

Topic: Ancient Greece
Cycle Year:1 Term:3
Educational Visit: Top Adventures



Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to:

Relationships:	Changing Me:
<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Religious Education:

For Christians, what was the impact of Pentecost?

Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

How and why do people mark the significant events of life?

Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today.

PE:

- Striking and fielding: cricket and rounders
- Athletics - Olympic link
- Swimming
- Tennis
- OAA visit

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- All about me: body parts (incl. 'Head shoulders, knees and toes')
- Making monsters - recap colours/clothes as well as body parts
- A French Story: Va-t'en-grand monster vert
- Numbers to 69
- Food (incl. 'Hungry Caterpillar/ La Chenille Qui Fait des Troues
- Ice Creams and opinions
- Instructions to make...

Please see French progression map for further guidance

As historians we will study Ancient Greece:

- Timeline key events and achievements
- Look at the achievements of Alexander the Great.
- Consider the influence the Ancient Greeks have on life today (Olympics, democracy etc).
- Develop an understanding of life in Ancient Greece.
- Explore and make inferences from Greek Art and Artefacts (Trip)

Please see history skills sheets for further guidance.

As geographers we will explore coasts:

- Develop their knowledge and understanding beyond their local area to include more of the UK.
- Name and locate counties and cities of the UK. The children will revise their understanding of the 8 compass directions.
- Learn about key topographical and physical features of the coasts to understand how some of these aspects developed, are changing now and how they have changed over time.
- Understand similarities and differences through the study of human and physical geography of a region in the UK (SW England (and a region of European country (Greece).
- Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety.
- Consider tourism, as both an economic and pleasurable activity.
- Think about the current and future effects climate change, rising sea levels and pollution, especially by plastics are having on our world.

Please see geography skills sheets for further guidance.

As designers we will focus on:

Design, make and evaluate a mythological creature (hydra) using pneumatics.

- Develop vocabulary and understanding of inputs and outputs.
- Explore existing products using pneumatic and hydraulic pressure.
- Create a product which uses pneumatic pressure from a syringe to inflate a balloon, which causes the creature to move.

Please see design and technology skills sheets for further guidance.

As artists we will focus on:

Create a line drawing of a Greek mythological creature's eye and colour using watercolours:

- Develop sketching skills and use of tone when using different sketching pencils when planning our mythological creature.
- Develop intensity of colour to develop shades (gradients, colour mixing and selecting colours) using watercolours.
- Use imagination to create the line, form and shape of the mythological creature's eye, pupil and scales.
- Explore how these skills are used by different artists, craft makers and designers (particularly the illustrator artist John Howe).

Please see art skills sheets for further guidance

As musicians we will: (MC unit)

Link our music to the Ancient Greek topic and:

- Learn about triple time by performing, composing and singing music with a 3 beat feel.
- Learn about the pentatonic scale and compose/perform rhythms which use this and triple time.
- Learn about Leitmotifs before composing our own (with sound effects) for a Greek Hero.
- Element Foci: Rhythm, Pitch, Timbre & Dynamics, Structure & Form

Please see music skills sheets for further guidance.

As experts in computing we will:

- Explore branching databases (3.6 2question)
- Explore simulations to replicate events or hypothetical situations (3.7 2simulate 2publish)
- Further our graphing skills and decision making about the best graph to use before sharing it on a class blog (2graph 3.8).

Please see computing skills sheets for further guidance.

As scientists we will focus on:

Work scientifically: Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Plants:

- To revisit how to identify and describe the functions of different functions of flowering plants: root, stem/trunk, leaves and flowers.
- To revisit the requirements of plants for life and growth (air, light, water, nutrients from soil and room to go) and how they vary from plant to plant. Base an investigation on this learning:
Working scientifically investigation: How does light affect growing plants? Investigate the difference between different seeds and how they germinate
- Investigate the way water is transported inside plants
- Explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation, seed dispersal.

Animals (including humans):

- Identify that humans and some animals have skeletons and muscles for support, protections and movement).
- Changes such as growing up; knowing our bodies; life cycles; where do things come from (Use Shropshire Respect Yourself Scheme Y3 and Y4)
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Recognise that environments can change and this can pose dangers to living things (human impact e.g. loss of habitat, overhunting).
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Please see science skills sheets for further guidance.

Develop our English skills through the stimuli of:

- Reading spine texts: The Lion the Witch and the Wardrobe by C S Lewis, Greek myths, Aesop's fables, The Tunnel by Anthony Browne (Picture book), The Cave of Curiosity by Pie Corbett (Poem)
- Explore myths, legends and fables to retell a Greek myth. Pie Corbett King Midas text.
- Narrative writing using The Olympians (<https://www.teachingideas.co.uk/greeks/the-olympians>)
- Playscript of a short scene from Hercules.
- Biography of a famous Olympian: Usain Bolt, Mo Farrah, Simone Biles
- Explanation of a life cycle of a flowering plant

Please see English assessment sheets for further guidance.

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Number and Place Value Reasoning 2 - Decimals (Y3 - tenths, Y4 - hundredths)
- Measurement Reasoning 1 - Comparing, estimating and calculating with measures.
- Measurement and Statistical Reasoning 2 - Time, Timetables and Times Graphs.
- Operational Reasoning - Understanding and Applying the Four Operations
- Proportional Reasoning 3 - Finding Fractions of Quantities by applying their times table facts (Y3: 3, 4 and 8s. Y4: all facts to 12X12)
- Y2: Negative Numbers - Counting through zero and calculating in context.
- Y2: Geometry - Co-ordinates in the first quadrant and translations
- Y2: Geometry - Position and Direction, incorporating angles and plotting points of a shape.
- Continuing to develop fluency for number and times table facts.
- Measuring ingredients to make Greek Kebabs
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Please see skills and knowledge in year group assessment grids.

