p>Moving part space pictures Design & make a space rocket/space station</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<p>1st ½ - Viking shield, helmet, jewellery Y6 - Props for production</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks

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	<p>ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> 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 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	<p>[for example, cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
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<p>Geography</p>	<p>Comparing Greece to the UK in terms of its geographical features. Using atlases and Google maps to study the differences between the two locations.</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p><u>Human and physical geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Earth maps Satellites</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<p>Place knowledge - place names Y5 residential - field work</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
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<p>History</p>	<p>Learning what daily life was like for a person from the Ancient Greek civilisation. Collecting evidence from different sources, and comparing what life was like in the city states of Athens and Sparta. Discussion of the term 'democracy.'</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Learning how astronomy was important in ancient civilisations, and how Galileo used the telescope to give birth to modern astronomy. Explore Apollo 11's mission to the moon by looking at who was involved, what they did and how the mission affected those who were the first people ever to walk on the moon.</p> <p>Look at some of the different ways in which astronauts and scientists explore space today (such as the Hubble telescope, observatories, space stations, space shuttles and more) and how events from the past have enabled these to happen.</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Learning about the invasions and settlements of the Anglo-Saxons and Vikings. What was Britain like before the first Viking invasions?</p> <p><u>N.C Statements</u> Pupils will be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<p>Computing</p>	<p>Key skills, E safety 5.2 We are cryptographers (Cracking codes)</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Satellites - weather stations and maps 5.5 We are Bloggers - sharing opinions from space perspective (Time Peake)</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world 	<p>5.1 We are game developers - develop an interactive game Create a video of a living Thing (stimulus SpyCam) - Design a new SpyCam</p> <p><u>N.C Statements</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

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	<ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report 	<p>wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report 	<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report
<p>Music</p>	<p>Hip hop composition (Charanga - Freestyle - Courses - Hiphop) Christmas production</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>Music theory Learn about Holst 'The Planets' Compose a piece of music in the style of Holst -on tuned and untuned percussion instruments. Perform compositions.</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	<p>Happy (Charanga - New Scheme - Yr 6) You've got a friend (Charanga - New Scheme - Yr 6) Viking singing (Freestyle - KS2 Topics - Vikings) Y6 - Leaving concert</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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	<ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
PE	<p>Swimming for Y5 6.5 - nimble nets 6.3 - step to the beat</p> <p>6.3 - gym sequences 6.2 - mighty movers (boxercise)</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns <p><u>Swimming and water safety</u></p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>6.2 - dynamic dance 6.5 - cool core pilates</p> <p>6.1 - invaders 6.1 - boot camp</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>6.4 - striking + fielding 6.4 - gym fit circuits</p> <p>6.6 - young Olympians 6.6 - fitness frenzy OAA activities 2 night stay for Y5</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns

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	<ul style="list-style-type: none"> perform safe self-rescue in different water-based situations. 		<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
PSCHE Cambridge	CIT 11 Rights Rules Responsibilities MMR BI Body Image	HSL 21 Healthy Lifestyles HSL 18 Managing risk Y5 - Life Skills - cooking	CIT 10 Diversity & communities HSL 20 Sex and Relationships Y5 - Life Skills - Gardening Y6 - Enterprise project - £5 challenge
MFL (French) (Y6 Wakefield)	<p>Classroom routines Clothes Opinions J'aime Je n'aime pas Family members Occupations Christmas</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language 	<p>Phrases from Y4/5 Il y a, j'habite, Voici Rooms of a house Adjectives Une fenetre Une piscine Sur sous Requests - repete, qu'est-ce que ce Furniture</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing 	<p>Days of week, months of year Verb - Aller Holidays Travel options Destinations Presentation for a holiday</p> <p><u>N.C Statements</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing

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	<ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
RE	<p>Unit 9: Justice and poverty: why does faith make a difference? <i>(2018-2023 syllabus)</i></p> <p>Unit 10: What will make our community a more respectful place? <i>(2018-2023 syllabus)</i></p>	<p>Unit 1: What does it mean if Christians believe God is holy and loving? <i>(2018-2023 syllabus)</i></p> <p>Unit 6: What do Christians believe Jesus did to 'save' people? <i>(2018-2023 syllabus)</i></p>	<p>Unit 8: How is faith expressed in Islam? <i>(2018-2023 syllabus)</i></p> <p>Unit 11: Why do some people believe in God and some people not? <i>(2018-2023 syllabus)</i></p>
Science <u>On-going</u> Gather, record, classify, present data, record findings, present	<p>Understanding the effect that gravity has on objects, and learning how air resistance, water resistance and friction act between moving surfaces. Investigational work will allow pupils to explore the way that some mechanisms allow a smaller force to have a greater effect.</p> <p><u>N.C Statements Forces (Y5 N.C)</u></p>	<p>Creating model solar system. Preparing a presentation and factfile which explains the concepts below.</p> <p>Learning about the changes humans go through in their lives - REPEATED IN YEAR A TO FIT WITH Y5 R.S.E LESSONS. Investigating life cycles in a variety of living things.</p> <p><u>N.C Statements</u></p>	<p>Creating keys and flow diagrams to classify living things. Investigations involving the changing of materials.</p> <p><u>Living things and their habitats (Y6 N.C)</u></p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

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<p>findings using evidence to support these</p>	<ul style="list-style-type: none"> Explain that unsupported objects fall towards the 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. 	<p><u>Earth and space (Y5 N.C)</u></p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <p>Working scientifically – Know which materials used in Space travel – effects of heat</p> <p><u>Living things and their habitats (Y5 N.C)</u></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. <p><u>Animals, including humans (Y5 N.C)</u></p> <ul style="list-style-type: none"> Describe the changes as human develop to old ages 	<ul style="list-style-type: none"> Give reasons for classifying plants and animals based on specific characteristics. <p>Working scientifically: Study the work of naturalist David Attenborough</p> <p><u>Properties and changes of materials (Y5 N.C)</u></p> <ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Working scientifically:</p> <ul style="list-style-type: none"> - Baking soda, vinegar etc. to create erupting volcano - Greenhouse gases
<p>Visits/ Visitors</p>	<p>Organise a <i>Greek Day (Olympics)</i></p>	<p>Space Centre - Leicester Planetarium or Discovery Space centre, Stevenage</p>	<p>Y5 Residential</p>

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Comments	English text - Tales of the Greek Heroes - Roger Lancelyn Green Or Hercules/Thor/Atlantis Percy Jackson & the Lightning thief OTHER ENG OPPS -write a letter as a character from a Greek myth. - recount an episode from a myth in poetic form. - turn a Greek myth (prose) into a play script. - write a myth. - write a newspaper article about a character from the text. - learn that many English words have Greek origins, & identify some Greek prefixes, suffixes and letter strings.	English text - The Jamie Drake Equation - Christopher Edge Sci-Fi poems 'Moon Juice'	English Texts - The Time travelling cat & the Viking Terror Beowulf: Dragon Slayer retold by Rosemary Sutcliff Beowulf - Michael Morpurgo Myths of the Norsemen retold by Roger Lancelyn Green
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