



Science		History – Ancient Greeks		Geography	
		Key Theme: Daily Life		(History Theme)	
Working scientifically	Knowledge	Concept	Knowledge	Concepts	Knowledge
<b>Taps:</b> Life cycle research  <b>Plan:</b> Research the life cycles of two different species  <b>Do:</b> Decide how to present their research using scientific language.  <b>Record:</b> Their findings  <b>Evaluate:</b> How effective was their presentation in sharing their findings.	<b>Living things and their habitats</b> What are the differences between the life cycles of a mammal, an amphibian, an insect and a bird? What is the life process of reproduction in some plants and animals?  What are sexual and asexual reproduction? <b>Animals including humans</b> What are the changes as humans develop to old age? (Not to include anything to do with sex education or puberty)	<b>Significant events and people</b> Who were Julius Caesar and Alexander the Great?		<b>Place</b>	
		<b>Context and chronology</b> When is the Ancient Greek period? Where did the Ancient Greeks live?		<b>Location</b>	Can I locate Greece on a map and its major cities?
		<b>Similarity and difference</b> What was daily life like in Ancient Greece? How were the Ancient Greeks similar or different to previously studied periods? (e.g. Vikings/Anglo Saxons / Romans/ Mayans/ Stone Age / Iron Age)	<b>Geographical skills and field work</b> Analyse evidence and draw conclusions eg compare historical maps of varying scales Begin to use 4 figure coordinates to locate features on a map Use atlases to find out about other features of places Identify significant places and environments		
		<b>Continuity and Change</b> Did the Ancient Greeks invent government? How did the Ancient Greeks influence sport today?			
<b>Vocabulary</b> Life cycle Amphibians Scientific reproduction	Diagrams Mammals Habitats Sexual asexual	<b>Cause and Effect</b> How did the Ancient Greeks change the way we think about the world?		<b>Environment</b>	
		<b>Historical enquiry</b> How do we know about the Ancient Greeks? How can we cross reference sources?		<b>Physical and human processes</b>	What are the key human and physical features of Greece?
		<b>Vocabulary</b> democracy, tactics emperor, pottery, Acropolis, temple, citizen, Sparta, Athens, empire, Caesar, Alexander the Great, Ancient Greece, primary and secondary sources, artefacts, cross reference		<b>Vocabulary</b>	Greece, major cities, locate, atlas

Art and Design		Music (Charanga)	
<b>Artist/s</b> Josiah Wedgwood Picasso - pottery Ancient Greek pottery	  <p style="text-align: center;"><b>Year 5</b> <b>Theme 4</b> <b>How did we get to where we are today?</b></p>	<b>Charanga</b>	<b>Theme 4</b>
<b>Area of Study/activities</b> <b>Visual:</b> Study Ancient Greek pottery and what it tells us about the society. Compare with Roman pottery and modern pottery. <b>Technical:</b> Sketch their design and create their own pottery deciding upon their preferred style from the art studied. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. <b>Personal and conceptual:</b> Adapt and improve their own work to realise their own intentions.		<b>Title</b>	Classroom Jazz 1
<b>Vocabulary</b> Ceramics, pottery, sculpture,		<b>Style</b>	Bossa Nova and Swing  (See Charanga for lesson planning)
<b>Art form</b> 3D – ceramics, sculpture		<b>Theme</b>	Jazz and Improvisation
		<b>Performance</b>	To peers

Design and Technology		Religious Education		MFL - French		PSHEC & Relationships		Computing	
Area	NA	Disposition	Content	<b>Gramacri French</b>  <b>Units 15/16</b>  <b>Animals and Biodiversity</b> <b>Food and sustainability</b>  <b>(See Gramacri planning for further information)</b>		Concept	Knowledge	Skills	Knowledge
Brief	NA	Being accountable and living with integrity	Story of Jesus and the woman Robert Ingersoll – making others happy			Health	To know how to lead a healthy lifestyle.	To choose different ways to view data. To choose which attribute and value to search by to answer a given question (operands). To ask questions that need more than one attribute to answer.	To explain that a computer program can be used to organise data. To explain that tools can be used to select data to answer questions.
Research	NA	Being thankful	By words, actions, worship and money				Rights and responsibilities	To know how change is affecting the environment.  Debate environmental issues offering possible solutions	To outline how operands can be used to filter data. To outline how ordering data allows us to answer some questions.
Design	NA	Being imaginative and exploratory	Expressions in art and dance			Economic wellbeing		Discuss work & money and how they affect present and future Enterprise week	To outline how 'AND' and 'OR' can be used to refine data selection. To explain that computer programs can be used to compare data visually.
Create	NA		(See Birmingham Agreed Syllabus for lesson planning)				Vocabulary	Healthy lifestyle Environment Salary employment	To explain that we present information to communicate a message.
Evaluate	NA					Vocab Database Data Information Record Field Sort Order Group Search Value Criteria Compare Filter			
Vocabulary	NA							Key Concepts Creating Logic Patterns Evaluation Abstraction	

English						Maths			
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience	<b>Geometry – Position and Direction</b> Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines  <b>Number – Decimals</b> Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals			
Percy Jackson and the Lightning Thief Rick Riordan	Iliad Greek Myths Both by Marcia Williams	Writing warning tale involving ancient Greek mythological figures.  Toolkit: Suspense	Class discussion about suspense writing. How is it created? What could we use in our writing? Examples and non examples	Fiction	Writing to Entertain Mr Hill				
Mythologica Dr Stephen P. Kershaw and Victoria Topping	Tales of the Greek Heroes Roger Lancelyn Green	Biography or Non-Chron based on Greek Gods or Legens either imaginary or real.	Professor Know it All. Give pairs/groups a different piece e.g. different Greek God of mythical beast to read and then summarise to the rest of the class.	Non-fiction	Writing to inform  Usborne Publishers				

			Children then magpie ideas for their own writing.			Decimal sequences Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiply and divide decimals – missing values
Who Let the Gods Out? Maz Evans	The Forsaken Merman Matthew Arnold from Bob Cox Opening Doors to Quality Writing age 10-13	Write an opening to a mythical story using suspense and tension in the style of Matthew Arnold.	Oracy work linked to the opening image in the Bob Cox unit.	Fiction	Writing to entertain  Bob Cox	<b>Number – Negative Numbers</b> Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference
Grammar	Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Indicating degrees of possibility using modal verbs e.g. might, should, will, must or adverbs perhaps, surely Expanded –ed clauses as openers Elaboration of openers using adverbial phrases Cohesion within paragraph, advanced punctuation to mark boundaries between independent clauses, using a range of punctuation e.g. commas, hyphen, dashes or brackets to create clarity and avoid ambiguity					<b>Measurement – Converting Units</b> Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables
Punctuation	Consolidate Year 4 list Rhetorical question, Brackets / dashes /commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity					<b>Measurement – Volume</b> Cubic centimetres Compare volume Estimate volume Estimate capacity
Spellings	Purple mash spellings summer 1 week 2 ( Words ending in ably (continued), Words with silent letters, ly endings, Words with silent letters, Statutory list – Random, Consolidating all of the words from this year.					