

## Ancient Greeks

### Medium Term Topic Plan – Year 5

Term	Autumn 2 (7 weeks)	Curriculum Strands	Beliefs, Rulers and Monarchy, Society and Culture, Exploration and Innovation and Death, Disaster and Conflict.
Classroom Environment	Topic board to celebrate children’s learning from school and home Age-appropriate historical vocabulary Range of topic books including different genres and text types	Super Starter (Hook) & Education Visit/Visitor	Greek Day with food banquet
Key Texts	<b>Class Read: Who let the Gods Out (AR Level: 5.8)</b> Aesop's Fables by Michael Morpurgo Variety of Greek Myths Twinkl Texts about Ancient Greece Groovy Greeks Theseus and the Minotaur and Perseus and Medusa (BBC Teach)	End Product	Assembly
English	<p>Narrative - Greek Myths – write to entertain 5 weeks</p> <p><b>Objectives (writing)</b>  Show the setting through the character’s eyes.  Use linking adverbials to sequence events in the story and move on the action.  Vary the sentence length to affect the reader – short punchy sentences to build suspense.  Use the senses to create suspense. Make your character hear, touch or smell something ominous.  Select detail and descriptive techniques to suit purpose – to scare the reader.  Select powerful, precise and well-chosen nouns, adjectives, verbs and adverbs that match the mood or atmosphere.  Use expanded noun phrases to add intriguing detail.  Use repetition to build tension whilst advancing the action.  Use speech to advance the action and show emotion.  Reveal the character’s thoughts.  Use semi colons to link closely related phrases so that they flow together – increasing the pace.</p> <p><b>Writing</b></p> <p><b>N.C. Obj.</b> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  <b>N.C. Obj.</b> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  <b>N.C. Obj.</b> Using a wide range of devices to build cohesion within and across paragraphs  <b>N.C. Obj.</b> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  <b>N.C. Obj.</b> Ensuring the consistent and correct use of tense throughout a piece of writing  <b>N.C. Obj.</b> Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register  <b>N.C. Obj.</b> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  <b>N.C. Obj.</b> using passive verbs to affect the presentation of information in a sentence  <b>N.C. Obj.</b> using the perfect form of verbs to mark relationships of time and cause  <b>N.C. Obj.</b> using expanded noun phrases to convey complicated information concisely  <b>N.C. Obj.</b> using modal verbs or adverbs to indicate degrees of possibility  <b>N.C. Obj.</b> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p><b>Reading</b></p> <p><b>N.C. Obj.</b> maintain positive attitudes to reading and understanding of what they read by:  <b>N.C. Obj.</b> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  <b>N.C. Obj.</b> reading books that are structured in different ways and reading for a range of purposes  <b>N.C. Obj.</b> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  <b>N.C. Obj.</b> recommending books that they have read to their peers, giving reasons for their choices  <b>N.C. Obj.</b> identifying and discussing themes and conventions in and across a wide range of writing  <b>N.C. Obj.</b> making comparisons within and across books  <b>N.C. Obj.</b> learning a wider range of poetry by heart  <b>N.C. Obj.</b> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  <b>N.C. Obj.</b> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  <b>N.C. Obj.</b> asking questions to improve their understanding</p>		

	<p><b>N.C. Obj.</b> drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>N.C. Obj.</b> predicting what might happen from details stated and implied</p> <p><b>N.C. Obj.</b> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p><b>N.C. Obj.</b> identifying how language, structure and presentation contribute to meaning</p> <p>Narrative Poetry - fables – write to entertain 2 weeks</p>
Science	<p><u>Materials and Their Properties</u></p> <p><b>N.C Obj.</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p><b>NC Obj.</b> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p><b>NC Obj.</b> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p><b>NC Obj.</b> Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p><b>NC Obj.</b> Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p><b>NC Obj.</b> Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Working Scientifically</u></p> <p><b>NC Obj.</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p><b>NC Obj.</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p><b>NC Obj.</b> Recording data and results of increasing complexity using scientific diagram</p>
P.E.	<p><u>Dance – The Battle of Troy</u></p> <p><b>NC Obj.</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>NC Obj.</b> Perform dances using a range of movement patterns</p> <p><b>NC Obj.</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Greek Day</u></p> <p><b>NC Obj.</b> Use running, jumping, throwing and catching in isolation and in combination.</p>
History	<p><u>Ancient Greece</u></p> <p><b>NC Obj.</b> Pupils should be taught a study of Greek life and achievements and their influence on the western world.</p> <p><b>Significant people: Archimedes, Socrates, Hippocrates, Aristotle</b></p>
Geography	<p><u>Greece</u></p> <p><b>NC Obj.</b> Locate the world’s countries, using maps to focus on Europe concentrating on their:</p> <ul style="list-style-type: none"> <li>- environmental regions,</li> <li>- key physical and human characteristics,</li> <li>- countries, and major cities.</li> </ul> <p><u>Place Knowledge</u></p> <p><b>NC Obj.</b> understand geographical similarities and differences through the study of human and physical geography of a region of:</p> <ul style="list-style-type: none"> <li>- A region in a European country.</li> </ul>
Art	<p><u>Greek Vases – Historical Artefacts</u></p> <p><u>Medium:</u> Design, make and paint a Greek vase</p> <p><u>Skills:</u> sculpture, painting and drawing</p> <p><b>NC Obj.</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
D&T	<p><u>Greek Day - Balanced Meals</u></p> <p><b>NC Obj.</b> Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p><b>NC Obj.</b> Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p><b>NC Obj.</b> Select from and use a wider range of ingredients</p>
RHE	<p><u>Puberty</u></p> <p><b>N.C. Obj.</b> describe the changes as humans develop to old age.</p> <p><b>N.C. Obj.</b> Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p><b>RSE Guidance.</b> Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>RSE Guidance.</b> Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.</p>
RE	<p><u>Emmanuel Project: How do Christians show their belief that Jesus is God incarnate?</u></p> <p><b>EP Obj.</b> Engage with the idea and meaning of the word ‘incarnation’ for Christians</p> <p><b>EP Obj.</b> Enquire into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises</p>

	<p><b>EP Obj.</b> Explore the Christian belief in ‘incarnation’ through Biblical narrative</p> <p><b>EP Obj.</b> Explore the Christian belief in ‘incarnation’ through Church practice</p> <p><b>EP Obj.</b> Explore the Christian belief in ‘incarnation’ through Christian living</p> <p><b>EP Obj.</b> Evaluate our RE learning about the Christian belief that Jesus is the incarnation of God</p> <p><b>EP Obj.</b> Express your RE learning about the Christian belief in Incarnation so it can be shared with others</p>
<p><b>Spanish</b></p> <p>Obj. summarised</p>	<p><u>Body Parts, Transport &amp; Christmas Poems/Cards</u></p> <p><b>Listening:</b> Listen attentively and link spelling, sound and meaning of words</p> <p><b>Speaking:</b> Engage in conversations, speak in sentences and develop accurate pronunciation and intonation.</p> <p><b>Reading:</b> Read words, phrases and simple writing. Appreciate stories, songs, poems and rhymes.</p> <p><b>Writing:</b> Write phrases from memory and adapt these.</p> <p><b>Grammar:</b> Understand basic grammar.</p>
<p><b>Computing</b></p>	<p><u>Quizzing</u></p> <p>Evaluating the features of a good quiz</p> <p>Choosing appropriate question types</p> <p>Making use of feedback and titles</p> <p>Testing and editing quizzes</p>