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
 | GeographyEnquiry 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 countriesand 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
 | HistoryEnquiry 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
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| Art and design**Context – Ancient Greek pottery (Term 5)**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 - Vector drawing (Term 5)Coding – Introduction to Python (Term 6)**Creating Media - Key Skills:* To identify that drawing tools can be used to produce different outcomes
* To create a vector drawing by combining shapes
* To use tools to achieve a desired effect
* To recognise that vector drawings consist of layers
* To group objects to make them easier to work with
* To evaluate my vector drawing

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
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| French**What time is it?/ At the Tea room****Listening:** Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.**Speaking:** Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.**Reading:** Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'**Writing:** Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.**Grammar:** Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'Key skills:* Refresher: numbers to 20, days of the week, months, weather, greetings, towns and cities of France
* Explore and collect visual and written information
* Take part in short conversations
* Ask and answer simple questions
* Talk about interests
* Use short phrases to respond
* Develop a growing vocabulary
* Write sentences using expressions learnt
* Apply skills taught through oral conversations and extra-curricular events
 | Religious EducationEnquiry questions:**Christians and how to live: ‘What would Jesus do?’****What matters most to Humanists and Christians?**Explain how past events of Ancient Greece impacted future generationsChristianity: Gospel - Identify features of Gospel texts (e.g. teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret biblical textsMake clear connections between Gospel texts, Jesus ‘good news’ and how Christians live in the Christian community and in their individual lives.Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today including their own lives. - Articulate their own response to the issues studied, recognising different points of view. Humanists and Christians- Identify and explain belies about why people are good and bad (e.g. Christians and Humanist). - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’ and Humanists saying people can be ‘good’ without God).- Make clear connections between Christian and Humanist ideas about being good and how people live. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.Raise important questions and suggest answers about how and why people should be good. - Make connections between the values studied and their own lives and their importance in the world today, giving good reasons for their views.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 anddifferent 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

**Cricket**Refine batting, batting and bowling tactics Refine fielding stopping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoringSwimming: * Key skills:
* Understand and use principles of warm up and good health
* Participate in games with understanding of tactics and rules
 | PSHE RSE**Context – RSHE (Term 5) Relationships Term 6**Term 5 Key Skills/Objectives * Pupils can anticipate how their emotions may change as they approach and move through puberty.
* Pupils can anticipate how their body may change as they approach and move through puberty.
* Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships
* Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying
* Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.
* Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

Term 6 Key skills/ objectives * Have an accurate picture of ‘Who I am’ as a person in terms of characteristics and personal qualities
* Recognise how friendships change
* Understand how it feels to be attracted to someone
* Understand and explain how to stay safe when using technology to communicate
 | 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! |