

MTP Overview- Year 3-4

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)

Term 5: Ancient Greece

Subject: History <i>Stories from Ancient Greece: historical fact, legend or myth? What was life like for the Greeks?</i>	
Prior learning: Battle of Hastings, Mayans, (Romans)	
Key Concept/ Theme; Civilisations and Invasion	
Next Steps in Learning; (Romans), Shang Dynasty	
Vocabulary: civilisations, ancient, islands, trade, excavate, artefact, CE, BCE, complex, export, bronze, import, Minoans, oligarchy, city-state, Athens, Sparta, alliance, retreat, invasion, outnumber, empire, militaristic	
1.	<p>What does Greek Geography tell us about how the ancient Greeks may have lived?</p> <p><i>Let's learn about the impact of geography on the Ancient Greeks</i></p> <p>Activity 1- explore a map of Greece to determine key geographical features</p> <p>Activity 2 – What does this tell us about Ancient Greeks? Think as a geographer and a historian.</p>
2.	<p>How does Ancient Greece fit into a timeline of world history?</p> <p>How else do we know about how the Greeks lived?</p> <p><i>Let's learn about how we know about Ancient Greeks</i></p> <p>Activity- What can excavations tell us?</p> <p>Challenge – Reasoning and application of dates when excavating</p>
3	<p>What was life like in early Greece?</p> <p><i>Let's learn about life in early Greece</i></p> <p>Activity- Infer information using sources of evidence</p>

4	<p>Who were the Minoans? What type of people were they? Why did they fall?</p> <p><i>Let's learn about the rise and fall of the Minoans</i></p> <p>Activity; Interpret evidence to describe characteristics of the Ancient Greeks</p> <p>Discuss why Minoans may have fallen.</p> <p>Challenge; Reason with evidence</p>	<p>Sources and Evidence</p> <p>Cause and Consequence</p>
5	<p>What was life like in Greek City-States? Would you rather live in Athens or Sparta?</p> <p><i>Let's learn about Athens and Sparta</i></p> <p>Activity; Drama Activity- Visiting a Greek Market/Agora</p> <p>Activity; Demonstrate key facts about Athens and Sparta- compare the two cities</p> <p>Challenge; Describe a day in the life of a Spartan/ Athenian</p>	<p>Similarities and Difference</p> <p>Empathy and perspective</p>
6	<p>How did the Greeks defend their city-states from the Persian invasion?</p> <p>Let's learn about the Persian invasion</p> <p>Activity; Drama Role play- spread of Persia and the Battles of Greece</p> <p>Activity; Causes and Consequences of the Invasion</p>	<p>Cause and Consequence</p>
7	<p>What was life like after the Persian retreat?</p> <p>Activity; Create an ipad app to explain main battle events</p> <p>Activity; Recreate and role-play the main events</p>	<p>Empathy and perspective</p>
<p>End points:</p> <p>To know how Ancient Greeks lived</p> <p>To know how the Geography of Greece influenced their lives</p> <p>To know how conflict and invasion impacted the lives of the Ancient Greeks</p>		

Subject: Science	
Focus: States of Matter 2	
Prior learning: (Autumn Term 22-23)	
<ul style="list-style-type: none"> ● To know the stages of the water cycle. ● To know and understand the vocabulary linked to the stages of the water cycle. ● To know what solids, liquids and gases are and the differences between them. 	
Concept: (Big question) What makes solids, liquids and gases different?	
Vocabulary: Solid, liquid, gas, temperature, particles, change, state, reversible	
1	LO: Let's learn to understand the difference between a solid, liquid and gas. Task: Create models of three states. Recap previous learning
2	LO: Let's learn to plan a fair test Task: Plan and carry out an experiment to find out which liquids moves the quickest.
3	LO: Let's set up and carry out a fair test so we can answer a scientific enquiry Task: Follow steps to carry out fair test. Record results.
4	LO: Let's learn about famous scientist Alfred Nobel - dynamite, explosives Task: Write a scientific recount of Nobel's life. – What was his impact in the world of science?
5	LO: Let's explore how gas takes the space of objects. Task: Carry out activities to see how gas fills spaces. Children will make gases by combining different solids and liquids.
6	LO: Let's explore the different states of water Task: Use thermometers to find freezing and boiling states of water.
End point:	
<ul style="list-style-type: none"> ● To know what solids, liquids and gases are and the differences between them. ● To know that water freezes at 0 degrees and boils at 100 degrees. ● To know the particles structure in Solid, Liquid and Gas. 	

Subject: ICT	
Prior learning: Safe logins, Purple Mash search, Sharing online, Digital Footprints, Reliability of websites and 'spoof' websites, Appropriate ratings, Reporting problems, Trusted adults.	
Concept: Children can use search engines to provide helpful information to support their learning.	
Vocabulary: Search engine, Results, Internet, Key words, Effective, Accurate,	
1	LO - Safe searching and online safety. Task - Sequencing the 'journey' of the internet, from home to around the world.
2	LO - Let's learn to locate information on the search results page. Task - Using Google search engines (or alternative) to discover information. Children can use different search engines to compare results. Using key, effective searches to find accurate information.
3	LO - Let's learn to use search effectively to find out information. Task - Using online search engines to convert measurements and values to compare with a partner. Children to be assigned different search engines to compare the reliability of online searches.
4	LO - Let's learn to assess whether an information source is true and reliable.

Task - For the children to make informed predictions to compare true and false 'facts'. For the children to use the internet to check their predictions and the accuracy of the 'facts'.
End point: To accurately, search for intended information via a search engine, using effective techniques such as truncating a question into just key words or concise phrases.

Subject: Music – Ancient Greeks	
Prior learning: Appraisal, pitch, tempo, dynamics, duration, listening, composing, performing.	
Concept: Appraisal, pitch, tempo, dynamics, duration, listening, improvising, composing and performing	
Vocabulary: appraise, pitch, tempo, dynamics, duration, names of instruments, improvise, compose, graphic score	
1	LO: Let's learn how to improvise sounds to match the events of a story. Task: Link to Icarus story. Children to explore how to play the percussion instruments in small groups. Can they make their instrument sound like different parts of the 'Icarus' story? Can they use different pitch, tempo, dynamics and duration in their work?
2	LO: Let's learn to read music that using symbols. Task: Explore a range of graphic scores as a class. Children to explore how to play the graphic scores using percussion instruments in small groups. Can they use different pitch, tempo, dynamics and duration in their work?
3	LO: Let's learn to notate music that using symbols. Task: Explore ways of notating Icarus sounds by creating a graphic score. Add pitch, tempo, dynamics and duration to their work. How can they improve their ideas? (e.g. more variety of instruments, layering rhythmic patterns together).
4	LO: Let's learn how to improvise sounds to match a character. Task: Children to think about the characteristics of various Greek gods and goddesses. Children to explore how to play the percussion instruments in small groups. Can they make their instrument sound like different Greek gods and goddesses? Can they use different pitch, tempo, dynamics and duration in their work? Can they layer different rhythmic patterns together effectively?
5	LO: Let's learn to match music to moving images. Task: Explore a range of tuned and un-tuned percussion instruments. Watch and discuss film clip (without sound) from 'Wrath of the Titans'. Can they make their instrument represent something from the video clip? Can they fit their sound to a rhythmic pattern, suitable for the video clip? Can they layer different sounds and rhythmic patterns together so they fit to what is happening in the video clip?
End point:	
<ul style="list-style-type: none"> ● Confidence to perform (with instruments). ● Ability to improvise and compose. ● Skills to notate music using graphic score symbols. 	

Subject: RE
Prior learning: Comparison of Judaism to Christianity. Children have explored that The Torah, holds the first five books of the Hebrew Bible. (The 5 books of Moses)
Concepts: How festivals are used to celebrate forgiveness, salvation, and freedom. To know that Rosh Hashanah is the Jewish New Year festival., To know that Yom Kippur is 'The Day of Atonement', To know the story of the Passover, To know how Passover is celebrated in Jewish homes., To know that Jewish people follow the Ten Commandments and what these are. To know some Jewish prayers.
Big Question: How do festivals and family life show what matters to Jewish people?
Vocabulary: Atonement, Passover, commandment.

1	LO: To recap our knowledge of The Jewish Faith Task: What is Judaism and what to Jews believe sheets.
2	LO: To learn about the festival of Passover Task: Children will read the story of Moses and the exodus from Egypt. They will understand what Passover represents and identify how it is celebrated by Jews today. They will look at the Seder plate and understand the symbolism of each of the objects of the plate in relation to the story.
3	LO: To find out about the Jewish festival of Sukkot Task: Children will recap the story of the exodus from Egypt before finding out what happened to the Israelites in the desert. They will understand what the festival of Sukkot commemorates and how it is celebrated by Jews today.
4	LO: To find out about the festival of Purim Task: Children will identify the main characters and events in the story of Esther. They will understand what is being celebrated at Purim and why it is such a lively and joyous festival. They will describe the main features of Purim and understand how it is celebrated by Jews today.
5	LO: To find out about the festival of Hannukah Task: Children will start by thinking about what they would do if someone tried to force them to do something they knew was wrong. They will go on to read the story of the Maccabees and the Miracle of Oil. They will understand how and why Jews celebrate Hanukkah today, considering the importance of the symbol of light.
6	LO: To find out about the festival of Roshannah Activity: Children will identify Rosh Hashanah as the Jewish New Year. They will understand that it marks the anniversary of the creation of Adam and Eve, and identify some of the ways in which it is celebrated today. Children will have the chance to consider things they have done wrong in the past year, as Jews do during Rosh Hashanah, and think about who they would want to ask for forgiveness.

Subject: PHSE	
Prior learning: Children have covered aspects of keeping their body healthy in Year 1 and 2. They know basic information about keeping their body healthy through sensible choices.	
Concept: Children understand that various aspects of their life and choices they make will have an impact on their health and fitness	
Vocabulary: oxygen, lungs, healthy, heartbeat, challenge, goal, drugs, safe, anxious, worried, nervous, harmful,	
1	LO I understand how exercise affects my body and know why my heart and lungs are such important organs Task - After feeling the effects of exercise think: How can you make your hearts and lungs fitter?
2	LO I understand how exercise affects my body and know why my heart and lungs are such important organs TASK - Children to set themselves a fitness challenge to complete during this term.
3	LO - I can tell you my knowledge and attitude towards drugs TASK – Children listen to a story then draw a picture to illustrate how they feel about drugs
4	LO - Let's learn how to identify things, people and places that I need to keep safe from TASK – Children complete a template for keeping safe in various situations/ people/ things. Can be used to create a class/ school book.
5	LO - Let's learn how to keep ourselves safe from harmful substances TASK- Children are able to explain where would be safe to keep harmful substances
6	LO- Let's learn how complex our bodies are and the importance of taking care of them TASK – Working in groups create an advert that explains how amazing the human body is
End point: Children understand why it is important to keep their bodies healthy. Children are able to explain why making healthy choices such, as being aware of the harmful effects of drugs, are important to their future selves.	

Subject: MfL - French	
Prior learning: Familiar with Red Riding Hood	
Concept: Learning songs and stories in French	
Vocabulary: French body parts, French words for characters.	
1 Language angels lesson 1	<p>LO: To know French stories. Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard</p> <p>Task: To label the characters from the story</p>
2 Language angels lesson 3	<p>LO: To know French stories. Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles</p> <p>Task: Identify body parts and identify which is feminine and which is male.</p>
3 Language angels lesson 6	<p>LO: Recognise a wider range of word classes including pronouns and articles, and use them appropriately</p> <p>Recognise questions and negative sentences</p> <p>Task: To identify the odd ones out in groups of words and explain why</p>
4	<p>LO: To know French songs. Have basic understanding of the usual order of words in sentences in the target language</p> <p>Task: Compare the French song with English version and work out the difference in the order of the words.</p>
5	<p>LO: To know the difference between the past, present and future tenses for verbs in French.</p> <p>Task: Sort verbs in past, present and future and talk about the differences</p>
<p>End point: Children can sort verbs and nouns. They know the French version of Red Riding Hood and understand word classes, questions and sentences.</p>	