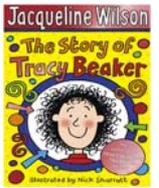
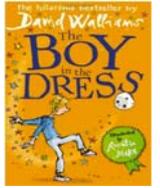
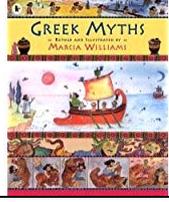
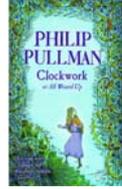
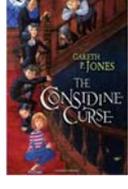


		<b>Year Five Term 3 Ancient Greece</b>				
		<b>Writing Map</b>		<b>Reading Spine</b>		
<b>English</b>	Theme	Ancient Greeks				
	Main Text	Theseus and the Minator 				
	Story plot and focus	Quest Focus: dilemma - action				
	Poetry Unit	Observational Poem				
	Non Fiction Unit	Diary entry				
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Decimals</li> </ul>					
<b>Science</b>	<p><b><u>Working Scientifically</u></b></p> <p><b>Links to the statutory programme of study:</b></p> <ul style="list-style-type: none"> <li>Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</li> <li>Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</li> <li>Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?</li> <li>Can they use test results to make predictions to set up further comparative and fair tests?</li> <li>Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?</li> <li>Can they identify scientific evidence that has been used to support or refute ideas or arguments?</li> </ul> <p><b>Non-statutory notes &amp; guidance:</b></p> <ul style="list-style-type: none"> <li>Can they raise questions about and investigate how objects fall through the air identifying factors that impact upon 'the flight'?</li> <li>Can they create and carry out fair tests to determine what makes an effective design re parachutes, paper aeroplanes etc?</li> <li>Can they raise questions and find answers to them as above but in the context of water?</li> <li>Can they design and make products using levers, pulleys, gears and/or springs and explore their effects?</li> </ul> <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 5 those topics are: Earth and space &amp; living things and their habitats.</i></p> <p><b><u>Forces</u></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Build on work from Year 3</li> <li>Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?</li> <li>Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?</li> <li>Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</li> <li>Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)</li> <li>Can they design very effective parachutes?</li> <li>Can they identify that water creates resistance which slows down the movement of objects through water?</li> <li>Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation</li> </ul>					

<b>History</b>	<p><i>Possible starting point / stimulus:</i>  <i>Mythological story originating in Ancient Greece e.g. The Trojan Horse</i>  <i>Visit to Queen Elizabeth's Park and information/picture of the site of the Olympics in Ancient Greece + visit to a Greek restaurant</i></p> <p style="text-align: right;"><i>Visit to the British Museum</i>  <i>History off the page workshop</i></p> <p><b><u>Ancient Greece</u></b></p> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Summarise the main events from a specific period, explaining the order in which key events happen.</li> <li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li> <li>• Summarise what Britain may have learnt from other countries and civilisations</li> <li>• Can they give examples of things that are different in their life in comparison with Ancient Greece e.g. education &amp; schools, voting &amp; democracy?</li> <li>• Have a good understanding at how crime and punishment have changed over the years.</li> <li>• Describe features of historical events and people from past societies and periods they have studied.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Test out a hypothesis in order to answer a question</li> <li>• Devise historically valid questions about change, cause, similarity and difference and significance</li> <li>• Appreciate how historical artefacts have helped us understand more about the past</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc.</li> <li>• Can they order artefacts relating to the time period studied and/or order major events/inventions/eras of the ancient Greek civilisation (without being given the dates?)</li> <li>• Appreciate that some ancient civilisations showed a greater advancement than people who lived centuries after them.</li> <li>• Use dates and historical language in their work</li> </ul>
<b>Geography</b>	No geography
<b>e-safety</b>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>•Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?</li> <li>•Do they understand the potential risk of providing personal information online?</li> <li>•Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?</li> <li>•Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?</li> <li>•Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?</li> <li>•Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?</li> <li>•Do they understand that some messages may be malicious and know how to deal with this?</li> <li>•Do they understand that online environments have security settings, which can be altered, to protect the user?</li> <li>•Do they understand the benefits of developing a 'nickname' for online use?</li> <li>•Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?</li> <li>•Do they know that it is unsafe to arrange to meet unknown people online?</li> <li>•Do they know how to report any suspicions?</li> <li>•Do they understand they should not publish other people's pictures or tag them on the internet without permission?</li> <li>•Do they know that content put online is extremely difficult to remove?</li> <li>•Do they know what to do if they discover something malicious or inappropriate</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>•Do they follow the school's safer internet rules?</li> <li>•Can they make safe choices about use of technology?</li> <li>•Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?</li> <li>•Can they create strong passwords and manage them so that they remain strong?</li> <li>•Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?</li> <li>•Can they competently use the internet as a search tool?</li> <li>•Can they reference information sources?</li> <li>•Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?</li> <li>•Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information</li> </ul>
<b>Computing</b>	<p style="text-align: center;"><b><u>Information Technology: Data Handling</u></b>          (Spreadsheets)          Excel</p>

<b>Religious Education</b>	<p><b><u>Why is Muhammad important to Muslims? Place of worship visit to the Mosque.</u></b></p> <ul style="list-style-type: none"> <li>• What is a spiritual experience?</li> <li>• Where do you go for some peace?</li> <li>• What events changed Muhammad's life?</li> <li>• Why is the Qur'an important to Muslims?</li> <li>• How do Muslims treat the Qur'an and why do they treat it in these ways?</li> <li>• What can we learn about Muhammad from the Hadith?</li> <li>• How have Muhammad's words and actions affected the way Muslims lead their lives?</li> <li>• Who has been the biggest influence on my life?</li> </ul>
<b>Physical Education</b>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>• Can they make complex or extended sequences?</li> <li>• Can they combine action, balance and shape?</li> <li>• Can they perform consistently to different audiences?</li> <li>• Are their movements accurate, clear and consistent?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movement?</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain some important principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> </ul> <p><b><u>Sports coach – Kwik cricket</u></b></p> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>• Can they pass in different ways?</li> <li>• Can they field?</li> <li>• Can they use a number of techniques to pass?</li> <li>• Can they link skills, techniques and ideas and apply them accurately and appropriately?</li> <li>• Do they show good control in their movement?</li> </ul> <p><b>Evaluating and Improving</b></p> <ul style="list-style-type: none"> <li>• Can they compare and comment on skills, techniques and ideas that they and others have used?</li> <li>• Can they use their observations to improve their work?</li> </ul> <p><b>Health and Fitness</b></p> <ul style="list-style-type: none"> <li>• Can they explain some important principles when preparing for exercise?</li> <li>• Can they explain what effect exercise has on their body?</li> <li>• Can they explain why exercise is important?</li> </ul> <ul style="list-style-type: none"> <li>• Can they gain possession by working as part of a team?</li> <li>• Can they pass in different ways?</li> <li>• Can they choose the best tactics for attacking and defending?</li> <li>• Can they use a number of techniques to pass and shoot?</li> </ul>
<b>Art and Design</b>	<p>No Art and design</p>
<b>Design and technology</b>	<p><b><u>Moving Toys – link to history</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Can they select from a wide range of tools and equipment to perform practical tasks accurately? (cutting, joining, shaping and finishing)</li> <li>• Select from a wider range of materials and components according to their functional properties and aesthetic qualities.</li> <li>• Are their measurements accurate enough to ensure that everything is precise?</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• How have they ensured that their product is strong and fit for purpose?</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technological understanding</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in their products (e.g. cams, gears, levers and linkages)</li> </ul>
<b>Music</b>	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>• Do they breathe in the correct place when singing?</li> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they maintain their part whilst others are performing their part?</li> <li>• Can they perform 'by ear' and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>• Do they listen and show understanding of more complex familiar phrases and sentences.</li> <li>• Do they follow the text of familiar rhymes and songs identifying the meaning of words?</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Do they ask and answer more complex familiar questions with a scaffold of responses?</li> <li>• Do they ask for clarification and help?</li> <li>• Do they use familiar vocabulary to say more complex sentences using a language scaffold?</li> <li>• Do they use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language?</li> </ul> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>• Do they follow the simple text of a familiar song or story and sing or read aloud?</li> <li>• Do they read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules?</li> <li>• Do they read and show understanding of a complex sentence using familiar language?</li> <li>• Do they use context/prior knowledge to determine the meaning?</li> <li>• Do they use a bi-lingual dictionary to identify the word class?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Do they write and say a simple phrase to describe people, places, things and actions using a language scaffold?</li> <li>• Do they write familiar complex sentences from memory with understandable accuracy?</li> </ul>
<b>PSHE</b>	<p><b>e-safety</b></p> <p><b>Dreams and Goals</b></p> <p><b>When I grow up (my dream lifestyle)</b> Can they stay motivated when doing something challenging?</p> <p><b>Investigate jobs and careers</b> Can they keep trying even when it is difficult?</p> <p><b>My dream job. Why I want it and the steps to get there</b> Can they work well with a partner or in a group?</p> <p><b>Dreams and goals of young people in other cultures</b> Do they have a positive attitude?</p> <p><b>How can we support each other?</b> Can they help others to achieve their goals?</p> <p><b>Rallying support</b> Are they working hard to achieve their own goals and dreams?</p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Aspirations week</li> <li>• Citizenship week</li> <li>• British Museum – Greeks</li> <li>• History off the Page Greeks</li> <li>• Visit to a Place of Worship – mosque</li> <li>• Numeracy Week</li> <li>• Tate and Lyle</li> </ul>