



Willow and Ash Term 4 Medium Term Plan: Gods and Mortals

All topics that will be taught this year have been carefully planned and centred around the 3 I's:

- * Intent
- * Implementation
- * Impact

This terms '**Gods and Mortals**' topic will focus on ensuring that a rich and varied curriculum will be taught (INTENT) and the whole hearted engagement of pupils will be encouraged (IMPLEMENTATION). Through these fun, diverse learning opportunities, children will develop detailed knowledge and skills across the curriculum (IMPACT) helping aid them in their future learning.

| Subject | Week 1 W.B: 20-02-23 | Week 2 W.B: 27-02-23 | Week 3 W.B: 06-03-23 | Week 4 W.B: 13-03-23 | Week 5 W.B: 20-03-23 INSET on Monday | Week 6 W.B: 27-03-23 |
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| <i>Class Text: Mixed Greek Myths - VIPERS</i> | | | | | | |
| <p>Stunning Start: EN SL 2: , EN SL 11: KS2:Hi 8</p> <p>Lesson task: Meet Zeus (Ζεύς), king of all the gods, ruler of the skies, cloud gatherer and master of rain. Listen to his torrid tale of how he fought and conquered his father, Cronus, then drew lots with his brothers, Poseidon and Hades, to become supreme ruler of the gods. Find out about his deadly powers and his lightning thunderbolt which he hurls at those who displease him. Hear why he carries his sceptre and his regal eagle. God of Justice and Mercy, the protector of the weak, and the punisher of the wicked. What can you discover about the mighty Zeus?</p> | | | | | | |
| English | <p>Use a range of information books and other historical source materials to find out information about Zeus. retelling it in their own words to sequence and understand.</p> <p>LKS2: EN RC3 EN SL 2: , EN SL 11:</p> <p>Work in groups to find out about other gods and goddesses such as Aphrodite, Apollo, Ares, Eirene, Pluto, Poseidon, Hestia, Hera, Demeter and Hebe. Make notes to describe the deity's appearance, behaviour and actions, organising their ideas</p> | <p>Listen to, read or watch an animated version of the legend of Icarus and Daedalus. Discuss what they think might be the message of this story and why it has been retold by generations over thousands of years. Consider whether the message of this story still remains true today.</p> <p>LKS2: EN RC1:, LKS2: EN RC1a:, LKS2: EN RC4</p> <p>Read an imaginary diary account from a day in the life of Icarus or Daedalus and consider what everyday life was like for them. Imagine they are either Icarus or Daedalus and draft</p> | <p>In groups, listen to, watch or read alternative versions of the story of the Trojan horse. Share findings with the main group, comparing the different versions of the legend and noting any differences between them. Make lists of the similarities and differences between each story.</p> <p>EN SL 1: , EN SL 11:</p> <p>Imagine they are a resident of Troy observing the Trojan horse outside the city gates. Work in teams to create an argument for and against allowing the horse inside the gates. Take part in a debate: should the</p> | <p>Listen to the tale of Theseus and the Minotaur, looking at a range of images, paintings, statues and ancient drawings based on the myth. Use the pictures to discuss which parts of the story are shown in the images and sequence these in order.</p> <p>EN SL 1: EN SL 11:</p> <p>In groups, choose a picture of either the Minotaur, King Minos, Theseus, Princess Ariadne or Aegeus, the King</p> | <p>Receive a letter from Zeus commending them for their work on Pandora's box. As a reward, each of them will be anointed as a new god, but he requires them to think carefully about the type of god they will be and what they will represent. Discuss their ideas in small groups, reflecting upon the criteria Zeus has set for a new god or goddess. EN SL 4:</p> <p>Read a range of character descriptions, describing different Greek gods.</p> | <p style="text-align: center;">Extension Task</p> <p>Pandora's box. Create theatre masks to perform story of Pandora's box.</p> |

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| <p>using headings, bullet points and mind maps. LKS2: EN RC3</p> <p>Draft a short description of their favourite god or goddess, organising their ideas using headings and subheadings and making links between paragraphs. Consider how literary techniques, such as alliteration and metaphor, could be used to make their descriptions more exciting. LKS2: EN W C1: LKS2: EN W C1a: LKS2: EN W C1b:</p> <p>Search the web for images of their chosen god or goddess. How many different images can they find? Download the image they feel best illustrates their description and create a digital profile of their god or goddess. Check their work for errors in spelling and grammar before printing. LKS2: EN W C5</p> | <p>ideas for a further diary entry written the day or week before they put their escape plan into action. LKS2: EN W C1; LKS2: EN W C1a; , LKS2: EN W C1b:</p> <p>Focus on the use of hypothetical questions. Analyse texts, highlighting examples and discussing their purpose in a piece of writing. Revisit their diary writing, considering where they can add one or two hypothetical questions LKS2: EN W C2a:</p> <p>Write a final copy of their diary entry, checking for and correcting any spelling, grammar and punctuation mistakes. Work with a partner to read aloud their diary entries, checking that they make sense and are fluently written. ; LKS2: EN W C5:</p> <p>Listen to and join in with a performance of the Greek alphabet! Try to recite the alphabet in unison, reading from the phonetic alphabet. Write words and sentences</p> | <p>horse be welcomed in or sent on its way? EN SL 4:</p> <p>Read commands given by Odysseus to his Greek soldiers for building the Trojan horse (Odysseus might have been a good leader, but in this activity he's not very good at writing; his instructions make little sense and are all mixed up). Sequence Odysseus' instructions into the correct order and make sure he has used the correct spellings and punctuation!</p> <p>Imagine they are Helen of Troy or a soldier in the Greek army. Write a set of instructions entitled 'How to be rescued' by Helen of Troy or 'How to rescue a Queen' by one of the soldiers inside the wooden horse. LKS2: EN W C5: /LKS2: EN W C1:/ LKS2: EN W C1a: LKS2: EN W C1b:</p> <p>Edit and refine their instructions, checking their sentences to make sure they make sense and link together well. Read aloud their</p> | <p>of Athens. Around each picture, write a list of feelings to suggest how each of these characters felt in the story. Add each character's thoughts or words in speech or thought bubbles then compare and contrast these points of view, explaining the similarities and differences. LKS2: EN RC2c:</p> <p>Aegeus, the King of Athens, has written a letter to King Minos offering him a sacrifice of seven boys and seven girls to be sent to Crete and fed to the Minotaur. Read the King's letter carefully highlighting any words and phrases which give them clues about how he was feeling. LKS2: EN W C5:</p> <p>Imagine they are either one of the children destined to be fed to the Minotaur or the Minotaur himself. Begin to draft and plan a letter from either character's point of view to Aegeus, the King of Athens, explaining why they shouldn't or should be eaten. Their</p> | <p>Highlight words that will help their god seem powerful, important, magical or intriguing. After reading, begin to write their sentences and paragraphs to add detail to their characterisations. LKS2: EN RC1c: LKS2: EN RC2a</p> <p>Present their finished creations on an illustrated papyrus or parchment, using ink pens where possible. The Greeks wrote with reeds which held enough ink for just a word or two. Decorate their papyrus with illustrations that would please Zeus LKS2: EN W H1: LKS2: EN W H1:</p> <p>Practise reading their character descriptions. EN SL 10.</p> | |
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| | | <p>from their diary entry in Greek, using a web-based translation tool.</p> <p>EN SL 1: , EN SL 11:</p> | <p>instructions, asking a partner to act them out.</p> <p>LKS2: EN W C4: LKS2: EN W C4a: LKS2: EN W C4b:</p> | <p>letters can be comical or dramatic LKS2: EN W C1: LKS2: EN W C1a: LKS2: EN W C1b:</p> <p>Revisit their drafts, reading aloud to ensure they make sense and are correctly spelt and punctuated. Read to a partner and share ideas about ways that each other's work could be improved. Write their letters out on an 'ancient scroll'. LKS2: EN W C5:</p> | | |
| Maths (Y3/ 4) | <p>Perimeter:</p> <ul style="list-style-type: none"> - Measure & calculate perimeter - Perimeter on a grid - Perimeter of a rectangle & rectilinear shapes <p>Area (Year 4 Only)</p> | <p>Recognising fractions:</p> <ul style="list-style-type: none"> - Unit & non-unit fractions. - Making the whole - Fractions on a number line - What is a fraction? - Fractions greater than 1. - Count in fractions <p>Y4:FD1</p> | <p>Equivalent fractions:</p> <ul style="list-style-type: none"> - Equivalent fractions | <p>Assessment week</p> <p>Comparing fractions & Fractions of amounts:</p> <ul style="list-style-type: none"> - Compare & Order fractions - Fractions of an amount. (Year 3) - Calculate fractions of a quantity. - Problem solving -0 calculate quantities (Year 4) | <p>Adding & subtracting fractions:</p> <ul style="list-style-type: none"> - Add fractions (Year 3) - Subtract fractions (Year 3) - Add 2 or more fractions - Subtract 2 fractions (Year 4) - Subtract from whole amounts (Year 4) | <p>Tenths:</p> <ul style="list-style-type: none"> - Count in tenths - Tenths as decimals (Year 3) - Recognise tenths & hundredths - Tenths as decimals - Tenths on a place value grid and number line. (Year 4) |
| History | <p>Become 'history detectives'! Look carefully at exhibitions, artefacts and museum signage and listen to experts talking about the topic. Ask questions to find out more</p> | <p>Use a range of historical source materials including books, artefacts, images and information books to investigate the everyday life of the ancient Greeks,</p> | <p>Look at a selection of images of ancient Greek soldiers. Find out what they wore and what weapons they fought with. Draw a detailed illustration of a Greek</p> | | | |

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| | <p>information. Begin to collate information by drawing and making notes KS2:Hi 8</p> <p>Order events and dates from ancient Greek history on a timeline. KS2:Hi 8</p> | <p>contrasting the lives of the rich and poor. Record their findings using drawings, labels, notes, ICT and written work. KS2:Hi 8</p> <p>Find out about other famous Greeks such as Plato, Aristotle, Parmenides, Archimedes, Pythagoras and Alexander the Great. Use a range of historical resource materials to find out the information and record on 'Top Trump' style cards. Decide as a class the categories for each card. KS2:Hi 8</p> | <p>soldier, correctly labelling his uniform and weapons. KS2:Hi 8</p> <p>Listen to the story of the Battle of Marathon and the heroism of the Greek messenger, Pheidippides. Consider how this legend has continued into modern life. How many 'marathons' are run worldwide today? KS2:Hi 8</p> | | | |
| <p>Geography</p> | <p>Investigate maps of ancient Greece, noting how the country was once divided into a collection of smaller city-states. Make a simple sketch map to show the states of ancient Greece including important geographical features such as islands, seas and</p> | <p>Locate Greece on a globe or map, identifying the continent on which it lies and its surrounding countries. Look at pictures and photographs of the Greek landscape, making judgements about physical aspects of its geography including weather, terrain and settlements. Plot the</p> | | <p>Look at and investigate the island of Crete and the Palace of Knossos using world maps. Draw a simple sketch map to show the shape of the island and use travel brochures and websites to find out why it is popular with today's travellers. Does the</p> | | <p>Look again at modern maps of Greece and find an area or region they would like to rule in their role as a new deity. Use maps, plans and the web to find out about the place they have chosen and draw a sketch map on a grid to identify its features. Include a key to</p> |

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| | mountains. KS2: Ge: SF1: KS2: Ge: HP2- | journey made by Icarus and Daedalus from the island of Crete to Sicily. KS2: Ge: SF1/ KS2: Ge: LK1 | | Minotaur's labyrinth (maze) really exist? KS2: Ge: SF1 | | Identify key features and their grid references. KS2: Ge: SF3 / KS2: Ge: SF1 |
| DT | Make a giant 3-D head of their chosen god or goddess using a wire former and papier mâché or modroc. Look at images of the Easter Island carvings for scale and inspiration and Greek sculptures for authenticity and style. Before sculpting, make drawings to decide on features, expressions and headwear. Once dry, paint with colour or use sponges to create the effect of stone or marble. KS2:AD1 KS2:AD2 | Imagine they are Daedalus, the master craftsman. Invent a pair of wings for Icarus – ones that would withstand the Sun's heat! Experiment with design options, labelling moving parts. Identify which materials they will use to make their designs and construct the finished wings using a variety of techniques. Explain how they will test their wings. KS2:DT M 1 / KS2:DT M 2. | Construct a decoy vessel using recycled materials. Use old milk cartons and soft drink bottles for the body, cutting windows or trap doors for the soldiers to climb in and out. Plan their ideas in a sketchbook, labelling each part of their design. Then construct their design, attaching it to a wheel-based axle to enable it to be moved inside the wooden gates. Decorate their vessel using paint, paper, felt, card and other materials. KS2:DT M 2 KS2:DT TK 2- | Make the Minotaur's head using an inflated balloon as a base and attaching two toilet tissue rolls as a base for bull-like horns. Cover with two or more layers of papier mâché, then use scrap materials such as egg boxes, yoghurt cartons and masking tape to create facial features. Check out a range of images and artwork of the Minotaur for inspiration. KS2:DT M 2 | | Use their modelling and making skills to create a crown, shield or sword fit for a god or goddess. Use a range of modelling materials including card, foils, gems, gold, silver paper and wire. KS2:DT M 2/ KS2:DT M 1. |
| Art | | | KS2:AD1 - To create sketch books to record their observations and use them to review and revisit ideas. | | KS2:AD2 - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. | |

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| Science | Y3:Sc: R1 - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Y3:Sc: R2 - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | <ul style="list-style-type: none"> ▪ Y3:Sc: R3 - Recognise that soils are made from rocks and organic matter | Sc:WS2 - Set up simple practical enquiries, comparative and fair tests | | Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions. Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. |
| Computing | To create questions with yes/no answers <ul style="list-style-type: none"> ● I can investigate questions with yes/no answers ● I can make up a yes/no question about a collection of objects ● I can create two groups of objects separated by one attribute | To identify the attributes needed to collect data about an object <ul style="list-style-type: none"> ● I can select an attribute to separate objects into groups ● I can create a group of objects within an existing group ● I can arrange objects into a tree structure | To create a branching database <ul style="list-style-type: none"> ● I can select objects to arrange in a branching database ● I can group objects using my own yes/no questions ● I can test my branching database to see if it works | To explain why it is helpful for a database to be well structured <ul style="list-style-type: none"> ● I can create yes/no questions using given attributes ● I can compare two branching database structures ● I can explain that questions need to be ordered carefully to split objects into similarly sized groups | To plan the structure of a branching database <ul style="list-style-type: none"> ● I can independently create questions to use in a branching database ● I can create questions that will enable objects to be uniquely identified ● I can create a physical version of a branching database | To independently create an identification tool <ul style="list-style-type: none"> ● I can create a branching database that reflects my plan ● I can work with a partner to test my identification tool ● I can suggest real-world uses for branching databases |
| PE | Year 3- swimming Year 4- Gymnastics | | | Work in pairs to create a Theseus and the Minotaur dance based on their final, fiery battle. Explore movements, building up to the final confrontation and moving in response to words, such as creeping, turning and pausing, to demonstrate how the | | Create a group dance to celebrate the anointing of class members to the Gods' Council. Work together to create coordinated movements, perhaps as they walk from Athens to the Parthenon (Greek: Παρθενώνας), the ancient temple on the |

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| | | | | two moved through the labyrinth towards their encounter. Create a climatic final sequence of movements as the opponents battle and the Minotaur is slain. KS2:PE4.\KS2:PE6- | | Athenian Acropolis. Think about how their god or goddess would move as they make their way up to their council seat. KS2:PE4/ Take part in a mini Olympics tournament in which teams represent different ancient states. Invite parents and carers to join in with activities and keep scores. KS2:PE6/ KS2:PE1- /KS2:PE3-/ KS2:PE5- |
| PSHE | Jigsaw Piece 4 Healthy me | Jigsaw Piece 4 Healthy me | Jigsaw Piece 4 Healthy me | Jigsaw Piece 4 Healthy me | Jigsaw Piece 4 Healthy me | Jigsaw Piece 4 Healthy me |
| RE | Taught discretely following the 'Kent Agreed Syllabus' and 'Understanding Christianity' schemes of work. Year 3: What is the trinity? (Incarceration) Year 4: What kind of world did Jesus want? (Believing) | | | | | |
| MFL (French) | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. KS2:MFL5. Present ideas and information orally to a range of audiences. KS2:MFL6. | | | | | |