Sonar Curriculum

Y4 Untangling The Greeks Learning Sequence

Synopsis: The stimulus for this is the Greek myth, *Theseus & the Minotaur* and/or other Greek myths. Children investigate the features and themes of Greek myths and use this to create their own.

In **Science**, children explore sound (vibrations of sound waves)
In **History**, children understand the influence/impact of Ancient Greek civilisation on Britain and the wider world.
In **Art**, children follow the artistic process to create pottery eg Greek urn.
In **D&T**, children apply understanding of structures to create a Greek temple.
In **Computing**, children use search technologies effectively to retrieve sources, commenting on reliability.

Curriculum areas: English, Science, History, Art, D&T and Computing
Length of theme: 6 weeks

English

Write their own Greek myth based on real examples.

English Objectives

Comprehension

- Listen to a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
- Identify themes and conventions and summarise these accurately and concisely
- Infer characters' feelings, thoughts and motives and justify using evidence

Grammar & Punctuation

- Punctuate direct speech with inverted commas and other punctuation (for example, a comma after the reporting clause)
- Use fronted adverbials
- Use commas after fronted adverbials

Language & Vocabulary

- Broaden range of figurative language to include metaphors, personification and repetition

English Learning Sequence

- Share a range of Greek myths with children (audio, video and written). Can they pick out main features/themes? How do illustrations support the narrative?
- Encourage independent/paired reading of myths and legends
- Magpie exceptional examples of effective words and phrases around characters, settings and themes
- Read *Theseus and the Minotaur* or other chosen myth and discuss characters, plot and themes – do these match the features and themes identified above?
- Ask inferential questions about the story focussing on characters' feeling, thoughts and motives - can children refer back to the text to justify their answers?
- Role play myth to enhance understanding of characters and plot. Conscience Alley: should Theseus enter the labyrinth?

Sonar Curriculum

- Begin to interweave characters, setting, plot and dialogue

Text Structure & Features

- Recognise themes eg good over evil, magical devices
- Identify how language, structure, vocabulary, grammar and presentation contribute to meaning

Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.

- Generate words and phrases to describe the Minotaur or other creature applying understanding of figurative language eg similes, alliteration, metaphors and personification
- Create their own mythical beast (Switch Zoo app is good for this). Describe using techniques above. How does it look? How does it move? How does it sound? Focus on high-quality vocabulary
- Discuss plot for own myth eg good over evil, hero/heroine slays a mythical beast. Could be based loosely on Theseus myth but change an aspect
- Zoom in on the confrontation between hero/heroine and beast. What might they say? Inverted commas to indicate speech. How does speech help convey character/move action forward?
- Children plan out their own myth focusing on rich, ambitious vocab and figurative language
- Plan ideas and sentences orally then in writing
- Use range of fronted adverbials to vary sentence starters: adverbs, adverbial phrases, subordinate clauses
- Edit and improve writing to produce final piece to share with audience

English

Write a simple play script based on Greek myths.

English Objectives

Comprehension

- Perform poems and playscripts for audience (using appropriate intonation, tone, volume and action)
-

Grammar & Punctuation

- Punctuate direct speech with inverted commas and other punctuation (for example, a comma after the reporting clause)
- Use fronted adverbials
- Use commas after fronted adverbials

Language & Vocabulary

English Learning Sequence

- Share range of Greek myths with the children and discuss plot, themes, characters and settings
- Familiarise children with Theseus and Minotaur, or other chosen myth, so that they become confident with the plot
- Explain that Greeks were very keen on theatre and children are going to act the myth out as a play so need a script. Discuss what is meant by a play/script etc.
- Share examples of playscripts with children and draw out features: characters' names at side followed by colon; stage directions in brackets; no speech marks to indicate speech etc.

- Begin to interweave characters, setting, plot and dialogue

Text Structure & Features

- Identify how language, structure, vocabulary, grammar and presentation contribute to meaning

Plan, Draft, Edit & Evaluate

- Discuss and record ideas
- Draw on examples of writing when planning own work
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Suggest changes to grammar and vocabulary
- Proofread work for spelling/punctuation errors
- Assess others' and own writing, suggesting improvements

In addition to the above, teachers should apply general spelling rules and guidance, as listed in **English Appendix 1** and ensure concepts and skills outlined in **English Appendix 2** are also addressed.

- Experiment with transposing small chunks of narrative into playscript format and vice versa. What are the obstacles they encounter? Discuss differences in how speech is recorded in a play and in other writing
- Assign each group a scene from the myth to turn into a playscript
- Children work collaboratively to write scene from play complete with stage directions
- Act out myth for a group of peers using playscript as a guide
- Respond to feedback from peers and make changes as required
- Rehearse and perform playscript for an audience

Science

Explore sound, ie vibrations of sound waves in the labyrinth.

Science Objectives

Working Scientifically

- Generate and answer scientific questions using evidence
- Select most appropriate types of scientific enquiry
- Gather, classify, record and present data in a wide variety of ways
- Report on findings orally and in writing using scientific language to answer questions
- Make systematic observations
- Use results to draw simple conclusions, make predictions and raise further questions
- Explain similarities, differences, changes related to scientific processes and ideas
- Suggest, set up and carry out simple practical enquiries

Science Learning Sequence

- Go on a 'sound hunt' around school – what can children hear? Share *The Sound Collector* poem with children
- Generate list of what children heard in school. Considering Theseus and the Minotaur, what sounds might Theseus hear eg waves crashing, Minotaur growling, water dripping etc How do we hear things?
- Children draw own diagram of how they think we hear and explain diagram. Address any misconceptions with children
- Children generate scientific questions about sound and suggest ways to find the answers using first-hand experiences and secondary sources

- Understand comparative and fair tests
- Confidently use range of equipment to measure accurately

Scientific Knowledge

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travels through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

- To exemplify vibrations, use rice on a drum or plucking elastic bands – what do children observe?
- To exemplify sound waves travelling, children act out various roles eg air particles, sound waves, ear, ear drum
- Introduce specific vocabulary eg pitch, volume and discuss definitions
- Children to set up test to look for patterns either between pitch of sound and object that produced it (eg Do smaller objects produce higher sounds?) or volume of sound and the strength of vibrations (eg The harder you hit a drum, the louder the sound).
- Decide what to observe and how to gather and record the data/results
- Carry out test and record findings in a range of ways using scientific language
- Use results to draw simple conclusions

History

Understand the influence/impact of Ancient Greek civilisation on Britain and the wider world.

History Objectives

- Understand how knowledge of the past is constructed from a range of sources
- Understand how and why the past is represented in different ways and explain this
- Select and organise relevant information from a wider range of sources to answer historical questions
- Regularly generate and answer a range of historically-valid questions about similarities and differences
- Extend chronological understanding by exploring a theme over time
- Understand how Britain has influenced and been influenced by the wider world
- Develop a range of historical vocabulary

History Learning Sequence

- Children 'step into the past' when they enter classroom and have lots of clues about Ancient Greece on tables: photos, pictures, books, artefacts (if possible). Where are we in time?
- Recap chronology so far and place Ancient Greek era on timeline, talking about what came before/after and looking for similarities and differences
- Introduce any specific vocabulary relating to Ancient Greece
- Generate wide range of questions about Ancient Greece and suggest ways to find answers
- Select area(s) to research eg architecture, Olympics, religion, arts. Use a wide range of sources and select/organise key points to answer questions
- Discuss legacy of Ancient Greece on wider world and find evidence to support these claims eg Olympic Games, democracy, philosophy
- Draw comparisons between now and then

Sonar Curriculum

Art

Follow the artistic process to create pottery eg Greek urn.

Art Objectives	Art Learning Sequence
- Use a range of artistic vocabulary to discuss and evaluate work - In drawing, use a range of pencils and techniques to show effect, movement, perspective and reflection - Apply art and design techniques with creativity, experimentation and increasing awareness - Draw on work of other artists for inspiration and begin to emulate their style	- Share images of Greek vases, pots and urns and appraise. What do you think they were made of? What images do they depict? What do the images tell us about Greek life? - Using range of pencils, children emulate some of the patterns and images on vases, keeping true colours where possible - Use these ideas, captured in sketchbooks, to plan own image/pattern for a Greek urn - Experiment with modelling clay using range of tools (rolling pins, spatulas, blunt knives) and techniques (pinch pots and coiling) - Develop techniques to create basic shape for pot then pinch lip of pot and add handles (remembering to score lines into clay to ensure it attaches properly) - Once dry, use black paint to add pattern and image

D&T

Apply understanding of structures to create a Greek temple.

D&T Objectives	D&T Learning Sequence
- Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures - Take risks to become innovative and resourceful - Communicate, generate and develop ideas using a range of strategies - Use research to inform design and develop design criteria - Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes - Evaluate and own and others' work, suggesting improvements and consider the views of others to improve their work - Investigate a range of existing products in a range of relevant contexts	- Recap ways to strengthen, stiffen and stabilize structures using different materials - Research images of various Greek temples and make annotated sketches of these. How are they similar/different in terms of architecture? - Explain that children are going to make a replica of a Greek temple to be used as a teaching tool for other children. Share design criteria with children - Children use research to inform design and present design using a range of strategies - Use a range of materials, tools and equipment to create replica, focusing on making it strong and stable and with increasing

| | attention to aesthetics |
| | • Evaluate and adapt product throughout the process, suggesting improvements to own and others' work |

Computing

Use search technologies effectively to retrieve sources, commenting on reliability.

Computing Objectives	Computing Learning Sequence
- Understand computer networks including the internet and how they provide multiple services - Use search technologies effectively and appreciate how results are selected and ranked - Evaluate the reliability of digital content - Begin to ask and answer questions based on the reliability of digital content	- Recap on how to retrieve digital content online using search engines, understanding how to refine a search to produce accurate results - Explore search engines in more depth, focusing on the function, features and layout of a search engine. - Model how to appraise selected webpages for credibility and information at a basic level - Provide examples of different webpages for children to appraise themselves