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| **English**  **Learning Web- Term 3a**  - **Read** and discuss range of fiction, poetry, plays, non-fiction and reference books or textbooks  - **Writing**: Draft & write, evaluate & edit a range of text types, incl. – Information, newspaper stories, letters & emails   * Create text for the exhibition:   + Information booklets   + Letters & emails   + Brochure   + Advert   + Stories   + Newspaper stories   - **Drama:** to develop creative and imaginative writing pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role… opportunities to create their own improvised, devised and scripted drama.  - **TfW:** Linked to class reader-The Midnight Fox | **Maths**  MMS 5- Block 5  Mantle link:  - calculate the circumference and area of Hoplon shields (apply Geometry knowledge from Block 3)  - prepare a report for Mrs Smith- include a graph to show preservation (apply skills from Data and Measure Block 4) | **Science-**  ***Materials***   * Compare and group together everyday materials on the basis of properties (e.g. their hardness, solubility, transparency, conductivity (electrical/thermal) and response to magnets * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Demonstrate that dissolving, mixing and changes of state are reversible changes * Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda   **Key Terminology:**  Material (types), properties (types), solid, liquid, gas, solution, mixture, particle, energy, dissolve (solute, solvent, saturation), filtering, sieving, evaporating, reversible, irreversible  **Science Model: Particles** |
| **Music-** (discrete to Mantle) |
| **History**  - A study of Greek life & achievements and their influence on the western world: Hoplites, culture, society, religion, family, role of women, war, mythology, sport/leisure  - Developing historical study skills | **Designers of museum exhibitions** | **Art/ DT**  Design & make artefacts for the exhibition:  - Develop techniques, including control & their use of materials, with creativity, experimentation & an increasing awareness of different kinds of art, craft & design.  - Greek theatre: design and make Greek masks using clay |
| **Geography**  - Location knowledge, place knowledge, human & physical geography, geographical skills  - Maps: territory, seas & oceans, geographical features | **RE**  - Myths, religion & worship – Gods, mythology and religion | **Computing**  **We are bloggers-** children will publish some of the weekly blog |
| **PSHE**  - raise awareness of the community in which they live- keep the community tidy/use litter bins: design a poster for a competition led by Bell Group to persuade people to put their rubbish in bins  - consider safety in the museum  - write a discussion: Do adults have the right to make children do something against their will?- leads on from TfW: Invent stage | **Mantle/Drama**  - **Drama:** to develop creative and imaginative writing pupils can be encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role… opportunities to create their own improvised, devised and scripted drama.  - Greek theatre |
| **PE**  - NUFC led activities  - Cricket |

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| **The Client**  British museum | **The Commission**  • To visit the archaeological site • To work with the archaeologists to safely bring back the artefacts • For a new temporary exhibition at the BM on life in Ancient Greece • To design the exhibition: - Display the objects in an exciting and informative way - Explain to visitors the context of the exhibition and the finding of the body - To explain about the historical context – role of the hoplites - To create a possible reconstruction of the young soldiers life using historical sources | **The Hook**  **Context:** The remains of a young hoplite from Ancient Greece are found in a cave. It appears from the evidence that the soldier was trapped in the cave when the roof fell in. Along with the remains of his body, archaeologists discover his weapons, armour and a bag of personal possessions |
| **The Outcome/ Finalisation** | **Responsible team:**  **Museum exhibition designers**   * With a history of designing interesting and informative exhibitions for a number of different museums * Team are famous for using interactive displays, including actor and live action   as well as dramatic reconstructions | **Questions**   * How have Ancient Greece life & achievements influence the western world? * What would be left of a body in these conditions after 2,000 years? * What is the young soldier’s story? * What does this tell us about Ancient Greek culture? * What was the role of the hoplites in A. Greek culture and society? * How were hoplites trained, prepared etc for their role? |
| **Lines of Investigations:**   * Study the role of Hoplites – training, preparation etc * Study contemporary sources – historical records, paintings on vases, wall paintings, etc * Study different media for information – books, pictures, documentaries, fictional retellings (film, TV etc) * Study stories, plays and mythology * Study the work of historians and archaeologists * Study how reconstructions and interpretations are created of real historical people from the evidence – coherence, ‘historical’ accuracy | **Lifts/ Tensions** |