

Theme/Subject: Ancient Greece/ History

Breadth:



<p>As writers: Myths</p> <p>Sentence structure, adverbials, expanded noun phrases, prepositions, relative clauses, subordinating conjunctions, repetition, metaphors, similes, personification.</p> <p>Texts: Theseus and the Minotaur Class reader: The Explorer Non fiction: Instruction for making bread</p>	<p>Being physically active: Target Games</p> <ul style="list-style-type: none"> • Consolidate existing skills and develop new ones • Select and apply skills more consistently in specific invasion activities and games • Select and apply basic invasion principles and adapt them to different situations 	<p>As Designers: Bread Rolls</p> <ul style="list-style-type: none"> • Investigate and evaluate bread products • Follow a recipe to make bread • Design some bread • Make our own bread and evaluate it. 	<p>As scientists: Changes of Materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal) and response to magnets.
<p>As readers:</p> <ul style="list-style-type: none"> • Recommending books • Exploring the meaning of words • Making comparisons • Inferring • Summarising 	<p>As Mathematicians:</p> <ul style="list-style-type: none"> • Fractions • Decimals and percentages • Properties of shape • Position and Direction • Converting Units 	<p>As linguists (French): Directions</p> <ul style="list-style-type: none"> • Describe where places are • Give directions to a particular place in the town • Ask for directions 	<p>As musicians: How does music teach us about our community. Listening to, appreciating, understanding and performing music: Eerie Canal, Hero's, Happy to be me.</p>
<p>As computer Experts: Video Editing</p> <ul style="list-style-type: none"> • compare features in different videos • explain that video is a visual media format • identify features of videos 	<p>As historians:</p> <ul style="list-style-type: none"> • Where and when Ancient Greece was. • The Olympic games • Use primary and secondary sources to provide evidence about Ancient Greek times 	<p>Religious Education:</p> <ul style="list-style-type: none"> • Understand some key facts of Judaism. • Understand how the commandments express a relationship with God. 	<p>As citizens (PSHCE): Celebrating Differences</p> <ul style="list-style-type: none"> • Explain how cultural differences may cause conflict • Understand what racism is • Understand what bullying is • Explain the difference between direct and indirect bullying

<ul style="list-style-type: none"> • experiment with different camera angles • identify and find features on a digital video recording device • make use of a microphone • capture video using a range of filming techniques • review how effective my video is • suggest filming techniques for a given purpose • create and save video content • decide which filming techniques I will use can explain how to improve a video by reshooting and editing • select the correct tools to make edits to my video • store, retrieve, and export my recording to a computer • outline the scenes of my video • evaluate my video and share my opinions • make edits to my video and improve the final outcome • recognise that my choices when making a video will impact on the quality of the final outcome 	<ul style="list-style-type: none"> • The different city states that existed in Ancient Greece. • How the different states were governed and ruled. • Describe some features of Ancient Greek architecture • Explain some Ancient Greek beliefs • Explain who Alexander the Great was and how his empire affected different people 	<ul style="list-style-type: none"> • Recognise the features of a synagogue. • To be able to describe the story of Easter and make links to religious beliefs • Investigate the meaning of Purim. 	<ul style="list-style-type: none"> • Compare what makes us happy • Understand a different culture
Key Vocabulary:	Literature, architects, democracy, citizens, philosophy, historical sources, artefacts, civilisations, democratic, knead, dough, prove, culture, racism, conductive Magnetic, thermal, conduction, hardness, force, dissolve, solute, solvent, substance, filtering, evaporation		

Curriculum Drivers:	Curiosity: <ul style="list-style-type: none"> • Where is Ancient Greece? • How was Ancient Greece states structured? • What were the main events in Ancient Greek history? • What can Ancient Greek pots tell us about that period of history? 	Knowledge of the wider world: <ul style="list-style-type: none"> • How has Ancient Greece influenced the modern world? • How can we use artefacts and sources of information to understand Ancient Greece's influence? • Consider the role social media and the internet plays in our self-images. 	Aspirations: <ul style="list-style-type: none"> • Knowledge of different careers – historians, scientists • Knowledge of how to make a positive impact on our community
----------------------------	---	--	--

Home learning:	<p>Year 5 homework for this term will be the following:</p> <p>One item to be chosen from the homework menu per week, to be handed in on the last Thursday of term i.e. 6 pieces chosen from the menu to be handed in on Thursday 15th December. Colour in a task when it has been completed.</p> <ul style="list-style-type: none">- Weekly spelling practise – either a task completed in homework books or complete 6 games on Spelling Shed – to be completed by Wednesday each week- Times Table Rockstars – at least 15 minutes a week – to be completed by Wednesday each week- Reading – at least 3 times a week and recorded into the reading diary – bought in every Wednesday to be entered into the reading raffle.
-----------------------	---