

Ground-breaking Greeks

In April 2023, the Year 5 children began their summer term expedition, focusing on the guided question:
“How is the Greek legacy still impacting us today?”

Our Learning:

Through our learning in history (Case Study 1), we develop our understanding of how the Ancient Greeks lived, comparing their lifestyle and culture with our own. While using chronology to place the Ancient Greeks within the correct period of history, we make links and comparisons with the Romans, Anglo-Saxons and Vikings using our prior learning from Year 4 and earlier this year in Year 5. We also develop our historical skills by looking at a range of sources and discussing the reliability of sources, beginning to develop our understanding of bias. We then explore how different historical interpretations of the discoveries could lead to a variety of different recounts of the events and lifestyles of the Ancient Greeks. We then look more specifically at the everyday life of the Greeks, the role of women in their society and democracy within Ancient Greek society.

Within art (Case Study 2), we begin by looking at style of decoration on Greek pots before exploring the work of printing artists. We look at a range of different printing styles and approaches before developing our own printing skills. We focus on improving our control of line and shape by simplifying drawings and sketches so that the children can create effective prints. Finally, we develop our own design to create logos for the Whitehouse Olympic Games’ values.

Engage

To get excited and engaged with the expedition, the children immerse themselves by participating in an Ancient Greek day which consists of a mini-Olympic Games, planning and making Greek plates and designing their own mythical Greek creature along with a labyrinth for them to live in.

Final Product and Family Learning

The children collaborate as the Whitehouse Olympic Committee to plan part of the Whitehouse Olympics for parents. They will hold a democratic vote for new events that would allow the children in our school to demonstrate our sports values. They create prints of their new logos for the Olympic values. Alongside this, in their English, they create Greek myths that also demonstrates the values of the Greek Olympics.

Key Texts



Staff Model Product



Olympic Shot-Put (bean bag)

Other subjects taught this term:



Scoring of the event:

All throws counted as long as they are made from inside the circle, will be counted and measured. The longest 'put' wins.

About the event:

The event has been part of the Olympics since 1896 for men and 1948 for women. It is classed as a track and field event involving throwing a heavy ball (the shot) as far as possible. The world record throw for a male athlete is 23.38m. The world record throw for a female athlete is 22.63m.

Writing

Rules of the Shot-Put event:

The shot must be released upwards (above the height of the shoulder). They must keep it close to their neck throughout the motion stage. The 'shot' must be 'put' (pushed) and not thrown. The 'putter' must not step outside of the circle at any time.

History of the event and links to Ancient Greece:

The shot put was first recorded by the ancient Greeks during the Siege of Troy. These competitions were also carried out in Greek towns and villages. The first recorded 'competitive' event similar to the shot put was recorded in the 19th century and has been used by people throughout history to demonstrate their strength.

We begin our summer writing journey with a Greek-inspired playscript, focusing on the triumph of good over evil. We then continue this theme by writing our own Greek myth, which forms the basis of our detailed description of a Greek god or goddess. The Greek theme continues with a

comparison of Athens and Sparta, with a balanced argument of which was the best location to live in. We finish the year with a focus on poetry, writing our own poems about a Greek hero or heroine.



Reading

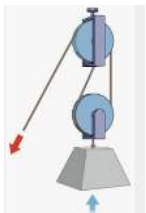
In reading, we study the texts 'A series of unfortunate events' by Lemony Snickett and 'Oranges In No Man's Land' by Elizabeth Laird. We use this text to focus on a variety of reading skills and secure our comprehension skills. We also read and explore several Greek myths to examine the structure and themes in depth. Finally, we study and perform a playscript.

Maths

We learn about decimals, properties of shapes, position and direction, converting units and volume. Within this, we practise our arithmetic skills alongside our problem solving and reasoning. We also spend time developing our mathematical fluency to improve the pace of our mental calculations.

Science

We explore forces and learn how gravity affects objects. We also identify the effects of air resistance, water resistance and friction and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. In addition, we explore living things and their habitats, describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, and describe the life process of reproduction in some plants and animals. Finally, we describe the changes as humans develop to old age.



PSHE

In Crew, we learn about mental wellbeing: we learn some simple self-care techniques, how to judge whether what we are feeling and how we are behaving is appropriate and proportionate and where and how to seek support with our mental health. We also discuss what healthy relationships look like with a range of people in our lives.



Spanish

In Spanish, we learn the language linked to the topics of weather, the seasons and locations. We also learn how to express the date and develop our skills with making comments.

RE

In Religious Education, our focus religion is Islam. This allows us to explore the connection with God, their traditions, celebrations and beliefs. We culminate our study by developing our understanding of how faith in Islam guides the daily life of the Muslim community.



Computing

We use the program 'Scratch' to design and create our own programs using algorithms. We test our programs and then debug them. We also add variables to our programs and think about how we could structure our code to make it easier to debug later.



Music

We identify different styles of music, describing the structure of the songs we listen to and identify the instruments/voices we can hear. We also sing and play instruments to the music. Our focus songs are 'The Fresh Prince of Bel Air' by Will Smith and 'Make You Feel My Love' by Adele.