

Alverton Curriculum Sequence Summer Term Year B- Years 3 & 4

Ancient Greece



Launch

Opening Ceremony of the Alverton Olympics:
Range of sporting and drama activities.

Reading Opportunities across the Curriculum

Whole class reading texts have been chosen to link to, expand and compliment the topic of Ancient Greece. Some of the texts we will look at include:

Novel Study texts:
Firework Maker's Daughter
Cool
Operation Gadget Man

Books on the theme of monsters.
Classic Novels
Forces
Greece
Selection of picture books.

Overarching Final Outcome / Composite

The term's final outcome:

Children will become tour guides of Ancient Greece, presenting knowledge to their peers or to the wider school community (tbc)

ART/DT

Art Prior Learning

In KS1: children will have used a range of materials creatively, responded to a range of stimuli, experimented with different materials, learned about a range of artists and craftsmen, been able to give their opinion and make links to their own work

Intent - Art & Design Skills: Sculpture

Children will be able to use sketch books to create, record and evaluate ideas, before improving their mastery of sculpture techniques inspired by the work of others giving reasons for their choices.

Art Summer Sequence of Lessons:

1. Create a sculpture in the style of the sculptor Sekari Douglas Camp.
2. Create a sculpture in the style of El Anatsui
3. Create a sculpture inspired by the athletes of Ancient Greece.

Art Outcome / Composite

Exhibition of artwork at Tremenhoe Sculpture Gardens.

DT Prior Learning

In KS1: Design products based on design criteria, using a range of tools and materials, and produce and evaluate a finished product.

Intent: Food - Super Salads

Children will explore healthy eating, looking at foods from all food groups, in order to understand a balance of good health.

DT Summer Sequence of Lessons:

1. Understand hygiene rules, food storage and food safety and equipment safety guidance.
2. Consider ingredient quantity and combinations, including dressings and topping, whilst identifying food groups. Putting into practice hygiene and safety knowledge, when preparing an experimental salad.
3. Investigate and research to develop the ingredients and presentation of a salad and incorporating their knowledge of balance and good health.
4. Plan the steps needed to prepare salad, using equipment safely and hygienically, explaining choices for their decisions. Evaluate against a set criteria.

DT Outcome / Composite

Children will design and make salad demonstrating their understanding of balance and good health, food hygiene and food safety.

COMPUTING

Summer 1 Prior Learning

In KS1: Know what algorithms are and how they are used. Write and test simple programs. Use logical reasoning to make predictions.

Intent: Programming with Robots

Sequence of Lessons:

Children will explore the history of robots for developing programming skills to then programme a robot to move around a maze.

Summer 1 - Sequence of Lessons

1. Understand what robots are.
2. Understand what is meant by programming a robot.
3. Consider whether you would trust a driverless.
4. Create a driverless car simulator in scratch.
5. Create a programme for a driverless car simulator in scratch.
6. Debug a programme.

Summer 2 Prior Learning

In KS1: Know what algorithms are and how they are used. Write and test simple programs. Use logical reasoning to make predictions.

Intent: Hour of Code

Sequence of Lessons:

Children will look at different aspects of programming with a specific focus on animation

Summer 2 - Sequence of Lessons

1. Understand what is meant by hour of code.
2. Give instructions to an on screen sprite.
3. Use computing vocabulary.
4. Use code to animate.
5. Use code to animate.
6. Use code to animate.

Computing Outcome / Composite

In both units children will work through and complete a digital workbook to evidence understanding.

HISTORY Summer 1

HISTORY Summer 2

Prior Learning

In KS1: Children will understand chronology and have an awareness of past and present. Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources. Talk about why things happened and explain what happened as a result. Identify similarities and differences between ways of life in different periods. Talk about who was important. Use language relating to the passing of time and historical terms.

Intent

Children will use a range of sources to investigate the lives and achievements of the Ancient Greeks

Summer 1 Sequence of Lessons:

1. To place Ancient Greece in time
2. To locate Ancient Greece, Athens and Sparta on a map (include Geography objectives Place knowledge of a region in Europe; Continents and oceans revision)
3. To identify similarities between Athens and Sparta (reference modern day impact eg Olympics)
4. To identify differences between Athens and Sparta
5. To carry out research using secondary sources of information.

Summer 2 Sequence of Lessons:

1. To infer information from artefacts about what life was like in Ancient Greece.
2. To use different sources to identify the most important achievements of Alexander the Great.
3. In depth study focusing on every day lives of Ancient Greeks.
4. Establish an understanding of similarities and differences to the children's own lives understanding the legacy of the Ancient Greeks.

Outcome / Composite

Children will present their learning for the entire term, in History and across the curriculum as a whole, producing a guide to Ancient Greece incorporating ICT.

MFL

MFL Prior Learning

In KS1: A specific language is not taught, the focus instead is on introducing languages in a variety of ways throughout the day, for example during the register or in greetings at the start of each day.

In the Spring Term: Children will have learned the names of a collection of vegetables and animals; as well as revisiting pronunciation from the Autumn Term.

Intent Summer Term

Understand vocabulary based on the topics of 'In Class' and 'Habitats'; revisiting pronunciation and providing opportunities for speaking and listening.

Summer Sequence of Lessons:

1. Recognise new vocabulary for classroom objects.
2. Revise classroom object vocabulary and introduce 5 new items/vocabulary.
3. Consolidate all vocabulary and introduce "j'ai" and 'Je n'ai pas de'.
4. To consolidate new language "j'ai" and 'Je n'ai pas de'.
5. Revise key vocabulary and learn simple classroom commands.
6. Revise all vocabulary from this unit and complete assessment.
7. Introduce new vocabulary through reading/listening activities.
8. Learn about key habitats in the world, consolidate new language.
9. Learn names in French for plants growing in specific habitats.
10. Understand which animals live in specific habitats.
11. Consolidate which animals and which plants belong in which habitat.
12. Consolidate all language learned and present learning from this unit, complete unit assessment.

Summer Outcome / Composite

Children will present learning for the term in a variety of ways, including presenting to their peers and producing presentations using ICT.

MUSIC

Prior Learning

In KS1: Children will use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Perform to an audience. Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments. Perform to an audience. Listen to and understand live and recorded music. Identify some different instruments used in a piece of music.

Intent Summer 1: (Charanga) Lean On Me

To sing, play, improvise and compose with this song and understand the genre. (Gospel)

Summer 1 - Charanga Sequence of Lessons:

1. Learn the song 'Lean on Me' playing rhythm games.
2. Play instruments parts linked to L.O.M.
3. Play flexible games, singing L.O.M.
4. Compose parts of the song L.O.M.
5. Prepare a performance based on L.O.M.
6. Practise and perform ens of unit performance.

Summer 1 Outcome / Composite

To perform within class, as individuals or in groups within this genre. (Gospel)

Intent Summer 2: (Yr 3 M/E) Ancient Worlds - Greeks

To create a percussion based piece inspired by an ancient greek myth.

Summer 2 Music Express Sequence of Lessons:

1. Exploring tuned and untuned percussion.
2. Exploring musical phrases and rounds.
3. Performing a round in three parts.
4. Singing a song accompanied with percussion.
5. Prepare a performance for a percussion based piece.
6. Practice and perform percussion based piece.

Autumn 2 Outcome / Composite

To perform within class, in groups using an ancient greek myth to inspire.

PSHE

PSHE Prior Learning

In KS1: Children will have covered units on Health and Wellbeing, Living in the Wider World, Healthy Relationships, Internet Safety, Healthy Eating, Health and Prevention and Basic First Aid. In addition each year children will also have taken part in a Health and Wellbeing Day, as well as an SRE session.

Intent Summer 1: Go Givers - Healthy Eating

Understand the importance of eating the right mounts of different food groups as part of a healthy lifestyle.

Summer 1 Sequence of Lessons:

1. Introduction to the human body and the food it requires
2. Understand the different food groups.
3. Design a healthy picnic.
4. Sort foods in to recommended consumption quantities.
5. Design a menu for packed lunches for a week.

Summer 1 Outcome / Composite

Children will demonstrate understanding, planning a packed lunch menu for a week.

Intent Summer 2: Go Givers - Democracy 3.

Understand the different roles undertaken in parliament, government and the justice system.

Summer 2 Sequence of Lessons:

1. Understand the different rules of Parliament, government and the justice system.
2. Understand what is meant by Rule of Law.
3. Understand how laws are made.
4. Understand how we can participate in our democracy.
5. Demonstrate our understanding of democracy.

Summer 2 Outcome / Composite

Children will use ICT to present their learning and understanding of Democracy.

RE

RE Prior Learning

In KS1: Children will learn about different aspects of Christianity and Buddhism through learning about their stories, celebrations, symbols and beliefs. Explore a range of religious stories and sacred writings and talk about their meanings. Identify and suggest meanings for religious symbols and begin to use a range of religious words. Reflect on how living in Cornwall is shaped by its religious traditions from the earliest times. Identify what matters to them and others, including those with religious commitments. Consider "who I am" and their uniqueness as a person in a family and community. Visit places of worship focusing on symbols and feelings. Listen and respond to visitors from local faith communities. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.

Intent Summer 1

To understand what Hindus believe God is like; making clear links between stories.

Summer 1 Sequence of Lessons:

1. Understand the importance of the 'Aum' symbol.
2. Understand the story of 'Svetaketu' and the relationship with 'Brahman'
3. Investigate the concept of self identify and compare with the 'Deities'.
4. Understand how Hindus worship at home.
5. Introduce 'Diwali' and the story of 'Rama and Sita'.
6. Understand what Hindus believe God is like

Summer 1 Outcome / Composite

Production of a piece of artwork inspired by Diwali.

Intent Summer 2

To understand what it means to be a Hindu in Britain today.

Summer 2 Sequence of Lessons:

1. Understand the uses and significance of objects in a Hindu home.
2. Understand the daily lives of a Hindu family.
3. Explore the traditions within the Hindu faith communities.
4. Explore the celebration of Diwali in Britain.
5. Explore different Hindu celebrations.
6. Understand what it means to be a Hindu in Britain today.

Summer 2 Outcome / Composite

Hold a Hindu inspired celebration.

SCIENCE

Summer 1 Prior Learning

In KS1: Children will have learned the basic needs of animals and humans for survival and can describe the importance of exercise and eating the right amounts of different types of food.

Intent Summer 1: Animals Including Humans Y3

Children will learn about the importance of nutrition and will find out how different parts of the body of different functions.

Summer 1: Sequence of Lessons:

1. Identify the animals including humans need the right types of nutrition.
2. Understand that humans/animals get nutrition from what they eat.
3. Identify that humans and some animals have skeletons and muscles.
4. Identify the main body parts associated with skeletons and muscles.
5. Identify and group animals with and without skeletons.
6. Compare the diets of different animals.

Summer 1 Outcome / Composite

Children will demonstrate their understanding of what foods keep us healthy. (Link to DT Super Salads)

Summer 2 Prior Learning

New topic in LKS2

Intent Summer 2: Forces and Magnets

Identify magnetic materials, to form an understanding of how magnets work.

Summer 2 Sequence of Lessons:

1. Compare how things move on different surfaces.
2. Notice that some forces need contact between two objects.
3. Observe how magnets attract or repel each other.
4. Compare and group together everyday materials on a basis of whether that are attracted by a magnet.
5. Describe magnets as having two poles.
6. Predict whether two magnets will attract or repel each other.

Summer 2 Outcome / Composite

Conduct an investigation in to which everyday materials are magnetic.