

Topic: Ancient Greece

Term: Autumn 1

Year: 5/6 – Hughes/Morpurgo/Rowling

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	The Chronicles of Narnia Aspirations Setting descriptions	The Chronicles of Narnia Setting descriptions	The Chronicles of Narnia Character descriptions	The Chronicles of Narnia Character descriptions	The Chronicles of Narnia Story endings	The Chronicles of Narnia Story endings	The Chronicles of Narnia Instructions
Mathematics	Place Value	Number	Number	Number	Number	Number	Number

<p><b>Science</b></p>	<p><b>Earth And Space</b> To arrange key historical events on a timeline.  Describe the Sun, Earth and moon as approximately spherical bodies.</p>	<p><b>Earth And Space</b> I can explain how we know that the Sun, Earth and Moon are spherical.  Describe the Sun, Earth and moon as approximately spherical bodies.</p>	<p><b>Earth And Space</b> I can order the planets in our solar system and describe their features.  Describing the movement of the Earth, and other planets, relative to the Sun in the Solar system.</p>	<p><b>Earth And Space</b> I can explain how planets move in our solar system.  Describing the movement of the Earth, and other planets, relative to the Sun in the Solar system.</p>	<p><b>Earth And Space</b> I can explain day and night and the apparent movement of the Sun across the sky.  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><b>Earth And Space</b> I can explain the movement of the moon.  Describe the movement of the moon relative to the Earth.</p>	<p><b>Earth And Space</b> <b>Assessment</b></p>
<p><b>Computing</b></p>	<p><b>E- Safety Spam</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>E- Safety Sites to cite</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>E- Safety Powerful Passwords</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>E- Safety False photography</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>E- Safety Online safety story planning (comics)</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>E- Safety Online safety comics (make)</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>Finish comics and present to class.</b>  Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

<p>Geography</p>	<p>Locate Countries in Europe</p> <p>Locational Knowledge –</p> <p>Locate Europe on a map.</p> <p>Locate some countries in Europe</p> <p>Geographical Skills</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locate capital cities in Europe</p> <p>Locational Knowledge –</p> <p>Locate capital cities in Europe</p> <p>Geographical Skills</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>					
------------------	--	--	--	--	--	--	--

<p>History</p>	<p>KWL Grid</p>		<p>Main events in Ancient Greece (timeline)</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>Chronological events</i></p>	<p>Olympics in Ancient Greece</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Modern day Olympics (Compare)</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Paralympics</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Democracy</p> <p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Begin to offer explanations about why people in the past acted as they did</p>
<p>Art and Design</p>	<p>Greek Masks</p> <p>Look at typical Greek design</p>	<p>Greek Masks</p> <p>Sketch Greek masks</p>	<p>Greek Masks</p> <p>Design Greek mask</p>	<p>Greek Masks</p> <p>Adapt masks (Modroc)</p>	<p>Greek Masks</p> <p>Paint masks</p>	<p>Greek Masks</p> <p>Evaluate</p>	<p>Halloween Art</p>

<p>P.E.</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>SAQ &amp; Fitness (Circuits)</p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul> <p>Invasion games – Grid Rugby</p> <p>Holding the ball Running and Evasion Ball placement</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>SAQ &amp; Fitness (Circuits)</p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul> <p>Invasion games – Grid Rugby</p> <p>Passing and receiving</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>SAQ &amp; Fitness (Circuits)</p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul> <p>Invasion games – Grid Rugby</p> <p>Keeping possession</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>SAQ &amp; Fitness (Circuits)</p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul> <p>Invasion games – Grid Rugby</p> <p>Scoring goals</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>SAQ &amp; Fitness (Circuits)</p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul> <p>Invasion games – Grid Rugby</p> <p>Tactics/ changing rules</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>SAQ &amp; Fitness (Circuits)</p> <ul style="list-style-type: none"> <li>• <i>use running, jumping, throwing and catching in isolation and in combination</i></li> <li>• <i>compare their performance with previous ones and demonstrate improvement to achieve their personal best</i></li> </ul> <p>Invasion games – Grid Rugby</p> <p>Demand of the game</p>	<p>Morpurgo and Hughes NUFC coach. (Fundamental movement)</p> <p>Recap</p>
<p>Languages</p>	<p><u>Phonetics 3-4</u></p> <p>To introduce sounds: 'É', 'E', 'È', 'EAU' and 'EUX'</p>	<p><u>What is the Weather?</u></p> <p>Introduce the new vocabulary connected</p>	<p><u>What is the Weather?</u></p> <p>To consolidate new vocabulary</p>	<p><u>What is the Weather?</u></p> <p>To listen to and interpret weather</p>	<p><u>What is the Weather?</u></p> <p>To learn how to read a weather</p>	<p><u>What is the Weather?</u></p> <p>To use all the weather information</p>	<p><u>What is the Weather?</u></p> <p>To revise all language</p>

		to the weather in French.	connected to the weather in French.	vocabulary in French.	map and describe the weather in different parts of the country.	learnt in this unit to be French weather presenters!	covered so far and complete assessment for the unit.
R.E.	<u>Judaism</u> To know why Moses is important in Judaism.	<u>Judaism</u> To know what the ten plagues are and show empathy.	<u>Judaism</u> To know and evaluate the 10 commandments.	<u>Judaism</u> To name and know the significance of Jewish artefacts.	<u>Judaism</u> To label the main features of a synagogue.	<u>Judaism</u> To understand the significance of the features within a synagogue.	<u>Judaism</u> Review/catch up
Music	<u>Charanga</u> <u>Happy</u> 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	<u>Charanga</u> <u>Happy</u> 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	<u>Charanga</u> <u>Happy</u> 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	<u>Charanga</u> <u>Happy</u> 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	<u>Ancient Greek Music</u> <u>Tradition Greek music/ Artists</u> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music	<u>Composer</u> <u>Gustav Holst- The Planets</u> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians	<u>Composer</u> <u>Gustav Holst- The Planets</u> appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians
PSHE	<u>VIP's</u> <u>People we love</u>	<u>VIP's</u> <u>Think before you act</u>	<u>VIP's</u> <u>It's ok to disagree</u>	<u>VIP's</u> <u>You decide</u>	<u>VIP's</u> <u>Secrets</u>	<u>VIP's</u> <u>False Friends</u>	<u>VIP's</u> <u>Recap</u>