

The Ancient Greeks



Key Vocabulary:

function minerals, pollen, disperse, transferred, wind, insects, carbon dioxide, photosynthesis, programme, turtle, command, snippet, algorithm, design, debug, logo command, forwards, backwards, clear screen pen up, pen down, home, repeat, set pen colour, pattern, repeat, repetition, count-controlled loop, algorithm, value, trace, decompose, procedure, Civilisation, Alexander the Great, enslave, pottery, Athens, democracy, Olympics and the Trojan War

Home learning:

Research Greek Gods and Goddesses. Can you share what you have learnt with the rest of the class?

You can choose how to present your information. You may want to create a PowerPoint presentation or use Microsoft word.

History:

Ancient Greeks

- To explore some of the key events during the ancient Greek period.

Use evidence to build up a picture of a past event.

Use dates to work out the interval between periods of time and the duration of historical events or periods

- To examine how Alexander the Great's Empire grew and the effects of this.

Appreciate that the actions of people can be the cause of change.

Identify the consequences of events and the actions of people.

Identify reasons for historical events, situations and changes.

- To research aspects of daily life and society in ancient Greece.

Identify the differences between different sources and giving reasons for the ways in which the past is represented.

Evaluate the usefulness of different sources.

Independently use textbooks to gain historical knowledge.

Explore different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.

- To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.

Identify and give reasons for different ways in which the past is represented.

Know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past

- To explore the Olympics in ancient Greek times through examining primary sources.

Use evidence to build up a picture of a past event.

Know the difference between primary and secondary sources.

- To discover the ancient Olympics and compare to today's Olympics

Understand that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.

Identify and compare significant people and events across different time periods.

Explain similarities and differences between daily lives of people in the past and today.

Identify similarities and differences between periods of history

Science:

Plant and Habitats

- Identify and describe the functions of different parts of flowering plant: roots, stem/trunk, leaves and flower.
- To investigate the different size and shape of plant leaves.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow - flowers.
- To compare how plants survive in different habitats.
- Investigate the way in which water is transported within plants.
- To investigate "Are all plant roots the same length?"
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- To investigate seeds of different fruits and how they are dispersed in different ways.

Key questions for this area of learning:

What do you know about the life of an Ancient Greek?

What do plants need to survive?

Religious Education:

- Consider why people go on pilgrimages.
- Suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians.
- Consider a journey to a spiritual place e.g Stonehenge.
- Find out more about different forms of worship, prayer and meditation in the Hindu community
- Create works of art or music which express their understanding of what it means to belong to a religion or world view.
- Practise the skills of inferring beliefs and ideas about values from stories.

RSHE:

- Know what being part of a community means, and about the varied institutions that support communities nationally and locally.
- Recognise the role of voluntary, community and pressure groups in relation to health and well-being.
- Reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals.
- Know the importance of self-respect and how this links to my happiness.
- Know how to be personally motivated, focused and optimistic.
- Work collaboratively towards shared goals.

PE:

Dance with Mr Evans

- Show fluency when moving.
- Move using a range of patterns.
- Link movement patterns together.
- Link movement patterns together showing consistency.
- Collaborate with others.
- Work on your own, with a partner, and in a group
- Perform at the same time as a partner.
- Create, practise, and perform more complex dances.
- Perform as various characters when moving to music.
- Experiment with speed, tension, and continuity.
- Communicate feelings through dance.
- Perform actions with clarity of movement

Swimming

French:

- Introduce the nouns and articles/determiners for six common classroom objects.
- To learn a further five classroom object nouns
- To learn the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do you have in your pencil case?)
- To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French. (my)
- To learn how to use the negative structure 'Je n'ai pas de...' (I do not have)

Computing:

Programming A: To explore a new programming environment.

- Identify that accuracy in programming is important.
- Create a program in a text-based language.
- Explain what 'repeat' means.
- Modify a count-controlled loop to produce a given outcome.
- Decompose a task into small steps.
- Create a program that uses count-controlled loops to produce a given outcome.

Design Technology:

To design and make a pulley system.