Year 5 - Term 5 and 6

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| Topic Title – **Ancient Greece** | | |
| Science  **Context – Forces** Key Skills:   * Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. * Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. * Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.   **Context – Earth and Space**  Key Skills:   * Describe the movement of the Earth, and other planets, relative to the Sun in the solar system * Describe the movement of the Moon relative to the Earth * Investigate the Moon’s phases and orbit * Describe the Sun, Earth and Moon as approximately spherical bodies * Understand the shape and relative size of the Sun, Earth, Moon and planets * Understand why shadows change * Use the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky * Understand the Earth’s orbit around the Sun and how time/seasons/years are measured   Working Scientifically - Key Skills:   * Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | Geography  Enquiry questions:   * **What is a mountain and what makes them unique?** * **Why were mountains so important in Ancient Greece?**   **Context – Locational knowledge** (name and locate the world’s mountains concentrating on their key human and physical characteristics)  **Physical geography** (describe and understand key aspects of mountains)  **Human** **geography** (describe and understand key aspects of types of settlement and land use)  **Geographical skills and fieldwork** (use maps and digital/computer mapping to locate countries  and describe features studied)  **Overall context:** Identifying mountain names and locating these within counties and areas of the United Kingdom, comparing and understanding why the mountainous range was important to the Ancient Greeks, identifying and understanding key topographical features (hills, mountains and rivers) as well as land-use patterns, recognise physical features of mountains, explain how some of these aspects have changed over time  Key Skills:   * Explain different ways areas of higher ground are shown on a map. * Find the height of a peak on a map, draw contour lines to show higher ground and identify a plateau * Use different maps to locate key mountain ranges of the world, as well as Ancient Greece (topic link) * Make reasoned judgements to explain that not all mountains look the same. * Identify a valley and the summit, foot and slope of a mountain. * Draw a mountain range including the key features identified. * Reach informed conclusions about how different types of mountains are formed (including tectonic plates move together to create fold mountains; erosion creates plateau mountains and that mountains formed a very long time ago). * Appply understanding to describe the climate and weather on a mountain/mountainous area * Hypothesise and make reasoned judgements about why people might visit mountains * Find and describe key features of the mountains and of a mountain range. * Draw/use maps and plans at a range of scales * Use keys, grid references and 4 figure co-ordinates to locate features on a map * To be able to describe and discuss how and why people live in a area | History Enquiry questions:   * **How did the life and achievements of the Ancient Greeks influence and shape the world we live in today?** * **How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?**   **Context:** Exploring through various auxiliary questions how the Ancient Greeks influenced the western world and the legacy of the Ancient Greek civilisation. The changing impact of religion on the lives of the Greeks, considering what can be learnt about the lives of the Greeks through evidence that still exists today, exploring what life was like for women during Ancient Greece (comparing with Victorian times **and** the present day), the development of democracy, social reform, philosophy, politics during Ancient Greece and their influence on the modern day. Make links between events and changes. Exploring influential people during the Ancient Greece era. Researching, understanding and comparing a range of primary and secondary sources.  Key Skills:   * Demonstrate chronological understanding of the Ancient Greece era in context with British History and world history at the time * Deepen understanding that Ancient Greece existed at the same time of other key civilisations in world history * Understand connections, contrasts and trends during Ancient Greece and the impact on society today and reach informed conclusions * Reach informed conclusions (through auxiliary questions) about how Ancient Greece influenced and shaped the modern world * Compare and contrast changes over time (within Ancient Greece historical context and the present day too), justifying why these changes occurred by applying evidence and making reasoned judgements * Make reasoned judgements about the changing ideas in politics, democracy and social reform during Ancient Greece and how these are still evidenced in Western civilisations of the present day * Demonstrate understanding different types of causes of an event/s * Describe, make and critique links between events/changes * Give detailed reasons for events and changes * Use sources of information to support ideas * Understand and evaluate primary and secondary sources * Select sources to support explanations with reasoning for why they have been chosen |
| Art and design **Context – Ancient Greek pottery (Term 5)**  **Skill: Drawing and sculpture**  Learners will undertake an in-depth study of Ancient Greek pottery, exploring the structure and form of Greek vases. They will also look at the ways in which ancient craftspeople worked, including the materials, tools and techniques that were available and used in this ancient civilisation. Learners will look in detail at the images and patterns used to decorate pots and vases, making links to their knowledge of Greek mythology. Through research and observational sketches, pupils will then design their own Greek vase which they will sculpt out of clay. This will be decorated with their chosen design, inspired by those of traditional Greek vases.  Key skills:   * Study other artists’ work and experiment with their style * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. * Make comments on ideas/methods/approaches used in own work and others work * Adapt their work according to their views and describe how they might develop it further. * Use a variety of source material for their work. * Work in a sustained and independent way from observation, experience and imagination. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. * Describe the different qualities involved in modelling, sculpture and construction. * Use recycled, natural and man- made materials to create sculpture. * Plan a sculpture through drawing and other preparatory work. | Design Technology  **Context – Food and Nutrition (Term 6)**  Linked to our ‘Marvellous Middle’, pupils will research and explore a range of traditional Greek foods and recipes, using a variety of different sources. Following their research, learners will then have the opportunity to cook some of these traditional dishes, thinking carefully about how to prepare food hygienically. Pupils will then be able to adapt and refine a recipe, thinking about the intended taste, texture and appearance of their dish. They will be able to produce their final dishes and celebrate with a feast fit for the Gods!  Key skills:   * Explain how to be safe / hygienic and follow own guidelines * Present products well - interesting, attractive, fit for purpose * Begin to understand seasonality of foods * Understand food can be grown, reared or caught in the UK and the wider world * Describe how recipes can be adapted to change appearance, taste, texture and aroma * Explain how there are different substances in food / drink needed for health * Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source * Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. | Computing  **Context – Creating Media - videos (Term 5) Coding – Introduction to Python (Term 6)**  Creating Media - Key Skills:   * To recognise video as moving pictures which can include audioI can explain that a video can include both visual and audio media * Explain the benefits of adding audio to a video * Plan a video project using a storyboard * Choose the most suitable digital device for recording my project * Locate and identify the working features of a digital device that can record video * Demonstrate suitable methods of using a digital device to capture my video and the safe use and handling of devices * List some of the features of an effective video * Record a video that demonstrates some of the features of an effective video * Explain why lighting and angle are important in creating an effective video * Store, retrieve, and export my recording to a computer * Explain how to improve a video by reshooting and editing, selecting the correct tools to make edits to a video and improve the final outcome * Evaluate my video and share my opinions   Introduction to Python - Key Skills:   * Author a simple program that outputs information * Input key information accurately * Understand the importance of the order of the code   Online Safety:   * Self-image and identity * Online relationships * Online reputation * Online bullying * Managing online information * Health, well-being and lifestyle * Privacy and security * Copyright and ownership |
| **French – Term 5**  **Focus: All about me. My name, my age, my siblings, where I live with description of my town. Countries in UK. My town weather’s description.**  **Shop and places of interest in my town.**  **Vocabulary :**  1-Questions/answers  Comment tu t’appelles? Je m’appelle Sonia.  Quel âge as-tu? J’ai 10 ans.  As-tu des frères et des soeurs? J’ai un petit frère et une grande soeur. (Have you got any brothers and sisters? I have a little/young sister).  Oú habites-tu? J’habite en Angleterre au bord de la mer dans une petite ville que s’appelle Eastbourne. Quel temps fait-il? Il fait beau et il fait chaud.  Angleterre/England Scotland/Ecosse Pays de Galles  Irelande du Nord  **Vocabulary:** Shops and places to go in my town.  La boulangerie, La patisserie, le magasin de Vêtements, la poste, la boucherie.  Le cinema, la piscine, la librairie, l’ecole.  **Spring poem.**  **Grammar**:   * Verb to have Present tense * (j’ai, tu as, il a, elle a, nous avons, vous avez, ils ont, elles ont). * Use of the 1st person. Je m’appelle Sonia. * Use of the 3rd person. Elle s’appelle Sonia. * Use of gender. Il s’appelle Paul. * Elle a un petit frère. Il a une petite cousine. Getting familiar with the grammar rule about adjective : Adjective must agree with nouns * that they modify. * Il a une petite soeur. Une soeur. * Il a un petit frère. Un frère   **Term 6**  **Focus:** Fruits and flavours.  **Vocabulary:**  Fraise, cerise, banane, orange, citron, poire, pomme, pêche, ananas, prune and raisins.  Café, chocolat, vanilla, caramel and pistache. Glaces et sorbets.  **Grammar**:   * Positive and negative forms for the 1st and 3rd person.  e.g. I like bananas, j’aime les bananes. * Elle n’aime pas les pommes. She doesn’t like apples   Why/pourquoi – because/parceque   * Elle n’aime pas la glace à la fraise parce que c’est trop sucré   **Vocabulary:**  Fraise, cerise, banane, orange, citron, poire, pomme, pêche, ananas, prune and raisins.  Café, chocolat, vanilla, caramel and pistache. Glaces et sorbets. J’aim, Je n’aime pas, Parce que…  Strawberry, cherry,banana, orange,lemon, pear,apple, peach, pineapple, plum and grapes. Coffee, chocolate, vanilla, toffee and pistachio. Ice creams and sorbets  I like, I dislike. Because…  **Summer poem.**  **Sing about fruits.**  **Culture :** Bastille day and Tour de France cycling.  Key Skills:   * Develop speaking/pronouncing skills, with poem and singing as well as role play * Refresher: weather * Explore and collect visual and written information * Take part in short conversations introducing your self * Ask and answer simple questions * Talk about favourite fruits and ice creams flavours * Use short compound phrases to respond * Develop a growing vocabulary * Apply skills taught through oral conversations and extra-curricular events | Religious Education  Enquiry questions:   * **Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?** * **What is the best way for a Christian to show commitment to God?**   Hinduism objectives   * I can express my views on life after death and start to explain how these views may make a difference to how I live my life. * I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. * I can express an opinion on the Hindu belief in reincarnation with some reasoning.   Christanity objectives   * I can explain why one way of showing commitment may not be better than another. * I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. * I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.   Key Skills:   * Describe and understand religious sources, stories and beliefs * Suggest similarities and differences between beliefs and religions studied * Describe the importance of key figures in a religion and reasons why they were influential * Recognise Holy Books and their teachings | Music **Context – Using music to learn a famous story from Ancient Greece (The Trojan Horse)**  Key Skills:   * Play and perform in solo and ensemble contexts * Learn to sing and use their voices for different genres, styles and traditions * Learn to sing in different scales and applying different vocal layers within a song * Sing within an appropriate vocal range with clear diction * Continue to understand how important it is and why we warm up our voices, posture,   breathing and voice projection.   * Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. * Have a greater understanding of melody, words and their importance and how to interpret a song musically. * Understand and apply fluency, control and expression to voice * Listen with attention to detail and recall sounds * Understand and use musical terminology correctly * Understand, identify and sing in different scales and keys (chromatic, minor, major) * Understand song features, structure and texture by exploring songs from different music genres (R&B, jazz, folk, tap, soul, swing) * Develop understanding of a history of music by exploring and learning songs inspired by different genres * Review, compare and evaluate music studied * Complete music appraisals sharing personal responses and detailed ideas * Improvise and compose music based on a known piece, re-writing own version and performing this * Listen with security and confidently   recognise/identify different style indicators and  different instruments and their sounds.   * Use correct musical language consistently to   describe the music and feelings towards it. |
| Physical Education  **Context – Rounders and Swimming (Term 5)**  **Athletics and Swimming (Term 6)**  Rounders:   * Develop fielding tactics, maximising use of players * Understand what happens if the batter misses the ball * Refine fielding tactics, deciding which players will be placed where * Apply tactics in mini games   Athletics:   * Develop skills for finishing a race * Evaluate our performance * Sprinting: Practise skills and build stamina to achieve a personal best * Develop effective relay changeovers * Understand how to hold and throw a shothot put safely and effectively * Develop skills for using the hurdles in races   Swimming:   * Swim competently, confidently and proficiently over a distance of at least 25 metres * Use a range of strokes effectively *(front crawl, backstroke and breaststroke)* * Perform safe self-rescue in different water-based situations   Key skills:   * Understand and use principles of warm up and good health * Participate in games with understanding of tactics and rules | PSHE RSE **Context – Healthy me**   * Know basic emergency procedures, including the recovery position * Know the health risks of smoking * Know how smoking tobacco affects the lungs, liver and heart linking with statistics and medical studies * Know how to get help in emergency situations * Know some of the risks linked to misusing alcohol, including antisocial behaviour * Know that the media, social media and celebrity culture * promotes certain body types * Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure * Know what makes a healthy lifestyle   Term 6 Key Skills/Objectives   * Know that there are rights and responsibilities in an online community or social network * Know that there are rights and responsibilities when playing a game online * Know that too much screen time isn’t healthy * Know how to stay safe when using technology to communicate with friends * Know that a personality is made up of many different characteristics, qualities and attributes * Know that belonging to an online community can have positive and negative consequences   Enhancement: Transition to new year group, managing change and building relationships with the new teacher  **P4C and Debate** Key skills:  - Listen and respond appropriately to adults and their peers  - Ask relevant questions to extend understanding and knowledge - Articulate and justify answers, arguments and opinions  - Give well-structured explanations with reasoning  - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - Speak audibly and fluently with an increasing command of Standard English  - Speak confidently to interest the listener(s)  - Consider and evaluate different viewpoints, building on the contributions of others | Stunning start: **It’s All Greek to Me!** Journey back in time to Ancient Greece and set off on an adventure to find clues and discover information about our new destination. Completing a scavenger hunt, children will gather historical evidence and clues from around the school grounds, using this to begin making reasoned judgements about life in Ancient Greece, generate questions about their topic, and begin to research to find out more!  Marvellous middle: **A Feast Fit for the Gods** An invitation from the Gods, delivered by Hermes: create a feast that is fit for the Gods of Mount Olympus! Using cooking skills learnt over the topic and their understanding of traditional Greek dishes, children will design and create a feast inspired by the flavours and recipes of Greece!  Fabulous finish: **Take to the Stage!**  Children will have the exciting opportunity to apply their knowledge of Greek theatre, and the music learnt over the topic, to perform their own concert inspired by the story of The Trojan Horse! |