



# Year 5 – Summer 1 – Ancient Greece

## As readers and writers, we will...

*The Adventures of Odysseus* by Hugh Lupton, Daniel Morden and Christina Balit.

**Writing Genres:** Character profile, Penelope's journal, balanced argument, narrative, biography/factfile

### N/C OBJECTIVES:

#### Writing – Composition:

**Plan their writing by:** ...identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ...noting and developing initial ideas, drawing on reading and research where necessary ...in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

**Draft and write by:**... selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ...in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ...precising longer passages ...using a wide range of devices to build cohesion within and across paragraphs

**Evaluate and edit by:** ... assessing the effectiveness of their own and others' writing ...proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ...ensuring the consistent and correct use of tense throughout a piece of writing ...ensuring correct subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing and choosing the appropriate register  
...proofread for spelling & punctuation errors

#### Reading – Word Reading:

... apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet

#### Reading – Comprehension:

...continue to read & discuss a wide range of texts, read books that are structured in different ways & for different purposes.

...understand what they read by discussing understanding & exploring meaning of words; ask questions; draw inferences; predict; summarise; identify how language, structure & presentation contribute to meaning ...discuss & evaluate use of language ...distinguish between fact & opinion

...participate in discussions about books that are read ...explain & discuss understanding of what they've read

...provide reason justifications for their views

#### Spelling:Oxford Owl

#### Handwriting:

**N/C OBJECTIVES:** ...write legibly, fluently and with increasing speed by

...choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

## As historians, we will...

The children shall begin by developing their understanding of chronology and where Ancient Greece fits into their previous studies of world history. At this early point, the children shall identify which events they think were key for the Ancient Greeks and which events are key to the modern-day world. Within the historical study of the Ancient Greeks, the children shall focus upon the impact of the culture, religion, Gods and Goddesses, myths and legends, life choices and heritage on the modern-day world. The Ancient Greeks are well known for the invention of democracy, the introduction of the Olympics and marathons as well as being the home of various educational influences.

These ideas shall then be built upon through the use of historical enquiry, where the children will have the chance to ask and answer historical questions. Democracy, as it was, shall be explored and then how it has changed through location and time resulting in democracy in Great Britain now.

The start of the Olympics and marathons shall also be studied as well as how and why they have been continuous events through time to this day.

Using what the children have learnt about Ancient Greece, the impact of Ancient Greece on modern day life shall then be discussed.

The location of Ancient Greece shall be explored and how and why this civilisation was able to expand. This will help the children to develop greater ideas about how and why the Ancient Greeks have influenced many parts of the world through time and still today. Throughout the unit, primary and secondary sources shall be considered and how they can give different information about the past, and interpret their reliability.

### N/C OBJECTIVES:

...Ancient Greece - a study of Greek life and achievements and their influence on the western world.

...continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

... note connections, contrasts and trends over time, and develop the appropriate use of historical terms

... address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

... construct informed responses that involve thoughtful selection and organisation of relevant historical information.

...understand how our knowledge of the past is construction from a range of sources

## As Sports people, we will...

Learn to swim using different strokes.

### N/C OBJECTIVES:

...Swim competently, confidently and proficiently over a distances of 25 metres.

..Use a range of stroke effectively (e.g. front crawl, backstroke).

...Perform safe self-rescue.

#### Football

**Sending & receiving:** develop control when S&R under pressure. **Dribbling:** dribble with some control under pressure.

**Space:** explore moving to create space for themselves and others in their team.

**Attacking:** use a variety of techniques to lose an opponent e.g. change of direction or speed.

**Defending:** develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.

## As geographers, we will...

Locate modern day Greece and consider the geography of Ancient Greece. Think about reasons for the expansion of the Greek Empire in relation to geographical features for example coastal regions and ports benefitting trade.

### N/C OBJECTIVES:

...use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## As musicians, we will...

Children are introduced to a famous genre of music 'the blues' and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

### N/C OBJECTIVES:

...appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

...play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

...listen with attention to detail and recall sounds with increasing aural memory.

## As artists, we will...

Focus on sculpture

We will look at the Ancient Greece and their 3D art work.

... Identify the effect of light on people or objects

... Accurately draw what they see - correct placement of limbs, facial features and scale

... Use the coil method to create a clay pot

## As computer scientists, we will...

### Scratch 3 - Crab Game

Children will design a game to steer a crab around a maze using keys on the keyboard. If the crab touches the walls of the maze it is electrocuted and the game ends. Crab maze can be extended to include multiple levels. They can also add scoring coins using a variable to hold the score. It includes forever loops, conditional if loops and broadcast commands.

### N/C OBJECTIVES

Decomposition - decompose the full game by playing it and unpicking what they think the code will contain.

Use costume changes to create an animated effect on the crab sprite.

Loops- to make the game run until stopped.

Conditional selection

Variable - to collect score.

## RE

This unit will explore covenants and the links between the Abrahamic religions.

Calderdale agreed syllabus.

Unit: 5.4 What do Christians believe about the old and new covenants?

## PSHE

In PSHE, we will be following the Jigsaw Unit, 'Relationships'.

## As mathematicians, we will...

Complete a year five study of area and perimeter and statistics

### N/C OBJECTIVES:

Pupils should be taught to:

measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>)

and square metres (m<sup>2</sup>) and estimate the area of irregular shapes

solve comparison, sum and difference problems using information presented in a line graph

complete, read and interpret information in tables, including timetables.

## As scientists, we will...

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Complete our year 5 unit 'Living things and their habitats'.

### N/C OBJECTIVES:

...describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

... describe the life process of reproduction in some plants and animals.

#### Working scientifically

...planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

...taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

...recording data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs

...using test results to make predictions to set up further comparative and fair tests

...reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

## As French speakers, we will...

Follow the Eurostars unit - Je suis le musicien (I am the music man) The purpose of this unit is to enable children to discuss musical tastes and talk about the musical instruments they play.

## Ancient Greece

