

Summer 2012

Termly Outline



KS 2

Class 2 and 3



GOING FOR GOLD!

Success Criteria

- I can identify similarities and differences between the ancient and modern Olympics.
- I can explain the effects of exercise on the heart rate and fitness.
- I can explain the functions of the different parts of the body.
- I understand the effects of drugs, alcohol and smoking on the body.
- I can work cooperatively as a member of a team to design and take part in a sporting activity/ game.

NUMERACY

BLOCKS A to E Unit 3

- Solving written problems related to money, time and measurement
- Measurement - length, capacity
- Data handling



Our aim for the theme 'Going for Gold!' is to develop children's knowledge, understanding and enjoyment of the Olympic Games, past and present and to join in with celebration of the **London 2012 Olympics**.

We want to ensure that our children and their families are inspired through the Olympic and Paralympic Games to take part in more Sport and Physical Activity.

Children will study a range of fiction and non-fiction texts on sporting themes and linked to myths and legends of Ancient Greece. They will be encouraged to work independently on a range of activities and also to collaborate with others in speaking and listening activities. We will be exploring the Olympic values and how these are relevant to our everyday lives.

KEY QUESTIONS

When and where did the Olympic Games start?

Children will learn about life in Ancient Greece, clothes, food, weapons and of course about the first Olympics and how Ancient Greek culture has influenced our lives today.

What sports are in the Olympic Games (past and present)?

Children will compare the ancient and modern Olympics and find similarities and differences between the events and how they were performed/ celebrated.

How does exercise contribute to a healthy life style?

Children will take part in various athletics and sporting activities. Children will study the effect of exercise on heart rate and fitness and record and interpret their results. They will find out about the structure and functions of organs of the body e.g. heart, lungs, and how drugs, smoking, alcohol etc can affect physical and mental health and well-being.

*In April we are hoping to visit **Chesterfield Museum** for an interactive exhibition about **life in Ancient Greece**. (Details to follow)*

*Plans are also being made for us to attend a joint event with other schools at Calow on Friday June 29th watch the **Olympic torch** passing through. (Details to follow.)*

J Dunbar April 2012

HOW YOU CAN HELP AT HOME

- Continue to help your child with reading at home – listening to, reading with and sharing, talking about books read.
- Support your child with research at home e.g. finding suitable websites, visiting the library.
- Support your child with solving ‘real life’ problems i.e. working out what operation/s ($+$ $-$ \times \div) to use to solve a written problem.
- Involve your child in estimating and measuring length and time in everyday life *eg can I estimate one minute? How many jumps can I do in 1 minute? What is the length of my hop? How long does it take to do certain tasks? If I start at 3.00pm and take 3 ½ hours to do a task, what time would I finish?*

HOMEWORK — more detail about each task will follow. See new Homework book)

- Bring a small terracotta plant-pot to school to decorate in the style of Ancient Greece.
- Research an aspect of life in Ancient Greece.
- Choose an Olympic sport in which to become an expert.
- Research an Olympic athlete (past or present) and create a biography.