

## Year 5 Curriculum Map 2025-2026

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PROJECT EVOLVE – ONLINE SAFETY</b>	<p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> </ul> <p>ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs.</p>					
<b>R.E</b>	<b>R.E.D</b> Creation and Covenant	<b>R.E.D</b> Prophecy and Promise	<b>R.E.D</b> Galilee to Jerusalem	<b>R.E.D</b> Desert to Garden	<b>R.E.D</b> To the Ends of the Earth	<b>R.E.D</b> Dialogue and Encounter
<b>P.S.H.E and R.S.E</b>	<b>Jigsaw –Being Me in My World</b>  My Year Ahead  Being a citizen in my country  Rewards and consequences responsibilities  Our learning Charter  Owning our Learning Charter	<b>Jigsaw –Celebrating Difference</b>  Different cultures  Racism  Rumours and name-calling  Types of bullying  Does money matter?  Celebrating Differences across the world	<b>Jigsaw – Dreams and Goals</b>  When I grow up  Investigate jobs and careers  My dream job  Dream job and how to get there  Dreams and goals in different cultures  Supporting others (charity)  Rallying support	<b>Jigsaw – Healthy Me</b>  Smoking, including vaping Alcohol and anti-social behaviour  Emergency aid  Body image  Relationships with food  Healthy choices  Healthy me	<b>Jigsaw – Relationships</b>  Recognising me  Safety with online communities  Being in an online community  Online gaming and gambling  My relationship with technology  Staying safe and healthy on line ( <a href="#">link to Computing</a> )	<b>Journey in Love – R.S.E</b>  To show knowledge and understanding of emotional relationship changes as we grow and develop.  To show knowledge and understanding of the physical changes in puberty. To celebrate the joy of growing physically and spiritually.  ( <a href="#">link to Science</a> )

<b>ENGLISH</b>  <b>Spoken Language</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					
<b>ENGLISH</b>  <b>Speaking and Listening</b>	<p><b>Class reader:</b> Participating in discussions about characters and plot including discussing impact of authors' use of language on reader.</p> <p>Role play.</p> <p>Persuasive speeches for Class Council.</p> <p><b>Wordsmith</b> : Discussing and asking questions about a specific animal migration.</p> <p>Sharing non-chronological reports.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Class reader:</b> Verbal comprehension while reading 'Friend or Foe - a story which raises an issue or dilemma.</p> <p>Story writing: Read a range of story openings, verbally describing and comparing characters &amp; settings.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Class reader:</b> Consider and evaluate different viewpoints.</p> <p>Speculate, hypothesise, imagine and explore ideas.</p> <p>Discuss the features of different persuasive texts.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p>Class reader continued: Verbal comprehension.</p> <p>Learning and reciting poetry.</p> <p>Performance poetry: Reciting and learning a selection of poems.</p> <p>Children to present a poem that they have written and learnt to the class.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Myths &amp; Legends:</b> Drawing inferences, explaining, discussing their understanding of what they have read.</p> <p>Drama: role play including freeze frame based on myths.</p> <p>Sharing and comparing characters and plots in different myths.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Poetry:</b> children to learn and present a class rap based on a myth.</p> <p><b>Reports:</b> Participating in discussions and presentations, participating actively in conversations, articulating and justifying answers.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>
<b>ENGLISH</b>  <b>Reading</b>	<p><b>Count by Melvin Burgess</b></p> <p>Comprehension and written work linked to text</p> <p>Discussing and recommending texts read.</p>	<p><b>Friend or Foe – Michael Morpurgo</b></p> <p>Comprehension work using inference and deduction to answer questions based on theme and character.</p> <p>How figurative language is</p>	<p><b>'Oranges in No Man's Land.'</b></p> <p>Read aloud and to understand the meaning of new words .</p> <p>Asking questions to improve understanding.</p> <p>Drawing inferences.</p>	<p>Class reader continued. <b>'Oranges in No Man's Land.'</b></p> <p>Read aloud and to understand the meaning of new words that they meet</p>	<p><b>Greek Myths</b> eBook. Using inference and prediction &amp; comparing actions in myths.</p> <p>Discussing the impact of the authors' use of language on reader.</p> <p>Reading challenge started.</p>	<p>Class reading of a <b>range of myths</b> and comparing versions.</p> <p>Reading and reciting a number of raps.</p> <p><b>Wordsmith: Ultimate Explorers</b> .Read aloud and to understand the meaning of</p>

	<p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension.</p>	<p>used.</p> <p>Reading different narrative adventure stories and comparing story openings and common features.</p> <p>Plazoom Comprehension</p>	<p>Predicting from details stated and implied.</p> <p>Poetry by Michael Rosen and Charles Causley. Read, improvise and perform poetry.</p> <p>Plazoom Comprehension</p>	<p>Plazoom Comprehension:</p>	<p>Plazoom Comprehension:</p>	<p>new words. Skim and scan for key information</p> <p>Plazoom Comprehension</p>
<b>ENGLISH Writing</b>	<p><b>Recount- assessment task</b></p> <p>Work related to the summer read – <b>Count by Melvin Burgess</b></p> <p>Writing an informal letter</p> <p><b>Science Fiction Narrative in the first person</b> – model text "A Chilli Day" by John Mayhew</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement</p> <p>-Distinguish between the language of speech and writing and choose the</p>	<p><b>Report Writing</b></p> <p>Crime and Punishment Model text – Anita Loughrey</p> <p>Understand the purpose of a report.</p> <p>To understand the structure of a report</p> <p>To understand features of a report and how these help the reader to find what they need</p> <p>To research aspects of social change through history</p> <p>To produce a poster</p> <p><b>Poetry:</b> Reading and writing their own versions of the poem 'slowly' (Use to enhance work on adverbs)</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p><b>Poetry</b></p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p><b>Persuasive writing</b></p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p><b>Writing a myth</b></p> <p><b>Myths &amp; Legends</b> (<a href="#">linked to Greek History and Art</a>). Guided writing to develop character and setting descriptions.</p> <p>Writing their own myths selecting appropriate grammar and vocabulary,</p> <p>Understanding how such choices can change and enhance meaning</p> <p>Will use myths read to help with describing settings and characters and to develop plots.</p> <p>All myth writing will involve drafting, writing, editing and peer review.</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p><b>Writing and performing a rap</b></p> <p><b>Report Writing</b></p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p> <p>g</p>

	<p>appropriate register.</p> <p>Proof-read for spelling and punctuation errors</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>					
<b>ENGLISH Spelling</b>	<p>Silent letters b and t, words ending with o, s and ough, plurals-ves, ies,, spelling rules and Year 3 &amp; 4 word list reinforced. to avoid repetition</p>	<p>Prefixes: cir, trans, tele, im, mis, re, auto, able, double consonant, homophones, spelling rules and Year 3 &amp; 4 word list reinforced. Converting nouns or adjectives into verbs.</p>	<p>-ie, -ible, -ent, -ant, -ence, Family words, RWI orange words and words from Year 5 &amp; 6 word list</p>	<p>Double letters, -tion, -sion, -cious, homophones, root words, RWI orange words and words from Year 5 &amp; 6 word list</p>	<p>-tious, -cial, -tial, French words, silent letters, ough/augh, root words, RWI orange words and words from Year 5 &amp; 6 word list.</p>	<p>-tious, -cial, -tial, French words, silent letters, ough/augh, root words, RWI orange words and words from Year 5 &amp; 6 word list.</p>
<b>ENGLISH Grammar and Punctuation</b>	<p>Revision of sentence punctuation.</p> <p>Revision of Subordinating conjunctions and Fronted Adverbials</p> <p>Revision of adjective/simile/metaphor</p> <p>Identifying sentence types: statement, question and command</p> <p>Identifying word classes: noun (common, proper, collective and abstract), adjective, verb (introducing modal verbs) and adverbs</p> <p>Relative clauses: who, which, where, when and whose.</p> <p>Modal verbs</p> <p>Reinforce the term 'expanded noun phrases &amp; stress the role of adjectives &amp; descriptive phrases in enhancing meaning.</p> <p>Revision of determiner - when to use a or an.</p>	<p>Reinforcement of the punctuation and rules needed when writing direct speech</p> <p>Using standard English</p> <p>Revision of key grammatical vocab: e.g adverbials &amp; conjunction</p> <p>Subordinating conjunctions</p> <p>Adverbs</p> <p>Past perfect tense</p> <p>Pronouns</p> <p>Apostrophe for possession</p>	<p>Range of clause structures varying their position within a sentence</p> <p>FANBOYS coordinating conjunctions.</p> <p>Reinforce commas for lists, and separating clauses.</p> <p>To revise the two uses for the apostrophe: contraction and possession</p> <p>Modal verbs</p> <p>pronouns</p>	<p>The use of commas for clarity</p> <p>Coordinating and subordinating conjunctions reinforced.</p> <p>To revise work on prepositions</p> <p>To consolidate all punctuation marks</p>	<p>Proof reading to make improvements to written pieces.</p> <p>Revision of apostrophes</p> <p>Building cohesion within in a paragraph, using words like, firstly, after this</p> <p>Linking ideas across paragraphs.</p> <p>Using dashes, commas or dashes to show parenthesis</p>	<p>Proof reading to make improvements to written pieces</p> <p>Revision of apostrophes</p> <p>Building cohesion within in a paragraph using words like, firstly, after this</p> <p>Linking ideas across paragraphs</p> <p>Using dashes, commas or dashes to show parenthesis</p>

<b>ENGLISH Handwriting</b>	Choosing pronouns					
	Handwriting: revision of the four joins and assessment to ensure legibility, fluency and speed.	Practising punctuation  Practice of slanting writing and capital letters	Reinforce spacing and practising fluency, speed and legibility.  Ensure diagonal joins and horizontal joins are correct. .	Reinforce forming letters at the correct height and size with correct spacing and orientation of all letters.	Practising indenting to write paragraphs and consolidating previous work.	
<b>MATHS</b>	<b>Place Value and Addition and Subtraction</b>  1000s, 100s, 10s and 1s numbers to 10,000 Rounding to the nearest 10 and 100 and 1000, compare and order numbers to 100,000, round numbers within 100,000 counting in 10s, 100s, 1,000s, 10,000s, and 100,000s compare, order and round numbers to one million, roman numerals to 100  Add two 4-digit numbers one exchange with one or more exchange  Add whole numbers with more than 4 digits (column method), subtract two 4-digit numbers - one or more exchange, subtract whole numbers with more than 4 digits (column method).  Round to estimate and approximate, Inverse operations (addition and subtraction), multi-step addition and subtraction problems.	<b>Multiplication and division</b>  <b>Consolidation</b>  Multiples/Common multiples, Factors-Common Factors Prime numbers, Square numbers, Cube numbers  Multiply and divide by 10, 100 and 1,000, Multiples of 10, 100 and 1  Equivalent fractions  Convert improper fractions to mixed numbers and visa-versa  Compare and order fractions less than and greater than 1  Add and subtract fractions with the same denominator  Add fractions including mixed numbers	<b>Multiplication, Division, Fractions, Decimals and Percentages</b>  Multiply up to a 4-digit number by a 1-digit number.  Multiply a 2-digit number by a 2-digit number.  multiply a 3-digit number by a 2-digit number.  Multiply a 4-digit number by a 2-digit number  Solve problems with multiplication.  Divide a 4-digit number by a 1-digit number, divide with remainders, efficient division, solve problems with multiplication and division.  Multiply a unit fraction and non- unit fraction by an integer, multiply a mixed number by an integer, calculate a fraction of a quantity.  Decimals up to 2 decimal places, equivalent fractions and decimals (tenths) equivalent fractions and decimals (hundredths).	<b>Multiplication, Division, Fractions, Decimals and Percentages, Statistics</b>  <b>Consolidation</b>  Equivalent fractions and decimals  Thousandths as fractions and decimals  Order and compare decimal  Round to the nearest whole number, round to 1 decimal place, understand percentages as fractions and decimals.  Perimeter of rectangles, perimeter of rectilinear shapes, perimeter of polygons, area of rectangles, area of compound shapes, estimate area  Draw line graphs, read and interpret line graphs, read and interpret tables, two-way tables, read and interpret timetables.	<b>Shape Position and Direction</b>  Understand and use degrees, classify and estimate angles Measure angles up to 180°. Draw lines and angles accurately, calculate angles around a point, on a straight line and find lengths and angles in shapes.  Read and plot coordinates Problem solving with coordinates  Translation with coordinates Lines of symmetry Reflection  Use known facts to add and subtract decimals within 1 Complements to 1  Add and subtract decimals Decimal sequences  Multiply and divide by 10, 100 and 1,000  Multiply and divide decimals	<b>Converting Units, Volume, Negative numbers</b>  <b>Consolidation</b>  Understand negative numbers Count through zero in 1s and multiples. Compare and order negative numbers. Kilograms and kilometres Millimetres and millilitres Convert between metric and imperial units Convert units of time  Calculate with timetables  Cubic centimetres  Compare volume  Estimate volume  Estimate capacity

SCIENCE	Earth, Sun and Moon	Forces	Properties and Changes of Materials.	Changes of State.	Types of change	Life Cycles of Plants & Animals.
	Describe the Sun, Earth and Moon as approximately spherical bodies	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Demonstrate that dissolving, mixing and changes of state are reversible changes	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Investigation in shadows	Identify the effects of air resistance, water resistance and friction, which acts between moving surfaces. Design a parachute.	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Describe the changes as humans develop to old age.
	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Ice melting investigation	Dissolving investigation	Investigation irreversible change	Describe the life process of reproduction in some plants and animals.
	Describe the movement of the Moon relative to the Earth					Learn about the work of the scientist Jane Goodall, and discuss her work.
						Recording the growth of a plant over time.
COMPUTING	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
	Sharing Information	Video Production	Selection in Physical Computing	Flat File Databases	Introduction to Vector Graphics	Selection in Quizzes
HISTORY	Mini-unit on the first civilisations in China, India, Egypt and the Middle East.	Ancient Egyptians			Ancient Greeks: Influence and legacy including language, political ideas, architecture	
	Depth study on Ancient Egyptians: their influence and legacy.	Newspaper report: Discovery of Tutankhamun’s tomb			Timelines	
	Timelines				(link to English and Art)	
GEOGRAPHY			Water and International trade: link to Eco about water conservation and includes a study of the work of Water Aid and FairTrade.	Rivers		Study of North America
				Map work & fieldwork at Epping Forest) and links to past work about the river Nile.		Compare and contrast to UK
FRENCH	Revision of numbers 1-31.		Introduction to “er” verbs		Dictionary work to look up ice cream flavours.	
	Recap classroom instructions.		Candlemas		Revision of drinks and opinions.	
	Numbers 1-60		Sports and opinions.		Café menus.	

	<p>Armistice Day</p> <p>Food and drink vocabulary.</p> <p>Learn how to say when mealtimes are and what they usually have, comparing with eating habits in France.</p> <p>Learn how to give their opinions of different food and drink.</p>		<p>Dictionary work to look up unknown words.</p> <p>'Je joue', 'je fais', 'c'est' and 'il y a ' with sports.</p> <p>They learn how to say which sports they like/dislike doing,</p>		<p>Role-play work for ordering drinks and ice cream.</p> <p>Prices (and relevant number work) in euros.</p>	
<b>MUSIC</b>	<p>Suzuki Variations</p> <p><a href="#">Curriculum links with science</a></p>	<p>Preparation for Spirit of Christmas and school Christmas concerts.</p> <p>More challenging songs in unison and 2-part harmony with class band accompaniments</p> <p><a href="#">Curriculum links with R.E</a></p>	<p>African Music – Songs and instrumental playing as an introduction to improvising and composing:</p> <p><a href="#">Curriculum links with Geography focussing on the African continent.</a></p> <p><a href="#">Highlighting important physical features from Africa.</a></p>	<p>Using water and rivers as a stimulus for listening, performing, and composing music.</p> <p><a href="#">Curriculum links with Geography</a></p>	<p>Using Leitmotif to compose music for a Greek myth</p> <p><a href="#">Curriculum link to English, history and Art</a></p>	<p>Preparation and performance of summer show.</p>
<b>ART</b>	<p><b>Still Life</b></p> <p>Develop a painting from a drawing using sketch book</p> <p>Mix appropriate colours. Colour Mix and match colours to create atmosphere and light effects.</p> <p>Identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colour.</p> <p>Artist study: Cezanne and Van Gogh</p>	<p><b>Christmas cards/calendar.</b></p>	<p><b>Clay Bowl</b></p> <p>Shape and form clay from imagination to create a clay bowl.</p> <p>Plan through drawing in sketch- book.</p> <p>Develop skill in using clay.</p> <p>Produce patterns and textures</p> <p>Select appropriate tools.</p> <p>.</p>	<p><b>Work linked to Easter:</b></p> <p>Lenten Promise posters and Easter cards.</p>	<p><b>Talking Textile</b></p> <p>Telling of a Greek Myth using fabric, paint, collage materials – collaborative class work.</p> <p>Plan through drawing in sketch-book</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>Repeated Pattern Foam Printing Repeated pattern on to calico</p> <p>Create polystyrene printing blocks after sketching ideas in sketchbook</p> <p><a href="#">(link to History and English)</a></p>	

<b>DT</b>	<b>Food technology</b>  Chicken Caesar Salad  Hygiene, kitchen safety rules Nutrition	<b>Mechanical Systems</b>  <b>To design a moving toy with a CAM mechanism</b>  Generate ideas for design  Draw a design  Produce step by step plans  Compare final product to original design  Produce list of all tools  Consider the view of others to improve  <b>Food Technology</b>  Vegetable Soup	<b>Food technology</b>  Cakes for the Tea Concert  .	<b>Food</b>  <b>To design a loaf of bread</b>  To explore ideas and design for purpose.  To write a recipe for bread  Select and combine ingredients  To use utensils and equipment appropriately  To understand seasonality and source of ingredients  Evaluate with reference to the design brief		
<b>PE</b>	<b>Gymnastics-</b> Team work Working together and demonstrating good collaborative skills to carry out a range of gymnastic movements. Carrying out a group floor performance.  <b>Bi-weekly swimming lessons</b>  <b>Football:</b> Striking/kicking skills developing into game play  <b>Handball</b>	<b>Cross Country Trials</b> Event preparation. <b>Indoor athletics</b> Undertaking activities and trying to improve scores: Hop, skip and jump, standing long jump, push ball, high jump, side jumps, step ups <b>Bi-weekly swimming lessons</b>  <b>Tag Rugby:</b> Throwing/catching based skills developing into game play.  <b>Handball</b>	<b>Gymnastics-</b> Symmetry & Asymmetry Developing a sequence of symmetrical shapes and movements on floor and apparatus. Developing a sequence of jumps.  <b>Bi-weekly swimming lessons</b>  <b>Primary Sportshall Athletics</b> Running event trials and event preparation.	<b>Dance:</b> Water Cycle Practising a range of movements using musical stimuli. Using simple motifs and movement patterns to structure dance phrases on their own and in groups.  <b>Bi-weekly swimming lessons</b>  <b>Hockey:</b> Stick coordination and passing/striking skills.  <b>Handball</b>	<b>Rounders:</b> Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.  <b>Dance:</b> Theseus and the Minotaur Working creatively and imaginatively individually, with a partner and in groups to retell a Greek myth, responding imaginatively to musical stimuli.  <b>Bi-weekly swimming lessons</b> <b>Cricket:</b> Development of bowling and batting techniques. Event preparation and trials.	<b>Athletics:</b> Running techniques to cover sprint and middle distance-differences. Development of jumping/throwing techniques in preparation for quad kid and district sports trials  Sports Day preparation and groupings-differentiation for ability.  Techniques in preparation for quad kid and district sports trials  <b>Tennis:</b> Bouncing the ball on ground and in air. Hit the ball using backhand and forehand. Developing a tennis rally  <b>Bi-weekly swimming lessons</b> <b>Cricket:</b> Development of skills.  <b>Handball</b>



<b>ECO</b>	Work linked to air pollution and conservation.					Organic practices, harvesting & tasting produce.
<b>Enrichment</b>	<b>Young Shakespeare Company</b>	<b>Egyptian Day</b> Trip to The Saffron Walden Museum to learn about the Ancient Egyptians – Mummification Handling artifacts  <b>Bikeability</b>		<b>Epping Forest Field Centre</b> Study of the Brook river Finding the source of the river Investigating soil types Taking measurements of the river using scientific method and equipment Making predications Gathering data	<b>The History People - Ancient Greek Day</b> Exploration of how the Greeks resisted the Persian invasion and what they wanted to preserve through a combination of practical activities, drama and role-play.  Making a wax tablet  Fresco painting  Mosaic making  Pottery making  Pottery Painting  Making a charm	