



The Glorious Greeks



Year 3/4

Summer 2019



Immersion



SPARCS

Toga party

Building ancient buildings using junk modelling.

Percy Jackson

Home learning challenge to create - statue/ ancient building/decorated vase

Experiences

Greek food tasting

Visit from Greek immersion day

Family day- creating a large-scale mosaic art project

Presentation of Learning

Art presentation of clay pots- raising funds

Making foods to sample

Resources for the term: clay, Greek foods budget

National Curriculum Links Geography

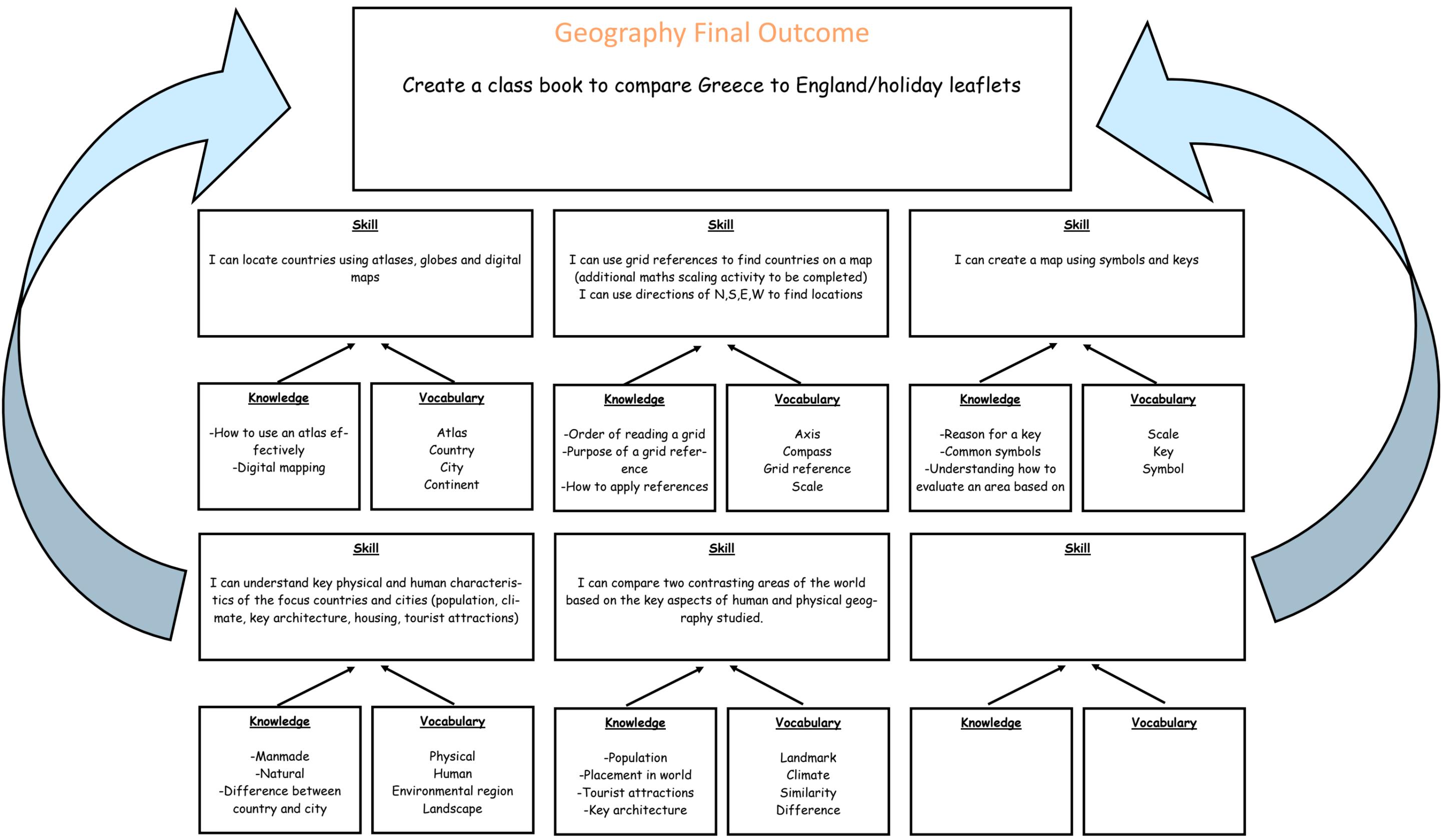
NC1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
NC3: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
NC6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies

Geographers

As Geographers we will carry out a Greek study to find out what Greece is like in comparison to England. We will carry out map work, using a variety of sources, to identify landmarks, compare the weather to the UK and look at the human and physical features. We will ask, how does it differ to England? We will use all of our findings to create a class book to compare Greece to England.

Geography Final Outcome

Create a class book to compare Greece to England/holiday leaflets



Skill

I can locate countries using atlases, globes and digital maps

Skill

I can use grid references to find countries on a map (additional maths scaling activity to be completed)
I can use directions of N,S,E,W to find locations

Skill

I can create a map using symbols and keys

Knowledge

-How to use an atlas effectively
-Digital mapping

Vocabulary

Atlas
Country
City
Continent

Knowledge

-Order of reading a grid
-Purpose of a grid reference
-How to apply references

Vocabulary

Axis
Compass
Grid reference
Scale

Knowledge

-Reason for a key
-Common symbols
-Understanding how to evaluate an area based on

Vocabulary

Scale
Key
Symbol

Skill

I can understand key physical and human characteristics of the focus countries and cities (population, climate, key architecture, housing, tourist attractions)

Skill

I can compare two contrasting areas of the world based on the key aspects of human and physical geography studied.

Skill

Knowledge

-Manmade
-Natural
-Difference between country and city

Vocabulary

Physical
Human
Environmental region
Landscape

Knowledge

-Population
-Placement in world
-Tourist attractions
-Key architecture

Vocabulary

Landmark
Climate
Similarity
Difference

Knowledge

Vocabulary

National Curriculum Links History

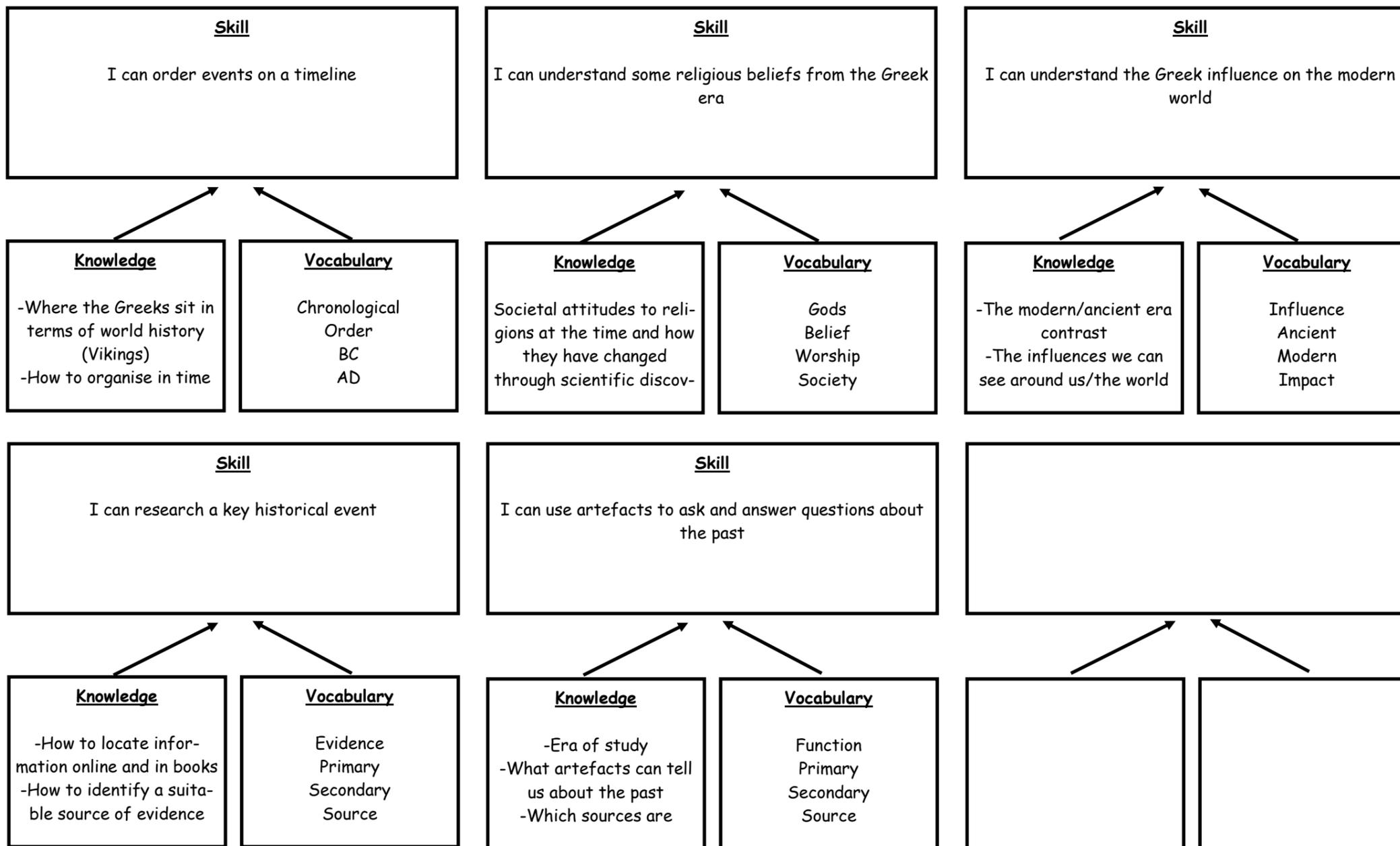
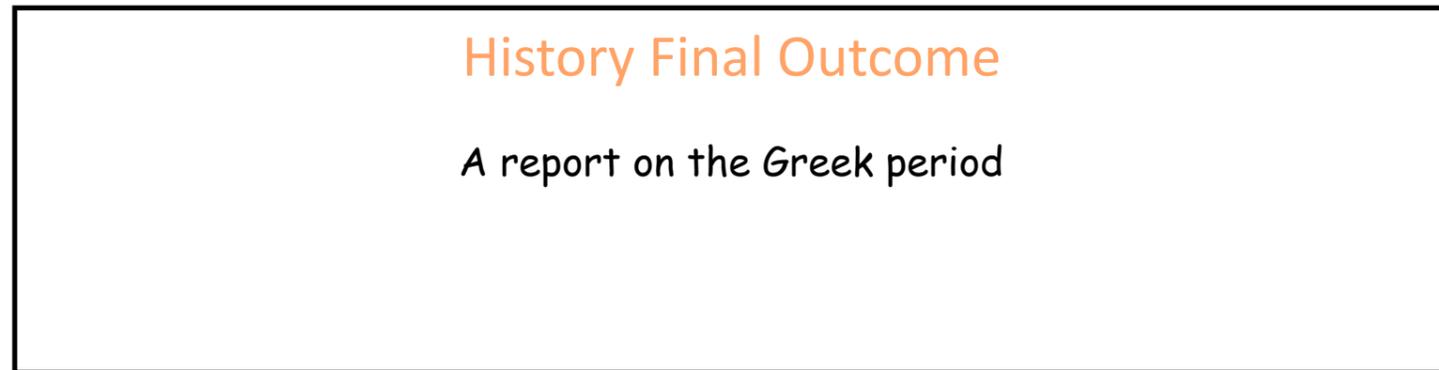
NC7: Ancient Greece—A study of Greek life and achievements and their influence on the western world.

Historians

As Historians we will begin by finding out about Ancient Greece and create a timeline of the period in chronological order. We will then carry out research to find out about some of the key historical events in more detail. We will find out about the Greek Empire, how it was established and maintained. We will find out about the impact on the wider world. We will discuss the religious beliefs of the Ancient Greeks and know about some of the Gods they worshipped. To help us in our learning, we will use a range of artefacts and Greek myths.

History Final Outcome

A report on the Greek period





Humanities

Assessment

Objective	Emerging	Expected	Exceeding
To investigate places	<p>I ask and answer geographical questions</p> <p>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can use world maps, atlases and globes to identify the countries, continents and oceans studied.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>I can name and locate the world's continents and oceans.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over</p>
To investigate patterns	<p>I understand geographical similarities and differences through studying the human and physical geography of a small area of the</p> <p>United Kingdom and of a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world.</p>
To communicate geographical	<p>I can use basic geographical vocabulary to refer to: key physical features, in-</p>	<p>Describe key aspects of: physical geography, human geography, Including: settlements and land use</p>	<p>Describe how countries and geographical regions are interconnected and interdependent - looking at physical geography, includ-</p>

Objective	Emerging	Expected	Exceeding
To investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
To build an overview of world history	<p>Identify some of the different ways the past has been represented</p> <p>Describe historical events.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Compare some of the times studied with those of the other areas of interest around the world.</p>
To Understand Chronology	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p>	<p>Use dates and terms to describe events</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events</p>
To Communicate Historically	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communi-</p>	<p>Historical vocab from expected and:</p> <ul style="list-style-type: none"> continuity change century decade legacy.

National Curriculum Links Art and Design

NC1: To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas

NC2: To improve their mastery of techniques, such as drawing, painting and sculpture with materials (e.g. clay)

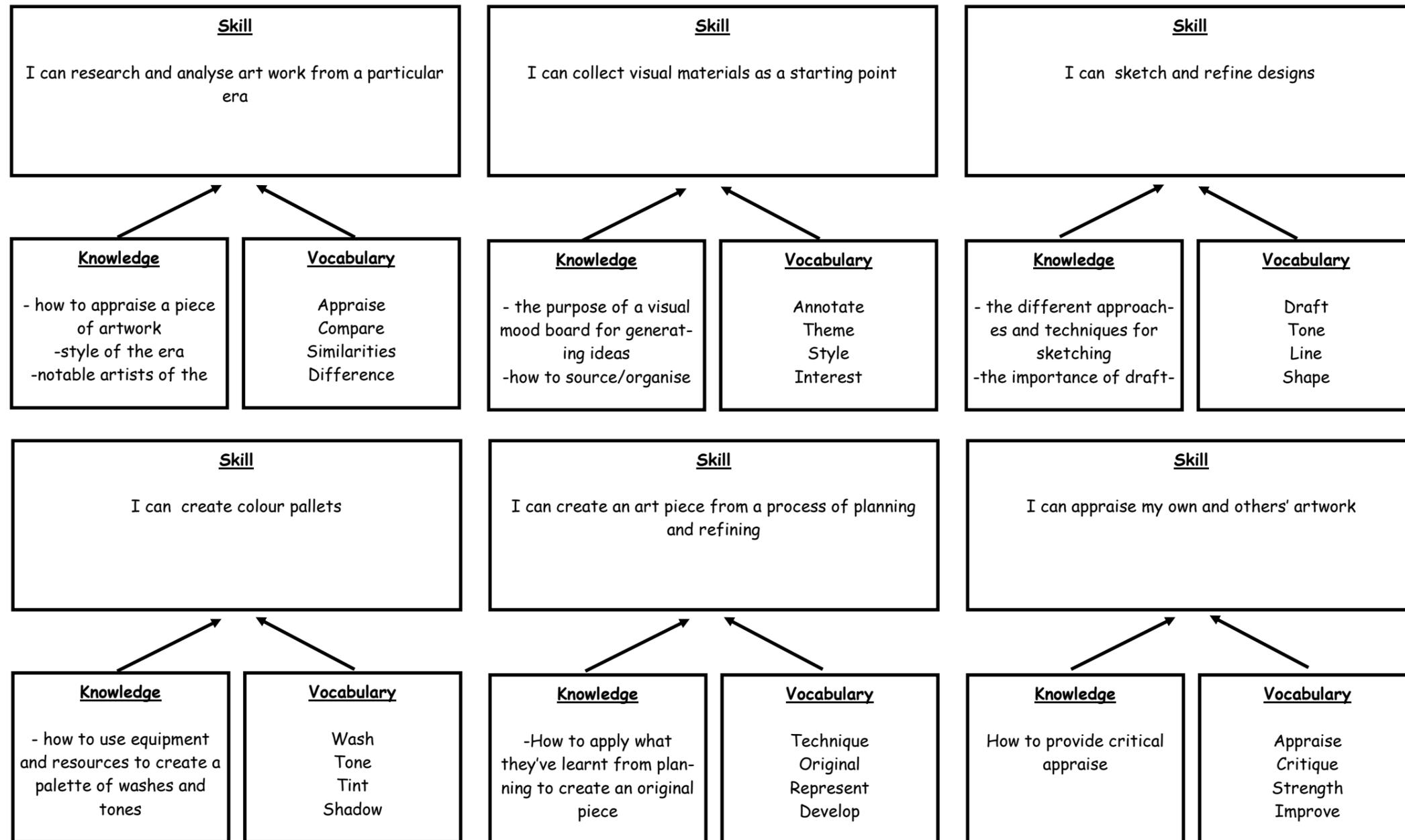
NC3: To learn about the greatest artists, architects and designers in history

Art and Design

As Artists we will develop our techniques, including our control and use of tools to create an art piece to apply to our sculpture. We will research and look at photos of Greek sculptures and the famous artists who created them. We will create sketches of our observations and use these to create our own ideas. We will master techniques required to decorate our own pot with artwork inspired from the era.

Art Final Outcome

A design for a Greek-style pottery piece





Art and Design



Objectice	Emerging	Expected	Exceeding
To develop ideas	<p>Explore lots of different materials as ideas develop I explore ideas and collect visual information</p>	<p>Develop ideas from starting point throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Present ideas imaginatively in a sketch book.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language</p>
To master techniques	<p>I can use thick and thin brushes.</p> <p>I can mix primary colours to make secondary.</p> <p>I can add white to colours to make tints and black to colours to make tones.</p> <p>I can create colour wheels.</p> <p>Drawing Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p>Painting Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.</p> <p>Drawing Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes). Use shading to show light and shadow.</p>	<p>Painting Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other</p> <p>Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use lines to represent movement.</p>
To take inspiration from the greats	<p>I can describe the work of notable artists, artisans and designers.</p> <p>I can use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>

National Curriculum Links Design and Technology

Design

NC1: To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

NC2: To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

NC3: To select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing,

NC4: To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Food and Cookery

NC12: To understand and apply the principles of a healthy and varied diet

NC13: To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

NC14: To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

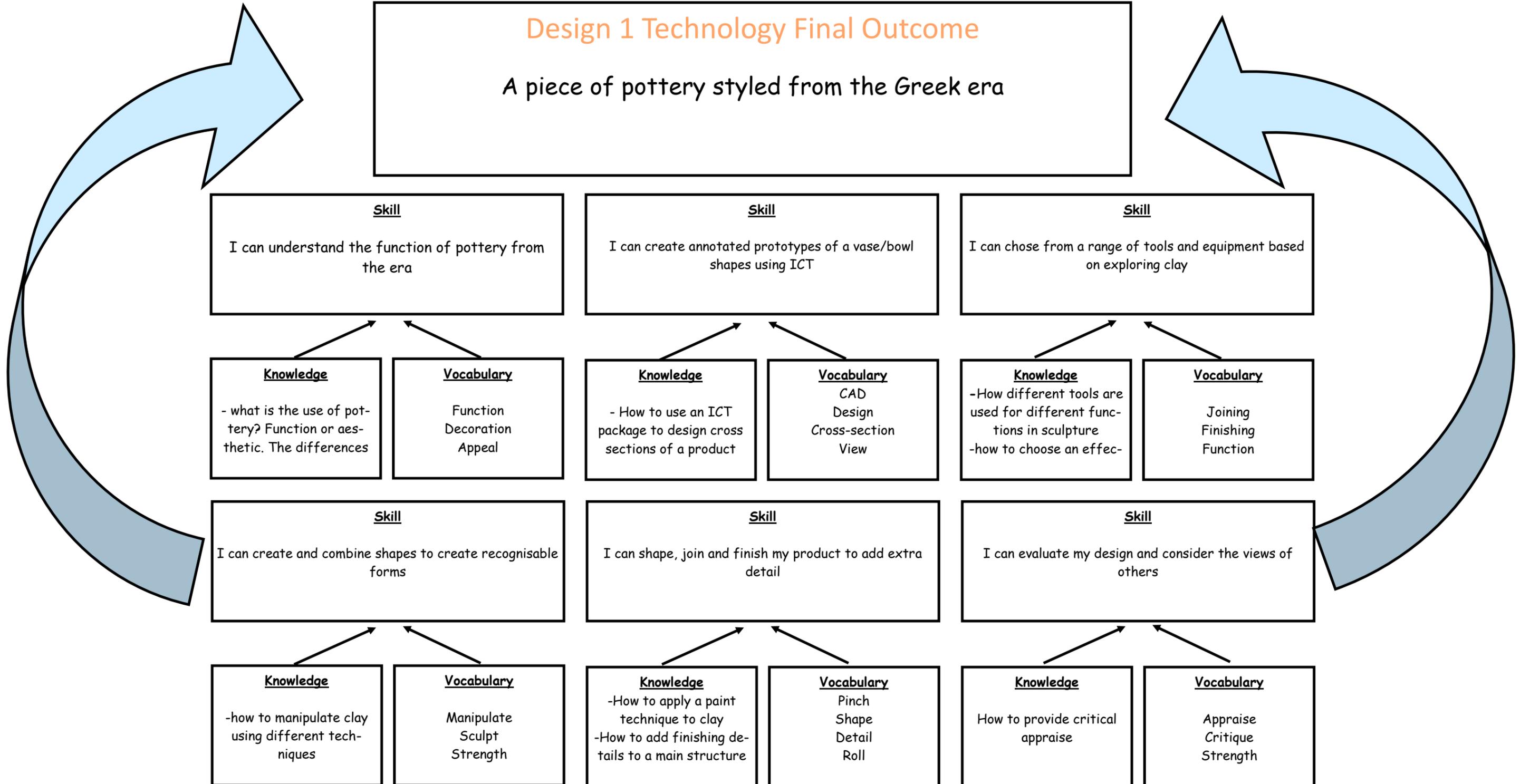
Design and Technologists

As Design Technologists we will design and generate ideas to make our own piece of pottery. We will model and communicate our ideas through drawings, annotated sketches, computer aided designs and mock ups. We will select from and use a wider range of tool and equipment to cut, share, join and finish materials.

We will then investigate and analyse our product against the design criteria and consider feedback from other to improve our work. We will apply our understanding of how to strengthen, stiffen and reinforce more complex structures.

Design 1 Technology Final Outcome

A piece of pottery styled from the Greek era



National Curriculum Links Design and Technology

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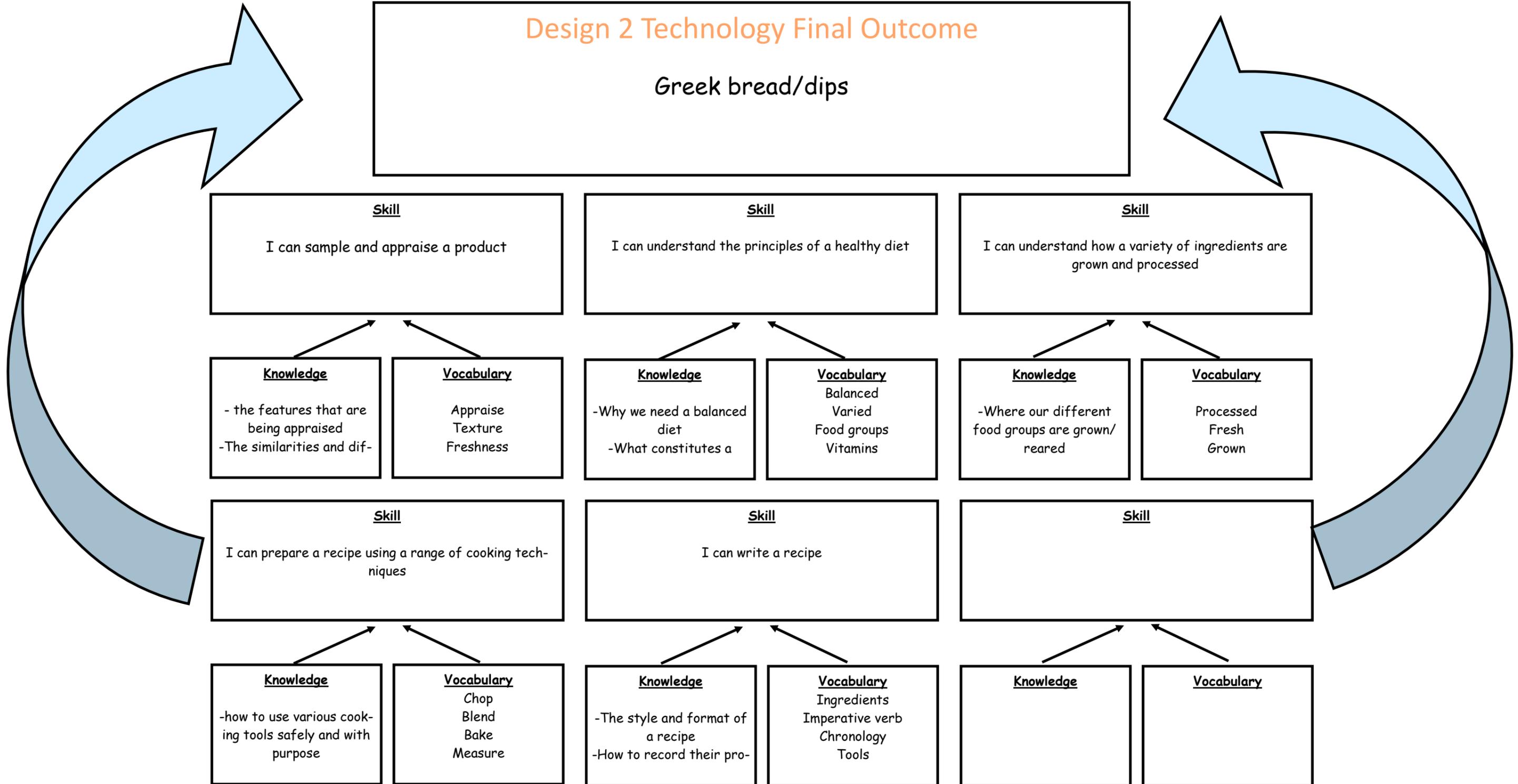
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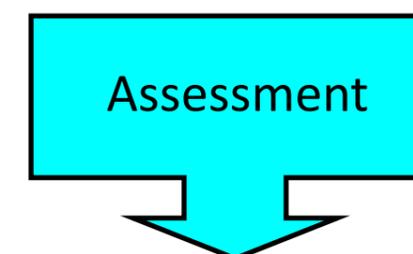
Design 2 Technology Final Outcome

Greek bread/dips





Design Technology



Objective	Emerging	Expected	Exceeding
To master practical skills	<p>Combine schematic and observational approaches. Exploring materials. Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>	<p>Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). Observing and recording the shapes, patterns and textures found in objects. Working in a combined schematic and observational way with confidence in placing objects</p>	<p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures. Representing objects with correct proportions. Observing how shape, colour and tone can be used to describe form. Using observational drawings as opening studies for more developed work.</p>
To design, make, evaluate and improve	<p>Add detail to artwork. Joining simple objects together. Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. Adding colour, pattern and texture to objects. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.</p>	<p>Using drawing as the starting point for work in other media as well as in its own right. Working on a larger scale when appropriate. Showing sufficient control to join and manipulate materials for the purpose intended. Showing a developing understanding of the qualities of the materials used. Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.</p>	<p>Taking part in extended activities through different stages. Working independently with a wider range of materials. Requiring less support when selecting materials and tools. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate.</p>
To take inspiration from			<p>Evaluate the design of products so as to suggest improvements to the user experience</p>

National Curriculum Links Music

NC1: To play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression

NC2: To improvise and compose music using the inter-related dimensions of music separately and in combination

NC3: To listen with attention to detail and recall sounds with increasing aural memory

NC4: To use and understand the basics of staff and other musical notations

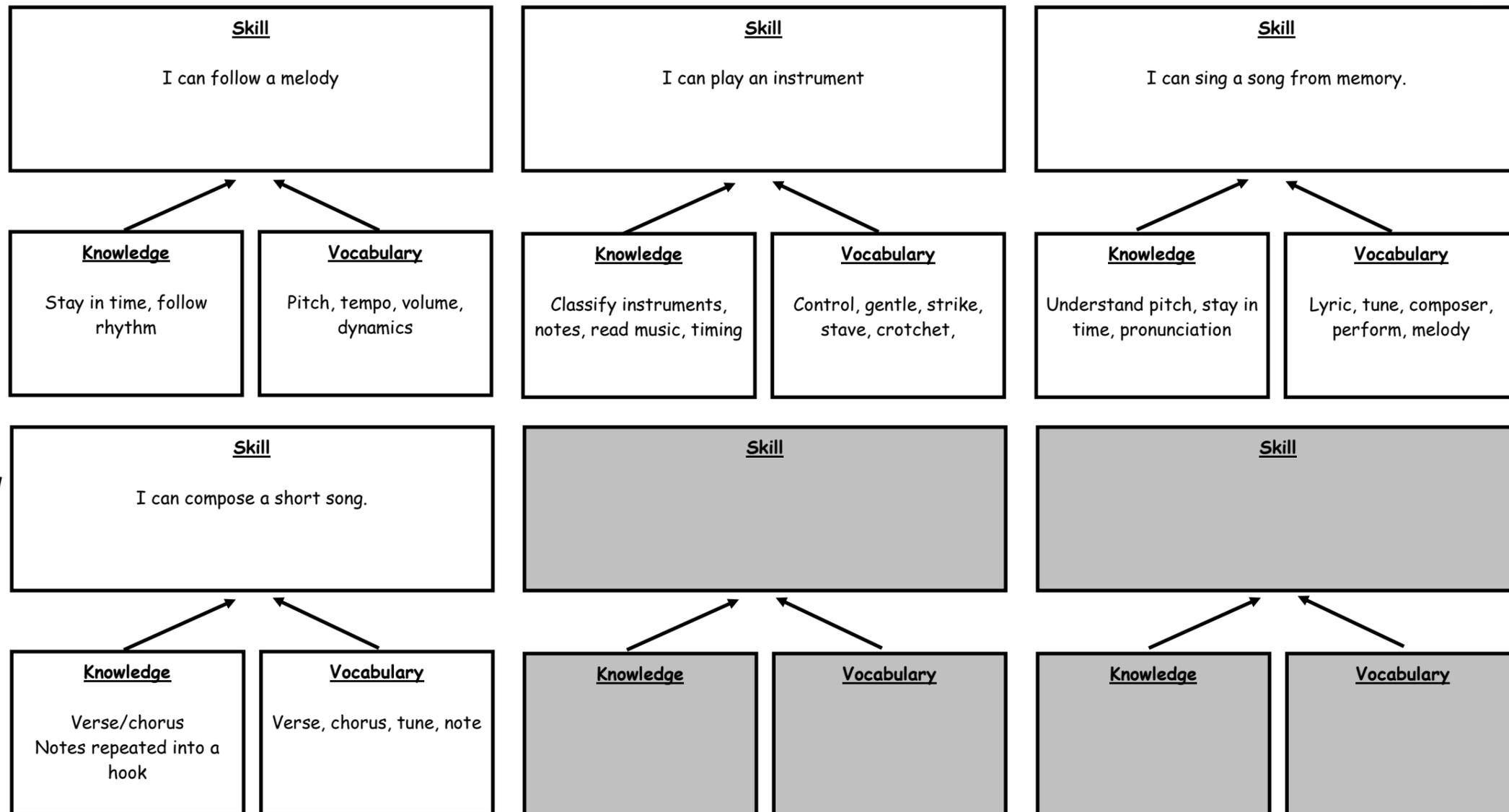
Music

(Yr3) Unit Title: Three Little Birds

As Musicians we will explore different music and musical styles/instruments. We will learn to listen to each other as we play as an ensemble. We will listen to the way that composers create feelings within a piece. We will sing together and learn how to listen to each other. We will play instruments and learn about different genres of music.

Music Final Outcome

Small performance to alternate class.





Music

Assessment

Objective	Emerging	Expected	Exceeding
To perform	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory with accurate pitch. Sing in tune.</p> <p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).</p>
To compose	<p>Create a sequence of long and short sounds. Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p>	<p>Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p>	<p>Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.</p>
To transcribe	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>
To describe	<p>Identify the beat of a tune Recognise changes in timbre, dynamics and pitch</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>

National Curriculum Links P.E

NC1: To use running, jumping, throwing and catching in isolation and in combination
NC2: To play competitive games, modified where appropriate

PE

In PE we will develop our skills of fielding, throwing catching and using a cricket bat in Quick Cricket sessions. We will learn to be part of a team with key roles. We will learn to watch the ball carefully and judge when and where to strike the bat.

As we approach the end of term we will begin our preparations for sports day. We will prac-

Skill

I can throw and catch accurately

Skill

I can hit a ball with accuracy and control

Skill

I can pass a ball in different ways

Final Outcome

To be able to compete in a small cricket match, applying the taught skills

Knowledge

-different techniques for throwing and catching

Vocabulary

Throw
Catch
Curve
Speed

Knowledge

-How to hold and use a bat effectively

Vocabulary

Position
Stance
Wicket
Position
Strike

Knowledge

-how techniques can influence the accuracy of a pass

Vocabulary

Pass
Speed
Hand-eye
Direction\target
Control

Skill

I can work as part of a team

Skill

I can understand rules of sport and play fairly

Skill

I can use a range of equipment safely and effectively

Final Outcome

Compete in a variety of races at sports day.

Knowledge

- how space and technique can be used to perform as a team

Vocabulary

Team
Space
Catch
Throw
Pass

Knowledge

-how others can contribute to a shared outcome

Vocabulary

Fair
Rules
Turns
Praise
Support

Knowledge

- how space and control are important for the safety of all

Vocabulary

Space
Control
Awareness
Accuracy
Technique



PE



Emerging	Expected	Exceeding
<p>Quick Cricket I can throw under arm I can hit a ball with a racket I can move and stop safely I can throw and catch with both hands</p> <p>Sports Day Prep I can repeat actions and skills I can move with control and care I can use equipment safely.</p>	<p>Quick Cricket Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Vary tactics and adapt skills depending on what is happening in a match.</p> <p>Sports Day Prep I am aware of space and use it to support team mates I know and use rules fairly. I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do</p>	<p>Quick Cricket Pass in different ways. Use forehand and backhand with a racket. To field To choose a tactic for defending and attacking. To use a number of techniques during a game.</p> <p>Sports Day Prep I can control when taking off and landing I can throw with accuracy</p>

Summer 1

Year 3 - Quick Cricket

Year 4 - Quick Cricket

Summer 2

Year 3 - Sports Day Prep

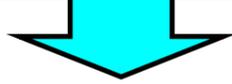
Year 4 - Sports Day Prep



LKS2

Computing Yr4

Assessment



National Curriculum Links Computing

NC12 - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
NC13 - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing

Robots are coming
Entering a digital world (E-Safety)

Skill

I can use technology safely, respectfully and responsibly

Skill

I can explain how simple algorithms work and detect and correct errors (YR4 Robots are coming)

Skill

Knowledge

- How to protect our personal information online
- safe sites
- How to create secure passwords
- How and where to report when we feel unsafe
- How to maintain a positive online reputation
- How to deal with unwanted behaviour

Vocabulary

- Data
- Privacy
- Communication
- Digital
- Online
- Security
- Safety
- Protected
- Respectful
- Cyber-bullying
- Passwords
- Reputation
- Digital Footprint
- Harmful
- Sites
- Search
- Chat
- Forum
- Online

Knowledge

- How algorithms are used to create instruction in a digital sense
- How to create basic algorithms
- how to identify errors in algorithms
- How to correct errors in programs
- How to combine algorithms in a string
- How to apply logical thinking
- How to think in computational terms

Vocabulary

- Programme
- Debug
- Algorithms
- Language
- Accuracy
- Sequence
- String
- Instructions
- Screenshot
- Unplugged
- Software
- Hardware
- Loops
- Repeats
- Efficient
- Code

Knowledge

Vocabulary

Final Outcome

To be able to use ICT safely with an awareness of safety

To be able to understand the basic principles of programming



LKS2

Computing - Yr3

Assessment



National Curriculum Links Computing

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Computing - Bring it to Life

Overview: As digital creators we will develop the skills, knowledge and strategies to help us create stop motion animations. As animators we will use lego or other building toys along with the app 'I can animate' to create a short animation of a scene from a Greek myth. We will then use the app 'Word Swag' to create an opening graphic for our clip. Once we have created all of our content, iMovie will be used to bring it all together and add sound effects. Our completed animations will be shared on Seesaw and Twitter to allow us to receive feedback from a real-life audience.

Skill

I can plan a simple animation.
(Information Technology)

Skill

I can take a series of pictures to form an animation.
(Information Technology)

Skill

I can combine graphics, video, text and sound to present an animation.
(Information Technology)

(Computer Science)

Knowledge

- Understand the term 'stop motion animation' and that it is a series of images played to show movement.
- Know that stop motion animation requires several images to show small steps of movement.
 - Have a secure knowledge of the story which will be recreated in the animation.

Vocabulary

- Plan
- Stop motion animation
 - Scene
 - Frame
 - Graphic
- Sound effect

Knowledge

- Know how to use the app 'I can animate'.
- Understand that only the objects in the animation can be in shot at any time.
- Understand that the camera must remain in the same position (it is the objects that move).
- Understand the impact lighting and shadows have on an animation.

Vocabulary

- Background
- Angle
- Stage
- Shot
- Light
- Shadows

Knowledge

- Know how to use the app 'Word Swag'.
- Know how to organise content in the app 'iMovie'.
- Know how to add sound effects in 'iMovie'.
- Know how to export completed clips from 'iMovie' and how these can be shared.

Vocabulary

- Graphic
- Sound effect
- Audience
- Video
- Animation
- Export/share

Final Outcome

We will produce stop start animations which recreate an iconic scene from a Greek myth using lego or other building toys. Our animations will then be shared with the wider community to gain real-life feedback.





Other Curriculum Elements



Enterprise drivers

Selling clay pots- costing and profits

British Values and SMSC

RE

Year 3 - How can Brahman be everywhere and in everything?

Would visiting the River Ganges feel special to a non-Hindu?

Year 4 - Do Sikhs think it is important to share?
What is the best way for a Sikh to show commitment to God?

Jigsaw PSHE

Relationships

Helps us to learn how to build and maintain relationships with our friends and family.

Changing me

Helps us to understand what makes us unique and why this is important.