

The Olympics : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1 HISTORY	To research and describe the key events and evolution of the modern Olympics.	Your class will research and discuss how the modern Olympics have changed since the first Games in 1896. They reflect on different political views that led to countries boycotting or even being banned from participating in the Games that year. The children are then challenged to complete a timeline of changes and events since the modern Olympics began.	<ul style="list-style-type: none"> • Can children name a key change in Olympic history? • Can children discuss the importance and impact of different changes in Olympic history? • Can children describe some political events that affected the Olympic Games within living memory? 	<ul style="list-style-type: none"> • Slides • Timeline 1A • Pre-research Card 1A • Research Prompts 1A • Optional Research Links • Event Cards 1A (FSD? activity only)
Lesson 2 GEOGRAPHY	To explore the flags and host cities of the countries where the Summer Olympics have taken place.	Children first discuss the purpose of a flag and have a go at identifying some of the different Olympic host countries flags, before using them as a starting point to locate and label various countries/host cities on a map. In the alternative activity, children are each given a different host country's flag, and are challenged to find out various facts about the country in relation to the Olympic Games.	<ul style="list-style-type: none"> • Can children explain why countries have different flags? • Can children locate and label the countries (and cities) in which the Summer Olympics have taken place? • Can children share their ideas and opinions on why some countries have not yet hosted the Olympics? 	<ul style="list-style-type: none"> • Slides • Blank World Map • World Map • Atlases • Flag Cards 2A/2B • Worksheet 2A/2B/2C/2D/2E/2F (FSD? activity only) • Flag Cards 2C (FSD? activity only)
Lesson 3 SCIENCE	To make justified and logical predictions.	The class will focus on how different exercises might affect our bodies. They will mostly investigate how different kinds of exercise might affect our heart rates, making predictions based on their previous understanding of how exercise affects our bodies. The children are challenged to make accurate measurements using a heart rate monitor, or a timer to measure heart rate.	<ul style="list-style-type: none"> • Can children explain what heart rate is and what affects it? • Are children able to make a logical prediction about the outcome of an investigation? • Can children justify their predictions using scientific knowledge? 	<ul style="list-style-type: none"> • Slides • Prediction Card 3A/3B/3C • Teacher Notes • Results and Observation Sheet • Sports Equipment (see Teacher Notes) • Heart rate monitors (optional) • Timers • Investigation Planning Sheet (FSD? activity only)
Lesson 4 ART	To create a sculpture of an athlete.	This lesson asks the children to study different sculptures and statues to explore how the artists have captured the movement of the athletes they're depicting. They will then use this discussion to inspire their own sculptures made from either wire or salt dough.	<ul style="list-style-type: none"> • Can children discuss and describe how movement, or potential movement, may have been created in a sculpture? • Are children able to replicate different sporting poses in a sculpture or 3-D art? • Can children manipulate 3-D art mediums effectively? 	<ul style="list-style-type: none"> • Slides • Modelling wire (about 3m per child) • Wire cutters/scissors • Coloured Card • Help Sheet A/B/C • Sport Cards • Salt Dough Recipe Sheet (FSD? activity only) • Ingredients (as listed in recipe) (FSD? activity only) • Matchsticks and paperclips, greaseproof paper, baking trays, oven, varnish, acrylic paints (FSD? activity only)
Lesson 5 PE	To design and run a mini-Olympics.	In this lesson, children research the events of the Olympic and Paralympic Games. They then apply their understanding in a choice of challenges: to design and run an event for younger children in their own mini-Olympics, or to design and test a new event to present to the International Olympic Committee for the next Olympiad.	<ul style="list-style-type: none"> • Can children name some Olympic and Paralympic sports? • Can children discuss the aims, rules, skills and equipment involved in different Olympic and Paralympic events? • Can children adapt a sport or event for a purpose (e.g. to make it simpler or more engaging for younger participants)? 	<ul style="list-style-type: none"> • Slides • Research Sheet 5A/5B (optional) • Access to the internet (optional) • Planning Sheet 5A/5B • Event Cards • Evaluation Sheet • Sports equipment for children to explore and use (or a provided list)