**Year 4 Home Learning Topic Tasks – Summer Term Second Half Greece – Ancient and Modern**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO: To know that sounds can be played in different ways.  Research sounds which can be made by plucking, hitting, blowing. Which instruments in an orchestra are played in each of these ways? Experiment with different body percussion to make sounds by plucking, blowing and hitting.  Go on a sound walk and list the sounds you hear. How are the sounds made? Repeat the same walk at different times of the day. Do you hear the same sounds? | LO: To understand that sound can travel through solids and liquids.  Make some string telephones and use them outside. Can you hear the message better with sound travelling through the air or through the solid (string)? Watch ***How Sound Travels*** video on Espresso.  Vocabulary to use: vibrations, soundwaves | LO: To find patterns between the pitch of a sound and the features of the sound that produced it.  Explore how the pitch of a sound can be changed by:   * Twanging rulers of different lengths off the edge of a table * Filling up bottles with different amounts of water and blowing across the top * Straws with a V cut into them   Watch clip on: <https://www.bbc.co.uk/bitesize/clips/ztptsbk>  Explain what you have found out. | LO: To draw visual interpretations which show how sound waves travel.  Copy out the diagram below to show sound waves for a mid-volume, mid-pitch sound.    Play recorder at the same pitch but a different volume. How would this diagram look? Repeat with the original volume but a different pitch. Draw the diagrams and label: volume, amplitude, pitch, soundwave | LO: To investigate the effect of distance on the volume of a sound.  Investigate how distance can affect the volume. How could you carry out a fair test to prove this? If you have a volume measuring app, could that help?  Write it up using a prediction, the method, your results and a conclusion. |
| LO: To research Ancient Greek city states.  Watch ***When and where was Ancient Greece?*** on Espresso.  Choose one of the following Ancient Greek city states to research: Athens, Sparta, Delphi, Corinth, Olympia.  Present your findings in a format of your choice. | LO: To identify and describe Ancient Greek gods.  Watch ***Who did the Ancient Greeks worship and why?*** on Espresso. Research Ancient Greek gods: [www.ancientgreece.co.uk/gods/explore/exp\_set.html](http://www.ancientgreece.co.uk/gods/explore/exp_set.html) Choose one to focus on and design a mind map showing their name, symbols, story and other facts. | LO: To identify features of an Ancient Greek soldier.  Draw a labelled diagram of a Greek soldier showing his armour and weapons. This website has a good example: [www.bbc.co.uk/guides/zckr4wx](http://www.bbc.co.uk/guides/zckr4wx)  Can you find any images of Greek soldiers on the Greek pots you looked at last term? | LO: To make links between past and modern events.  Read the online non-fiction book ***The Battle of Marathon*** on Espresso. Then write a newspaper report about the battle. Remember to include the 5 Ws – Who, what, why, where when.  Now, how does this event link to modern day? | LO: To describe past events.  Research the Olympic Games on: [www.bbc.co.uk/schools/primaryhistory/ancient\_greeks/the\_olympic\_games/](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/the_olympic_games/)  Design a programme for the Olympic Games. Which events and other details would you need to include? |
| LO: To research different foods and flavours.  Research different traditional Greek foods. Which flavours are commonly used within Greek foods? Why is this? How could this be linked to the climate? Think about the food groups these items may fall into. Name some typical Greek dishes. | LO: To design and make a Greek inspired dish.  Design a Greek dish. Draw up the success criteria for the dish. Consider flavours, appearance, aroma.  Make and evaluate your dish. Think about what has gone well and what you could improve on next time. | LO: To identify festivals in the Christian calendar.  Look at the festivals which mark the birth of Jesus, his death and the coming of the Holy Spirit. When do they fall in the year?  Make a Christian calendar wheel, colour coding the different times and marking on the key Christian festivals. Can you also add some dates that are important to you personally? | LO: To recognise the colours associated with festivals in the Christian calendar.  Look at pictures online of churches at different times of the year. Can you find examples of purple for Lent and Advent, white/gold for Easter and Christmas, red for Pentecost and green for other times of the year? If possible, make a collage of the pictures your find or draw some of the ways in which you see colour being used. | LO: To name family members in French.  Complete activities about family members on Espresso page **French En Famille – La Famille.**  Go on: [www.educandy.com](http://www.educandy.com) and enter the code **218ca.** Play the vocabulary games. |

**Espresso login details**

Username: student11677

Password: chesterford