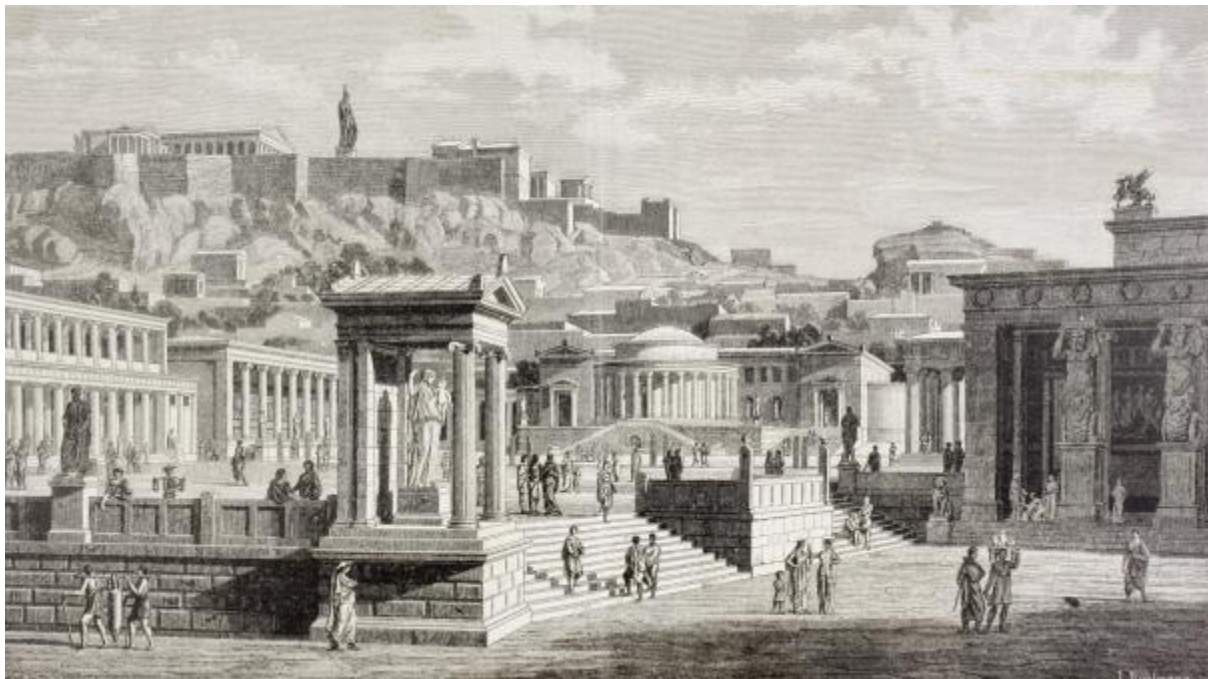




Summer Term 2

The World - Ancient Greece & The Olympics



Our Key subject for the topic is: History.

Our Key Learning skill for this half term is: Problem solving.

Over the next half term, we will be learning about Ancient Greece and The Olympics.

In maths we will learn about properties of 2D and 3D shapes, capacity and volume. For more details see the overview of learning at www.whiterosemaths.com.

Our English learning will be based around Greek myths, we will be retelling myths that we have studied and creating our own myths following the conventions of Ancient Greece.

Our main learning focus will be on History and Ancient Greece which will feed into our learning across the wider curriculum.

History - Ancient Greece.



Our history learning for this topic will include:

- When was Ancient Greece? Create a timeline showing Ancient Greece relative to other periods studied.
- Where was Ancient Greece? Locate Greece, the Greek Islands, Major Ancient Greek settlements on a map.
- The beginnings of democracy (links to PSHE)
- Everyday life for a child in Ancient Greece.
- City states including Athens and Sparta.
- Greek soldiers and armies.
- Education and trade in Ancient Greece.
- The ancient Olympics and sport in Ancient Greece.



Life in Ancient Greece

The ancient Greeks were great thinkers, warriors, athletes, artists, and politicians. They were also great builders. Their cities had beautiful temples, open-air theaters, and other dazzling public buildings.



Art and Artisans

The Greeks were famous for their clay pots. They came in many shapes and sizes depending on their purpose. They were often beautifully decorated with scenes from daily life.

The Greeks were really good at making statues, too. Master sculptors carved life-like statues out of a rock called marble.



Great Thinkers

The Greeks created a new way of thinking that emphasized logic, reasoning, mathematics, and careful observation. Plato (on the left) and Aristotle were famous thinkers of the time. Hippocrates, a doctor, and Archimedes, an inventor and mathematician, were well-known scientists.

Bold Builders

The ancient Greeks had a grand style of architecture that is still copied today. The Greeks believed that the secret to making a great building was math. They carefully designed their buildings, making sure all the angles, shapes, and sizes were just right.

frises: a decorative panel of sculpture

pediment: a triangle-shaped area with more sculpture

inner chamber: a room that held a statue of the god or goddess of the temple

Greek temples were held up with three styles of stone columns: Doric, Ionic, and Corinthian.



columns: a long post used to support a building, built around temples



The most famous Greek temple is the Parthenon in Athens. It was built for the goddess Athena.

THE AGES OF ANCIENT GREECE

| | | | | | | | |
|---|--|--|--|---|---|--|--|
| | | | | | | | |
| 2000 B.C. Minoan civilization centered on the island of Crete | 1350 B.C. Mycenaean civilization emerges | 1250 B.C. Trojan War is fought | 750 B.C. Greek city-states, such as Athens, emerge | 700 B.C. Homer writes the <i>Iliad</i> and the <i>Odyssey</i> | 508 B.C. Athens creates a democracy | 326 B.C. Alexander builds his empire | 86 B.C. Rome conquers Athens |

Greek Gods

Zeus: king of the gods; father of many children

Poseidon: brother of Zeus and Hades; god of the sea

Hermes: son of Zeus; messenger of the gods

Hera: queen of the gods; wife of Zeus

Hades: brother of Zeus; ruler of the underworld



Athena Heracles Apollo Poseidon Hermes Dionysus Hera Zeus Hades

Watchful Gods

The Greeks believed that gods and goddesses watched over them from Mount Olympus. Every city had a favorite god or goddess. People believed the gods protected them from harm. To please the gods, people brought gifts of money, flowers, food, and drink to temples like the Parthenon.







Science: Rocks and soils.

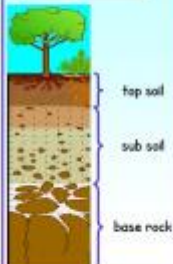


Why did the Ancient Greeks stone to build?


Why are some of their buildings still there thousands of years later?

- Sort and categorize rocks by their properties.
- Know and explain the different ways that rocks are formed and the properties of each.
- Know how fossils are formed.
- Create our own rocks and fossils using what we have learned.
- Recognise that not all soils are the same and that they are made up of a mixture of rock and organic material.

Rocks and Soils Fact Sheet

| | | |
|---|---|---|
| <p>Layers of soil</p>  <p>top soil</p> <p>sub soil</p> <p>base rock</p> | <p>Non-permeable rocks have no spaces between the particles, so water cannot pass through.</p> <p>Permeable rocks have spaces between the particles that allow water to pass through.</p> <p>Acid test - you can drop a little acid on a rock to see if it fizzes.</p> <p>A scratch test will tell you how hard a rock is.</p> <p>A permeability test will tell you how much water a rock will absorb.</p> | <p>Types of rock</p> <p>granite</p> <p>sandstone</p> <p>slate</p> <p>marble</p> <p>chalk</p> |
|---|---|---|

Rocks and Soils Glossary

| | |
|---|---|
| <p>drainage - a property of soil, whether it allows water to pass through easily or not</p> <p>mineral - a substance which is taken out of the ground e.g. iron ore is mined and manufactured into metal products</p> <p>particles - very small pieces of a substance</p> <p>permeable - lets water through</p> <p>non-permeable - does not let water</p> <p>sand - small rounded particles of rock</p> <p>soil - natural material made when rocks are worn away - contains different sized particles of rock, animal and plant matter and air</p> | <p>types of rocks - e.g. very hard - granite, hard - slate and marble, soft - chalk, sandstone and limestone.</p> <p>types of soil - clay, sandy, loamy etc. The colour and properties of the soil are changed by the base rock the soil is made from.</p>  |
|---|---|

Art: Paint, water colours



- We will be learning about creating basic working sketches.
- How to mix and apply paints.
- Wet on wet and wet on dry painting.
- How to use a brush to create different effects.
- Accurate observation of a subject.
- Examining and responding to cubist art.
- Creating water colours based on plants and flowers in the outdoor environment.















Living in the wider world and Religions with more than one God.

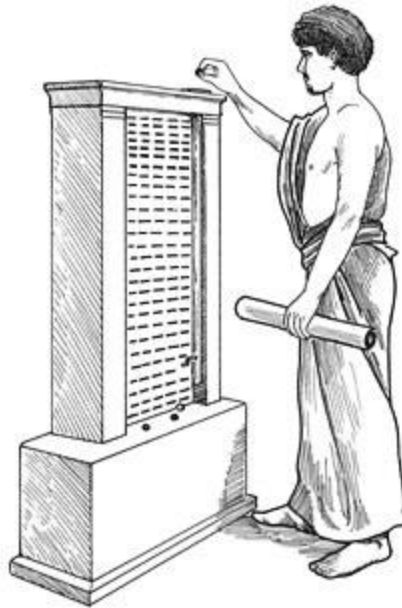


- Islam (already studied earlier in the year): Islam as a monotheistic religion compared to Ancient Greece as a polytheistic religion.

- Examining other polytheistic religions.
- Gods of different aspects of our lives, household and personal Gods in History.
- Key Ancient Greek Gods, their origins and significance. (links to narrative writing).
- Hinduism as a modern polytheistic religion, comparison to Ancient Greece.



- The beginnings of democracy in Ancient Greece, who got to vote and on what?
- Debate and the importance of knowing the facts surrounding an issue.
- Living in a modern democracy, right and duty to vote and have our voice heard.
- We will have our own debate and secret ballot on an issue we are all interested in.

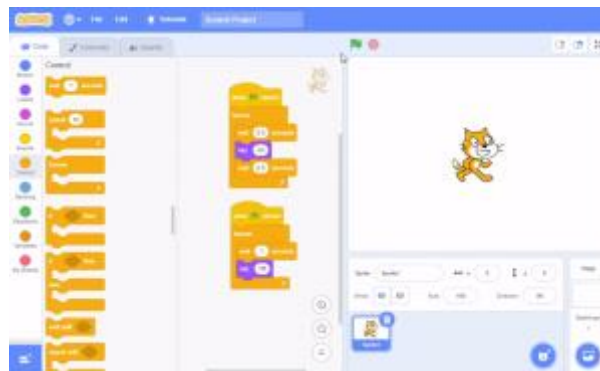
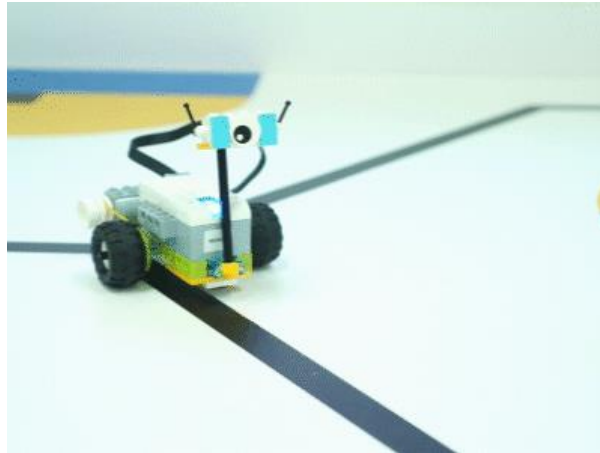


Computing: Inputs and sensing.

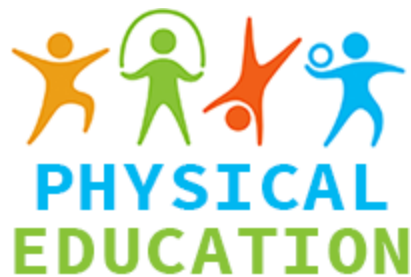


- We will be building on our Scratch learning from lockdown by adding different typed, sound or light inputs.
- Groups of learners will use Lego Wedo 2 for physical computing, building and coding small devices which will respond to inputs.
- Use learning about inputs and sensing to solve a simple problem.

- Learners will create their own code using graphical coding languages, test and debug their own algorithms.



PE: Athletics.



We shall be working to build our athletic skills ready for a KS2 internal sports days at the end of the term.

- Learners will practice and learn the importance of a proper warm up and stretching routine before engaging in athletics.
- Develop our running over short distances focusing on speed and longer distances focusing on stamina.
- Different ways of jumping, for height and distance. Running and jumping, hurdles.
- Different ways of throwing, pulling, pushing and flinging. Shotput and javelin.





French



We follow the Wakefield 'La Jolie Ronde' scheme for learning French in lower KS2.

We will be continuing to build the learners' spoken vocabulary and confidence to answer questions in French.

Home learning project



In order to avoid sending paper based resources home we will be continuing with our home learning projects for Summer 2.

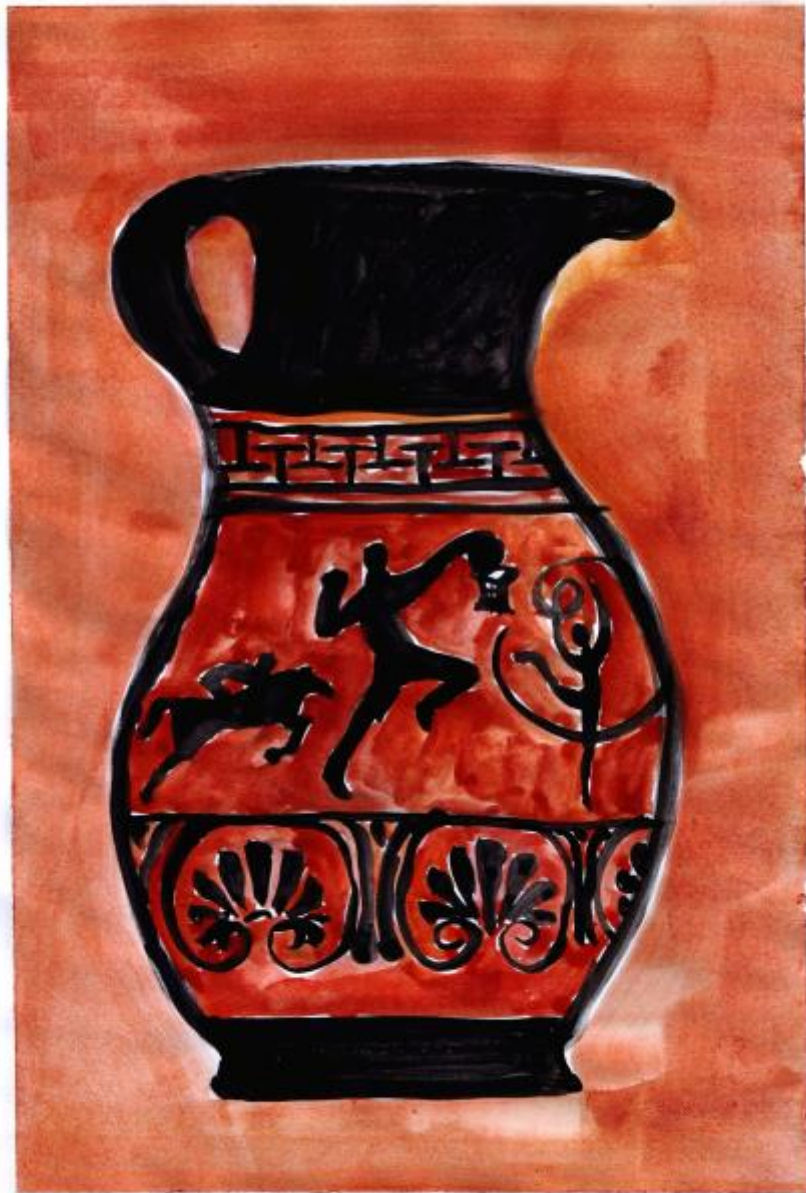
Use what you have learned about Ancient Greece, The Olympics and Greek myths to design and make an Ancient Greek urn, you can use black and red or orange for your decoration.

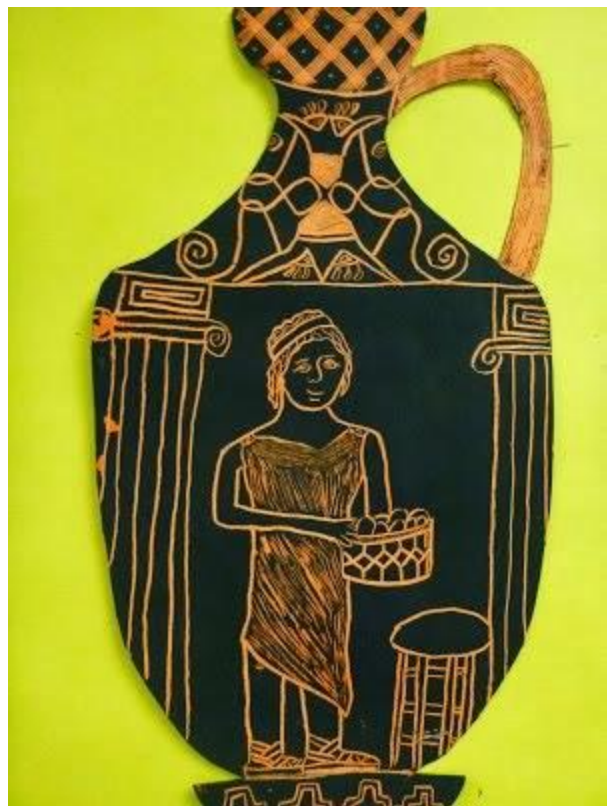
You could draw and paint it, decorate a plant pot, build it out of paper mache or clay.

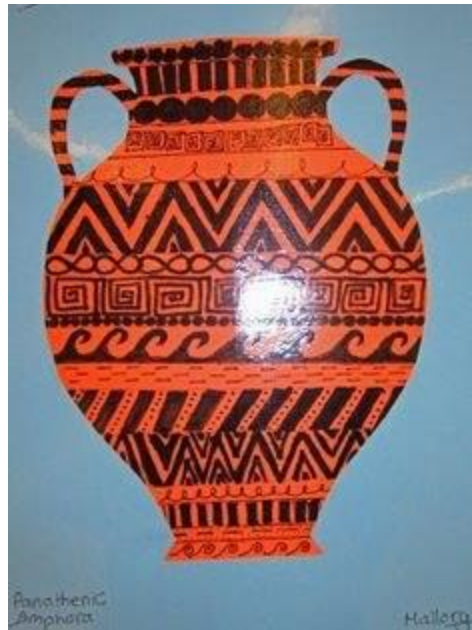
There are some examples below to help you.

Please remember all team members are still expected to read at home for 20 minutes at least five times a week, practice their times tables using TT Rock Stars and practice the week's spelling list ready for their spelling test on Friday.



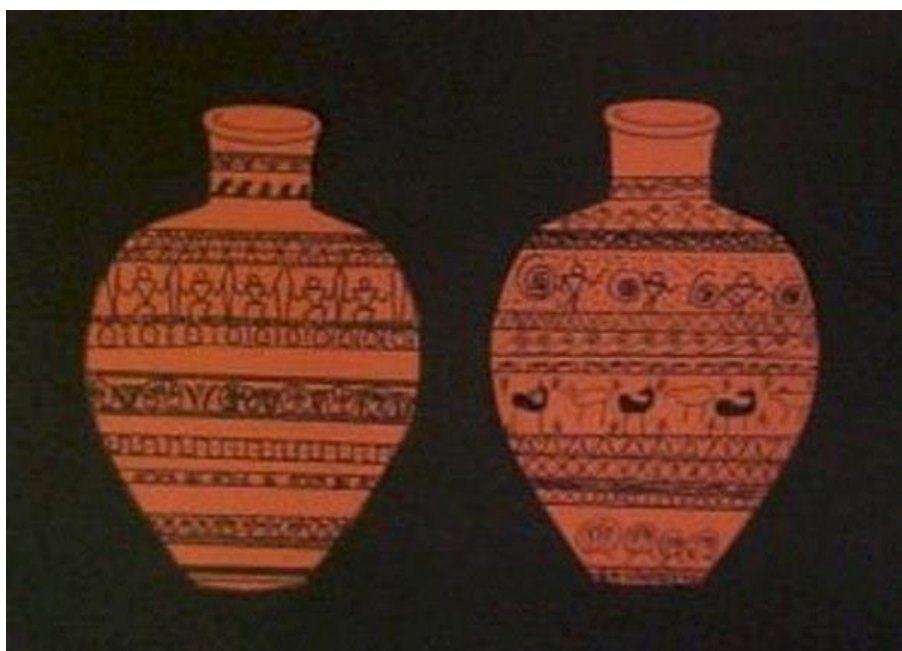
















Greek Amphora



CLS

