

Year Five Term 3 Ancient Greece	
English	Reading for Enjoyment
	<p>Main Text: Theseus and the Minator</p> <p>Unit 1: Poetic style free verse. Free flow poem mythical beasts (Pie Corbett)</p> <p>Unit 2: Traditional stories, fables, myths and legends Perseus and Medusa</p> <p>Unit 6: Dramatic conventions Theseus and the Minator</p>
Mathematics	<ul style="list-style-type: none"> • Place value Roman numerals counting including negative numbers • Addition and subtraction including problems • Mental and written multiplication • Measures (length, mass and capacity) • Geometry (reflection and translation) • Geometry (angles)
Science	No Science
History	<p><u>Ancient Greece</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Use dates and historical language in their work • Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived etc. • Use mathematical skills to work out exact timescales and differences <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Summarise the main events from a specific period, explaining the order in which key events happen. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Summarise what Britain may have learnt from other countries and civilisations • Describe features of historical • Have a good understanding at how crime and punishment have changed over the years. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question • Devise historically valid questions about change, cause, similarity and difference and significance • Appreciate how historical artefacts have helped us understand more about the past
Geography	No geography
Computing	<p><u>Presentations - Film making</u></p> <p>Programme: Purple Mash Own Plans</p> <ul style="list-style-type: none"> • Focus: Use a range of presentation application • Consider audience when editing a film. • Prepare and present a simple film. • Use ICT to record sounds and capture both still and video images. • <i>NC: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i>
Religious Education	<p><u>Why is Muhammad and the Qu'ran important to Muslims?</u></p> <ul style="list-style-type: none"> • What is a spiritual experience? • Where do you go for some peace? • What events changed Muhammad's life? • Why is the Qur'an important to Muslims? • How do Muslims treat the Qur'an and why do they treat it in these ways? • What can we learn about Muhammad from the Hadith? • How have Muhammad's words and actions affected the way Muslims lead their lives? • Who has been the biggest influence on my life?
Physical Education	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Can they make complex or extended sequences? • Can they combine action, balance and shape? • Can they perform consistently to different audiences? • Are their movements accurate, clear and consistent? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? <p>Health and Fitness</p> <ul style="list-style-type: none"> • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body?

	<ul style="list-style-type: none"> • Can they explain why exercise is important? <p>Sports coach – Kwik cricket</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they pass in different ways? • Can they field? • Can they use a number of techniques to pass? • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? <p>Health and Fitness</p> <ul style="list-style-type: none"> • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? <ul style="list-style-type: none"> • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass and shoot?
Art and Design	No Art and design
Design and technology	<p><u>Mouldable materials – containers clay (link to Ancient Greeks)</u></p> <p>Developing and planning</p> <ul style="list-style-type: none"> • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they suggest some alternative plans and say what the good points and drawback are about each? <p>Working with tools, equipment, materials and components to make quality products.</p> <ul style="list-style-type: none"> • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Do they know about great artists in history? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? <p>Can they evaluate appearance and function against the original criteria?</p>
Music	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • •Can they sing and use their understanding of meaning to add expression? • •Can they maintain their part whilst others are performing their part? • •Can they perform 'by ear' and from simple notations? • •Can they improvise within a group using melodic and rhythmic phrases? • •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p><u>Challenging</u></p> <ul style="list-style-type: none"> • <i>Can they use pitches simultaneously to produce harmony by building up simple chords?</i> • <i>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</i>
French	<p>Listening and responding</p> <ul style="list-style-type: none"> • Do they understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? <p>Speaking</p> <ul style="list-style-type: none"> • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p>Reading and responding</p> <ul style="list-style-type: none"> • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? <p>Writing</p> <ul style="list-style-type: none"> • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?
PSHE	<p>e-safety</p> <p><u>Dreams and Goals</u></p> <p>When I grow up (my dream lifestyle) Can they stay motivated when doing something challenging?</p> <p>Investigate jobs and careers Can they keep trying even when it is difficult?</p> <p>My dream job. Why I want it and the steps to get there Can they work well with a partner or in a group?</p> <p>Dreams and goals of young people in other cultures Do they have a positive attitude?</p> <p>How can we support each other? Can they help others to achieve their goals?</p> <p>Rallying support Are they working hard to achieve their own goals and dreams?</p>

Enrichment	<ul style="list-style-type: none">• Aspirations week• Citizenship week• British Museum – Greeks• History off the Page Greeks• Visit to a Place of Worship – mosque• Numeracy Week• Tate and Lyle
-------------------	--