

**Questions.**—Article 13

Week 1: Who were the Ancient Greeks?  
 Week 2: What mattered to Ancient Greeks?  
 Week 3: How similar was life in Ancient Greece to life today?  
 Week 4: Which individual was the most important to Ancient Greeks/to us today?  
 Week 5: Why did Ancient Greece lose its power?  
 Week 6: [Can you tell a Greek myth to your peers?](#)

**Texts:** Odysseus, King Midas Non fiction texts Articles 28, 29 & 30

**Writing outcomes:**

**Fiction:** Personal Response Narrative  
 Character Study Description

**Non Fiction:** Recount Information Journalism

**Maths** Articles 28, 29 & 30

Prime Numbers  
 Area and Perimeter  
 Measuring Volume

**Science:**

- Make a poster that explains pollination, fertilization, seed production, seed dispersal, germination and plant growth

**Computing:** We are architects: design algorithms that use repetition and two way selection.

**Enrichment**

Ancient Greek pottery  
 Ancient Greek Olympics  
 Archaeological dig— laminates hidden in sand  
 Debate  
 Greek banquet  
 Make bread  
 Classical Art day  
 Ancient Greek day

**Assessment Foci**

**Art:** To learn about great artists in history  
**Science:** reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  
**Computing:** Design, create & present content (Google Sketch Up).  
**Music:** Ongoing singing, djembe and composition.  
**History:** Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.  
 Describe characteristic features of past societies and periods

**Foundation Subjects Coverage**

**History:** A study of Greek life and achievements and their influence on the western world; summarise how Britain may have learnt from other countries and civilisations; investigate the legacy of Greek culture (art, literature, architecture) on later periods in British history, including the present day; explain how Parliament affects decision making in England.

**PE:** Tennis—use forehand and backhand with a racket; hit a ball accurately with control; demonstrate improvement over time - Article 29 & 31

Dance—compose own dances in a creative way; perform to an accompaniment; show clarity, fluency, accuracy and consistency in a dance.

**Art:** Improve their mastery of art and design techniques using clay.

**DT:** investigate and analyse a range of existing products prepare and cook a variety of breads; explain how a product will appeal to a specific audience; explain how to be both hygienic and safe in the kitchen; understand the principles of a healthy and varied diet

**French:** Similarities and differences between English and French lifestyle—read carefully and show understanding of words, phrases and simple writing; write phrases from memory; describe people, places, things orally and in writing; say what like/dislike about a topic— .Article 30

**PSHE/ British Values:** Making choices, solving problems

**Music:** play and perform in solo and ensemble contexts (djembe); maintain a part whilst others are performing their part; play instruments with increasing accuracy, control and expression; improvise with a group using rhythmic phrases; explain why some music is successful/ unsuccessful.—Article 29 & 31