Greek Myths : English : Year 5



	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To make predictions based on details stated and implied	Children will first discuss what a myth is, and why they were so important to the people of ancient Greece. They will begin to read together the story of 'Pandora's Box'. After pausing at the point where the box appears, children are then asked to predict what is inside, and what might happen next, based on their knowledge and understanding of the story so far. After making their predictions, children read the rest of the myth, discussing both the outcome and their predictions.	 Can children explain what a myth is, and why they were important in ancient Greece? Can children make predictions based on evidence from the text? Can children justify their views? 	Slides Pandora's Box Story Sheet Prediction Sheet 1A/1B/1C Prediction Cards (FSD? activity only) Diamond 9 Template (FSD? activity only)
Lesson 2	To explore characters in role	Children will discuss the purpose of myths, before reading together the story of 'Persephone and the Pomegranate Seeds'. After answering some general comprehension questions with a partner, your class will then use selected sections of the text to further explore the behaviour of each character. In their independent activities, children will take on the role of Demeter and/or Hades, and write a letter to the other, explaining their behaviour. In the FSD? activity, children are challenged to plan and perform a 'talk show' with the characters concerning the events in the story.	 Do children understand the purpose of myths in ancient Greece? Can children answer questions about the characters using evidence from the text? Can children explore characters in role? 	Slides Persephone and the Pomegranate Seeds Story Sheet Demeter's Letter 2A/2B Hades' Letter 2A/2B The Gods' Letters 2C Character Badges (FSD? activity only) Challenge Card (FSD? activity only) Question Cards (FSD? activity only)
Lesson 3	To summarise a myth	Children will first discuss what cautionary tales are, and why they were important to the ancient Greeks. They will then read the story of 'King Midas', and answer some text-based questions together, before focusing on what a summary is, and why they are useful. After looking at examples of how to use the SWBST (SomebodyWantedButSoThen) method, children will use this approach to write their own summaries of the story of King Midas.	 Do children understand the meaning and purpose of a cautionary tale? Do children know what a summary is, and why they are useful? Can children use the SWBST method to write a summary? 	 Slides King Midas Story Sheet SWBST Method Worksheet 3A/3B/3C The Diary of King Midas (FSD? activity only) Blank SWBST Method Strips (FSD? activity only)
Lesson 4	To compare two myths	Children will first recap on what a cautionary tale is, and the purpose of this, before reading and discussing the story of 'Daedalus and Icarus'. In their independent activities, children will read the similar tale of 'Helios and Phaeton', and then use their knowledge and understanding of the characters and events to compare the myths.	 Can children share their opinions about the characters within a myth? Can children identify and discuss the similarities and differences between two myths? Can children identify and explain the intended 'warning' in each myth? 	 Slides Daedalus and Icarus Story Sheet Helios and Phaeton Story Sheet Comparison Sheet 4A/4B Discussion Cards (FSD? activity only)
Lesson 5	To justify answers with evidence from the text	Children will read the myth of 'Perseus and Medusa', identifying the hero, villain, god and mythical creature in the story. After working together as a class to infer the meaning of unfamiliar words using context clues, children will then answer a range of questions, and are encouraged to justify their answers with evidence from the text.	 Can children infer the meaning of unfamiliar words using context clues? Can children use the text to find answers to questions? Can children justify their answers using evidence from the text? 	 Slides Perseus and Medusa Story Sheet Worksheet 5A/5B/5C Excerpt Cards (FSD? activity only)
Lesson 6	To discuss characters' feelings, thoughts and motives	In this final lesson, children will read and discuss the story of 'Theseus and the Minotaur'. Definitions of thoughts, feelings and motives are first discussed, before children use what they know from the text to infer the feelings and motives of the four main characters. In their independent activities, children use a range of drama strategies to explore and convey characters' thoughts, feelings and motives.	 Can children give their own definitions of what feelings, thoughts and motives are? Can children identify and discuss the feelings, thoughts and motives of the main characters? Can children use drama strategies to convey the feelings, thoughts and emotions of the main characters? 	 Slides Theseus and the Minotaur Story Sheet Scene Selection Strips 6A/6B/6C Challenge Card (FSD? activity only) Character Cards (FSD? activity only) Statement Cards (FSD? activity only)

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Reading - word reading

• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the
 meaning is clear to an audience
- e checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with

- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining
- a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription HANDWRITING

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - composition

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as
 models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the
 action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- · assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech
 and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
- · recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- · using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2

WORD

- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]
 - Verb prefixes [for example, dis-, de-, mis-, over- and re-]

SENTENCE

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

TEXT

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

PUNCTUATION

- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

TERMINOLOGY FOR PUPILS

modal verb, relative pronoun relative clause

parenthesis, bracket, dash cohesion, ambiguity