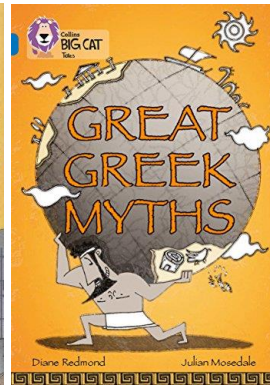
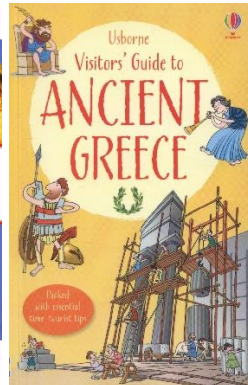
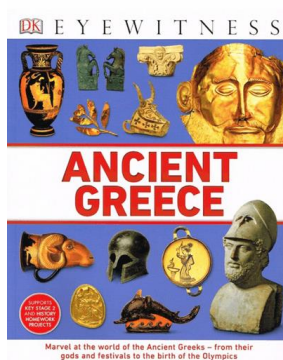
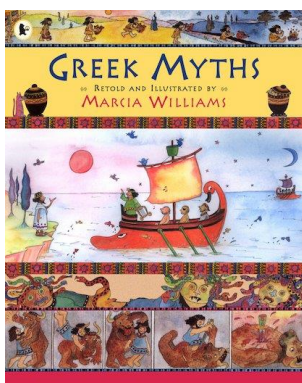


Our topic this half-term is called: **Who were the Ancient Greeks and Why were the Greeks so Great?** History will lead this theme with links being made to art and geography.



As **writers**, we will be planning and writing our own Greek Myths with a focus on characterisation. In our writing, we will be using adverbials, direct speech and expanded noun phrases. As well as this, after much reading and research, we will produce an Ancient Greek information text.

As **readers**, we will be using retrieval skills to find information to answer questions about the texts we read (Rocket Retriever) and to continue to infer characters, thoughts and feelings from their actions (Crimson Clue Hunter). We will also be developing our decoding strategies to find out the meanings of new words (Dark Decoder and Word Wolf), so that we can use them in our writing.



As **mathematicians**, we will be developing our understanding of numbers by continuing work on place value. We will identify, represent and estimate numbers and solve problems that involve increasingly larger positive numbers. We will complete further work on addition and subtraction in the context of statistics, where we will solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. We will use appropriate strategies to solve calculations and will use the inverse

operations to check answers. We will revisit multiplication and division and solve problems, including integer scaling problems and harder correspondence problems such as which n objects are connected to m objects. We will also be investigating angles in shapes and looking at the properties of 2-D shapes.

As **historians**, we will be travelling back in time to Ancient Greece. We will be studying what life was like in Ancient Greece by observing artefacts and using our research skills. We will study the significant events from history and will compare them with how Stone Age people and Iron Age People lived in Britain, during the Dark Age, Golden Age and in Classical Greece. We will learn about the Ancient Greek civilisation, religion, government, law and the military. We will find out more about Alexander the Great and why he was a significant ruler.

We will also look at the Greek writing system and some of the well-known Greek writers and stories. Through our learning we will identify the achievements and failures of this period and discuss how this may have affected the way we live today.



As **artists** we will plan, design and make a Greek pot. Initially, we will look at Ancient Greek artefacts developing our vocabulary around shape, colour and texture. Using our knowledge of 3D structures, we will start to design and make our own thumb pots and turn them into vases. Finally, we will add texture and patterns to the pots in the styles used in Ancient Greece.

As **sports people**, we will complete a Dance unit linked to Myths and Legends. The dance we choreograph will be based around the story of King Midas. We will explore movement, communicating character and create sequences conveying more than one character to convey a narrative. We will also complete a series of Outdoor and Adventurous Activities where the focus will be to complete challenges using communication and collaboration skills. We will take part in activities that involve working with and trusting others with an aim of improving our capabilities to work effectively as part of a team. Children will need to wear their PE kits on a **Monday** and **Thursday**. **Please note: Year 4 are due to go Ghyll Scrambling at Langdale on Wednesday 5th July.**



As **musicians**, we will complete a music unit on learning to play the glockenspiel. We will develop our sense of pulse and recognise when we are going out of time. We will copy, then play, a more complex pitched pattern using 4 notes or a given range of notes. Then we will copy and play a more complex pattern with long & short sounds where we will learn about crotchets, quavers, minims & semi-breves.

As **designers**, we will use our understanding of 2-D and 3-D shapes and the physical properties of everyday uses of materials to design and construct strong, stiff shell structures. We will generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. We will analyse existing products and use annotated sketches and prototypes to model and communicate our ideas. Prior to making, we will investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. When we have produced our finished products, we will test and evaluate them against the design criteria and the intended user and purpose.



As **computer users**, we will be learning about privacy, security, copyright and ownership. We will explore strategies for keeping personal information private and understand that internet use is never fully private and is monitored. We will also learn how some online services may seek consent to store information about us and know how to respond appropriately and who I can ask if I am not sure. We also know what the digital age of consent is and the impact this has on online services asking for consent. Finally, develop our understanding of copyright and who owns content when searching online and be able to give examples of content that must not be used without permission from the owner, e.g. videos, music, images.

As **educated citizens**, we will be learning about our value of **Courage**, linking this to the British values of Rule of Law, Democracy, Respect and Tolerance, Mutual Respect and Individual Liberty.



As **linguists**, we will continue to develop our practical conversational skills via the topics we started to learn about last half term: transport, direction and movement. We will continue to learn to: use the correct determiners depending on whether a noun is masculine or feminine; use the 1st, 2nd and 3rd person form of the verb 'to go'; give and respond to simple movement/direction instructions; and follow directions to find a place on a map.

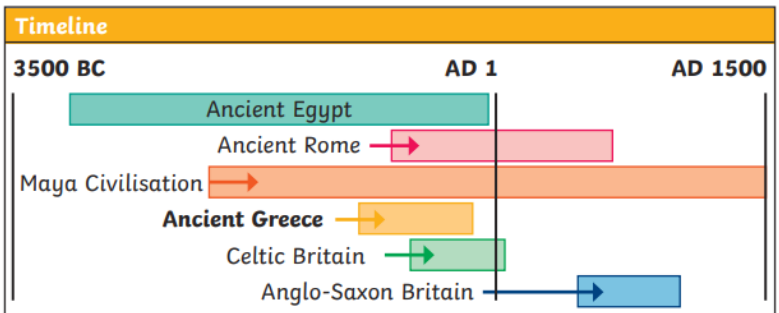
Key Vocabulary:

- **History:** Golden Age, Grecian, empires, polytheistic, settlement, civilisation, society, city states, archaeology, democracy, myths, Athens, Sparta, Olympics, Acropolis, legacies
- **Art:** Sculpture, sculptor, sculpt, malleable, shape, proportion, form
- **Y4 Key Words:** believe, century, knowledge, reign, particular, various

Homework: Spellings will continue to be handed out every Friday and tested weekly on the following Friday. We will have key times tables to learn weekly, which are personalised based on Times Tables Rocks Stars (TTRS).

Reading targets are checked every Thursday. Children are expected to read for 20 mins per day and also will be expected to complete at least one reading quiz a week (80+%) to achieve their reading target. Remember, plenty of reading please with an adult, so support can be provided with unfamiliar vocabulary and checking for understanding. You might our reading videos useful which are on our website: <http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

Key Vocabulary	
ancient	Something from a very long time ago.
civilisation	In this context, the word 'civilisation' is used to describe a human society with well-developed rules and government, often where technology and the arts are considered important.
city states	Small areas that ancient Greece was divided into, each with their own governments, laws and army.
empire	A group of countries or states that is ruled by one ruler or country.
legacies	Things that live on after someone dies or after a civilisation or event ends.
democracy	Democracy is a system where the citizens of a country or state are involved in the way it is run.



What Was Ancient Greece Famous For?

Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the **ancient** Greek **civilisation**.

The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of **ancient** Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of **ancient** Greece.

City States

Ancient Greece was not a country. It was made up of **city states**. There were often battles between these **city states** but sometimes they would join together against a common enemy. Important **city states** of **ancient** Greece included Athens, Corinth and Sparta.

Democracy

Around 508 BC, **democracy** was introduced to **ancient** Athens. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the **ancient** Athenians would vote. At that time, the only people allowed to take part in **democracy** were adult males who were citizens of Athens.

Why were the Greeks so great?

Subject	Specific Vocabulary	Important Knowledge	Sticky Facts
Word	Definition		
Athens -	One of the most powerful Greek city-states. Athens was the birthplace of democracy.	1. Athens is a Greek city found in 508BC. Athenians thought that things should be decided by the people who lived there.	1. The capital and largest city in Greece is Athens.
Sparta -	Greek city-state and rival to Athens. Sparta's culture was based around warfare and preparing for battle.	2. Sparta was a Greek city which had a powerful army and fought with the Athenians.	2. The Greeks often ate dinner while lying on their sides.
Titans	The first Greek Gods.	3. Ancient Greeks believed that Gods would take of them when they died	3. About one third the Greek population of some city-states were slaves.
Olympics	The greatest of the games or festivals of ancient Greece	4. The brothers Zeus, Hades, and Poseidon were the most important gods of all. Zeus was the strongest and wisest of the three and ruled over the earth.	4. Statues of Greek gods and goddesses were placed inside temples, the most famous of which is the Parthenon.
Acropolis	A settlement built on high ground.	5. The Ancient Olympics began in 776BC and were held in honour of the Greek God Zeus.	5. Did you know that the Ancient Greeks invented the theatre?
Tyrant	Ruler of a Greek city (like a king).	6. Ancient Olympic sports included pentathlon, running, wrestling, discus and boxing.	
Mediterranean	Countries bordering the Mediterranean sea.		

Linked Texts

