

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 6: Ancient Greece

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| 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 | | Historical Concepts |
| 1. | <p>What does Greek Geography tell us about how the ancient Greeks may have lived? <i>Let's learn about the impact of geography on the Ancient Greeks</i> Activity 1- explore a map of Greece to determine key geographical features Activity 2 – What does this tell us about Ancient Greeks? Think as a geographer and a historian.</p> | <p>Cause and Consequence Sources and Evidence</p> |
| 2. | <p>How does Ancient Greece fit into a timeline of world history? How else do we know about how the Greeks lived? <i>Let's learn about how we know about Ancient Greeks</i> Activity- What can excavations tell us? Challenge – Reasoning and application of dates when excavating</p> | <p>Chronology Sources and Evidence</p> |
| 3 | <p>What was life like in early Greece? <i>Let's learn about life in early Greece</i> Activity- Infer information using sources of evidence</p> | <p>Sources and Evidence Similarity and Difference</p> |
| 4 | <p>Who were the Minoans? What type of people were they? Why did they fall? <i>Let's learn about the rise and fall of the Minoans</i> Activity; Interpret evidence to describe characteristics of the Ancient Greeks Discuss why Minoans may have fallen. Challenge; Reason with evidence</p> | <p>Sources and Evidence Cause and Consequence</p> |
| 5 | <p>What was life like in Greek City-States? Would you rather live in Athens or Sparta? <i>Let's learn about Athens and Sparta</i> Activity; Drama Activity- Visiting a Greek Market/Agora Activity; Demonstrate key facts about Athens and Sparta- compare the two cities Challenge; Describe a day in the life of a Spartan/ Athenian</p> | <p>Similarities and Difference Empathy and perspective</p> |
| 6 | <p>How did the Greeks defend their city-states from the Persian invasion? Let's learn about the Persian invasion Activity; Drama Role play- spread of Persia and the Battles of Greece 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>Empathy and perspective</p> |

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| | Activity; Create an ipad app to explain main battle events Activity; Recreate and role-play the main events | |
| End points: To know how Ancient Greeks lived To know how the Geography of Greece influenced their lives To know how conflict and invasion impacted the lives of the Ancient Greeks | | |

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| Subject: Science | |
| Focus: Sound | |
| Prior learning: (Autumn Term 22-23) <ul style="list-style-type: none"> To know and use musical vocabulary appropriately - volume, pitch, amplitude, vibration, sound, noise, loud, quiet, travel, wave, vibrate, | |
| Concept: (Big question) | |
| Vocabulary: volume, pitch, amplitude, vibration, sound, noise, ear, | |
| 1 | LO: <i>Let's learn to explain how sources of sound vibrate, creating sound.</i> Task: Take part in a sound survey around the school. |
| 2 | LO: <i>Let's learn to explain the volume of sound and how it travels to our ears.</i> Task: Activity 1 - Sound experiment using string, spoons and rulers. Activity 2 - Draw a diagram and write an explanation to discuss the findings of the experiment. |
| 3 | LO: <i>Let's learn to observe and describe patterns between the pitch of a sound.</i> Task: Create own pan pipes using straws to observe how size can affect pitch. |
| 4 | LO: <i>Let's learn</i> Task: |
| 5 | LO: <i>Let's learn</i> Task: Carry out activities to see how gas fills spaces. Children will make gases by combining different solids and liquids. |
| 6 | LO: <i>Let's learn</i> Task: |
| 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. | |

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| 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. | |

Music: Production rehearsals (or teach skills of the term through singing/ performance)

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| Subject: RE | |
| Prior learning: Understanding they need to think before actions (PSHE). Children have explored Islam, Christianity and Judaism understanding base values of the religions. | |
| Concepts: How non-religious and religious people can make the world a better place. To know what a sin is in Christianity and Islam. To know that rules are important for all people. To know what the holy spirit is and how Muslims believe in good and bad deeds. To know that there are individuals that make the world a better place. To know inspirational Christians (Desmond Tutu). To know what Christian Aid and Islamic Relief is. | |
| Big Question: How and why do people try to make the world a better place? | |
| Vocabulary: Deed, Riba, activist, parable. | |
| 1 | LO: To learn how the world is not always a good place. Task: Children the sheet on how to make the world a better place. They will understand how to make the world a better place and what a sin is. Also, ways religions can make the world better. |
| 2 | LO: To learn rules we follow, and other religions follow whilst considering people who don't follow them. Task: Children will identify the rules they follow in their day to day like and rules that Islam and Christianity have by completing the worksheet. They will understand how Christians use parables to help them get to Gods message. They will understand how Muslims follow the 5 pillars and knowing what a good deed and bad deed is. They will express their own ideas using religion on how to make the world a better place. |
| 3 | LO: To find out about inspirational Christians, Muslims and Jews who have used their religion to change the world. |

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| | Task: Children will complete a fact file about a person they choose from the slides. They will understand that some people use their religion to change the world for the better. They will how different religious beliefs effect how some people live. |
| 4 | LO: To find out what Christian Aid and Islamic Relief do and how they help people. Task: Children will write a leaflet on the Christian Aid or Islamic Relief. They will understand how organisations religious and not help people around the world. They will understand how people use their beliefs to help others. |
| End point: Children will understand how religion can be used to make the world a better place either alone or with an organisation. They will know how they can make the world a better place through their own actions. They will know why and how people religions and not make the world a better place. | |

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| 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 though 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 excise 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. | |

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| Subject: DT | |
| Prior learning: Using Clay | |
| Concept: How can Clay be manipulated to create a vessel? | |
| Vocabulary: score, smooth, scrape. Clay, coil | |
| 1 | LO – To explore different techniques when working with clay Task – Use a small amount of clay to create a coil, and to connect clay together. |
| 2 | LO - Let's learn create a design for a clay vessel. Task – using understanding of clay techniques, design clay pot. Think about the design that children want to add, similar to the designs from original Greek vases.. |
| 3 | LO – To use design to begin making clay jar/vessel. Task – Use techniques chosen by children to create the vessel. |
| 4 | LO – Let's decorate our vase using black paint to copy images form original Greek pottery. Task – Children use black paint to |
| 5 | LO- Let's evaluate our creations. Task- Children to decide what went well, what techniques worked well. What they would have done differently. |
| End point: To create an imitation of a Greek vase. Children will have learnt three specific clay skills to manipulate clay. | |

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| Subject: MfL - French | |
| Prior learning: | |
| Concept: Weather and Life in France | |
| Vocabulary: Words for 4 seasons | |
| 1 Weather | LO In this lesson pupils will learn how to recognise, recall and spell the four different seasons in the foreign language. Read some familiar words aloud using mostly accurate pronunciation Follow simple instructions and link pictures or actions to language Task Labelling seasons pictures |
| 2 Weather | LOIn this lesson pupils will learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in the foreign language. Show that he/she recognises words and phrases heard by responding appropriately To use French words to describe the weather. Task Writing sentences using words and phrases |
| 3 Weather | LOIn this lesson pupils will consolidate all knowledge from last lesson and will progress to learning about what happens in spring with the aim of saying and/or writing a short sentence about this season in the foreign language. Learn and remember new words encountered in reading Y4 Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately Task Writing sentences using words and phrases |
| 4 | LO Carnival in Nice In this lesson pupils will learn all about the history and traditions of Le Carnaval de Nice. |

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| Life in France | Ask and answer a range of questions on different topic areas Follow the written version of a text he/she is listening to Task Read a letter and answer questions about it |
| 5 Life in France | In this lesson pupils will learn all about the history and origin of the Bastille Day celebration in France. LO Read aloud using accurate pronunciation and present a short learned piece for performance To know about life in France today. Task Make your own presentation about Bastille Day |
| End point: Children can sort verbs and nouns. They know the French version of Red Riding Hood and understand word classes, questions and sentences. | |

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| Subject: English | |
| Prior learning: Romans, Myths, Writing own versions of stories - Roald Dahl, The Lost Thing, | |
| Concept: Writing own version of a Greek myth, using the story of 'Theseus and the Minotaur' by Geraldine McCaughrean. | |
| Vocabulary: Athenian, Cretian, Greek, God, Myth, Story, Labyrinth, Maze, Palace, Kingdom, Simile, Adverbial, Cliché, | |
| 1 | LO - Let's learn to effectively introduce plots and characters. Task - Using adjectives, conjunctions and adverbials to introduce plots and characters. |
| 2 | LO - Let's learn to introduce a mythical character. Task - to describe the Minotaur and it's location in the palace. |
| 3 | LO - Let's learn to use sensory details and actions to portray feelings. Task- create sentences using 'show don't tell' techniques. Portray characters emotions rather than describing them. Use dialogue to narrate parts of the story. |
| 4 | LO – Let's learn to express a character's emotions and situations through 'inner thought'. Task - consider the character of Ariadne, and what her inner thoughts might be towards Theseus. To manipulate similes to portray a negative image of a character. |
| 5 | LO – Let's learn to write effective sentences for our myth. Task- consider the characters of Theseus and the Minotaur and describe their battle. |
| 6 | LO – Let's learn to write effective sentences for our myth. Task – to use inner thought to introduce the intentions of opposing characters. Using this, we can describe the actions and motivations they simultaneously have. |
| 7 | LO - Let's learn to write effective sentences for our myth. Task – to use techniques of similes and pathetic fallacy to improve our written descriptions and comparisons of atmosphere and emotion. |
| 8 | LO – Let's learn to plan an effective ending to our myth. Task – to use plot points to plan their own ending to the traditional myth. Using their knowledge of characters, can they continue the myth by planning the fate of Theseus and/or other characters. |

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| 9 | LO – Let’s learn to apply our writing skills independently. Task – for the children to apply their plans to their writing by independently applying their skills to complete their ending of the myth. |
| End point: For children to independently apply learnt skills and complete their myth with their own fate of main character ‘Theseus’. For children to apply their knowledge of characters’ characteristics to complete a realistic end to the story. | |