

## Year 3 / 4 Unit of Learning – Summer 1 & 2 GROOVY GREEKS

<b>Key Question</b> What have the Greeks done for us?		<b>Central Idea</b> Understand Greek life, their achievements and influences on the Western World		<b>Guiding Questions</b> When and where did ancient Greece exist? How does it compare to Greece today? What are the greatest Greek achievements? What are mythical creatures and stories did they invent? Did they exist or not? What is the Greek Olympic legacy? How have the Greeks affect sport?	
<b>NC Computing</b>  I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can 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 I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  I can 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  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		<b>Values</b> Excellence Resilience Responsibility Trust Courage Respect Determination Freedom Equality Honesty Confidence Kindness		<b>Religious Education Philosophy Weddings/ Buddha</b>  What special times have we shared with others? What is a wedding? What are the similarities and differences of weddings in different religions?  What is a Buddha? How does the teachings of Buddhism help us live our lives? How can I develop my own beliefs and opinions about the world? How can I debate and listen to others?	
		<b>Core Texts /Visits</b> Ariadne, Theseus and the Minotaur Horrible Histories Groovy Greeks Paddington Olympic Park and Orbit visit Autobiographies of Olympic athletes Greek Myths For Young Children Perseus and The Gorgons Medusa Icarus and Daedalus Hercules			
		<b>Writing Genres</b> <i>Coverage across the year:</i> <b>Fiction</b> <i>Narrative including fairy tales and myths</i> <i>Adventure, mystery and real life stories</i> <b>Poetry</b> <b>Playscripts</b> <b>Descriptive writing</b> <b>Suspense writing</b>  <b>Non-Fiction</b> <b>Newspaper reports</b> <b>Persuasive</b> <b>Instructional</b> <b>Non chronological report</b>			
<b>PE NC Knowledge and Skills</b>  I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games and apply basic principles suitable for attacking and defending. <b>Dance</b> I can develop flexibility, strength,	<b>PE Evaluation, Fitness and Health</b>  I can compare my performances with previous ones to achieve my previous best.  I can devise and use rules I can recognise which activities help my speed, strength and stamina and know when they			<b>Singing</b> I can play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression  I can listen with attention to detail and recall sounds with	<b>Music NC</b>  I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  I can improvise and compose music for a range of purposes using the inter-related dimensions of music

<p>technique, control and balance I can perform dances using a range of movement patterns</p> <p><b>Swimming</b></p> <p>I can swim competently over a distance of at least 25 metres. I can use a range of strokes effectively</p> <p>I can perform safe self rescue in different water based situations I can work with confidence in the water.</p> <p>I can explore and use skills actions and ideas individually and in combination eg use arms to pull and push the water.</p>	<p>are important in games I can recognise how specific activities affect my body I can explain my ideas and plans recognise aspects of my work which need improving and suggest how.</p>	<p><b>Explanation</b> <b>Debate and balanced arguments</b> <b>Recount</b> <b>Letter writing</b> <b>Biography</b></p>	<p>increasing aural memory</p> <p>I can sing in tune with expression</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can use and understand staff and other musical notations</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music.</p>
<p><b>Science NC Skills</b> <b>Working Scientifically</b> <b>Science NC Skills</b> <b>Working Scientifically</b></p> <p>I can ask relevant questions I can ask relevant questions and use different types of scientific enquiries to answer them I can set up simple practical enquires, comparative and fair tests</p> <p>I can make systematic and careful observations and where appropriate take accurate measurements using standard units with a range of equipment I can gather, record, classify and present data in a variety of ways to help answer questions I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>I can report on findings from enquires including oral and written explanations, displays or presentations of results and conclusions I can use result to draw simple conclusions, make predictions for new values, suggest improvements or raise further questions I can identify differences, similarities or changes related to simple scientific ideas and processes I can use straight forward scientific evidence to answer</p>	<p><b>Science NC Knowledge and Skills</b></p> <p><i>Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.</i></p> <p><i>Identify that humans and other types of animals have skeletons and muscles for support protection and movement.</i></p> <p><i>Describe the simple functions of the basic parts of the digestive system in humans</i></p> <p><i>Identify the different types of teeth in humans and their simple functions.</i></p>	<p><b>Geography NC Knowledge and Skills</b></p> <p>I can 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> <p>I can 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> <p>I can 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</p> <p>I can describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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> <p><b>History NC Knowledge and Skills</b></p> <p>I can develop chronology about British history. I can note connections contrasts and trends over time. I can ask historically valid questions. I can use a range of sources and artefacts to understand the past.</p> <p>I know about the changes in Britain from the stone age to the iron age.</p>	<p><b>Art NC</b></p> <p>I can create sketch books to record their observations and use them to review and revisit ideas I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] I can about great artists, architects and designers in history</p> <p><b>DT NC</b></p> <p>I can 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</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</p> <p>I can 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> <p>I can investigate and analyse a range of existing products</p> <p>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	

questions or support their findings.

I can understand how key events and individuals in design and technology have helped shape the world

### Key Outcome

Groovy Greek day: children to dress as favourite Greek character, God/ Goddess, mythical beast, Olympian

Trip: trip to Olympic Park

Debate: Who was the greatest Greek god/ goddess/ mythical creature

Comic life: graphic novel to create a myth

Horrible History TV clip using ICT and tablets