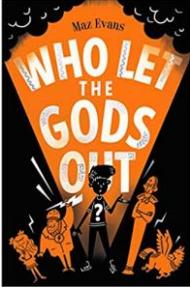
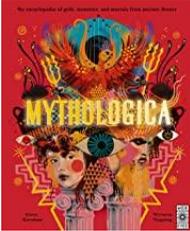
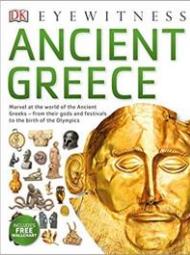
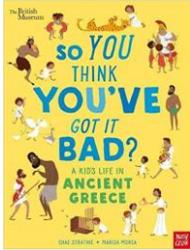
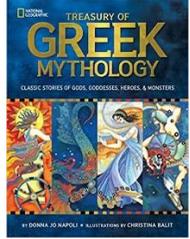
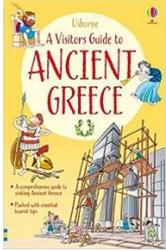


Year 5 Curriculum Coverage

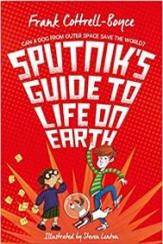
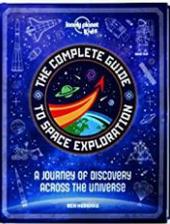


Summer Term – Ancient Greece			
Topic	Knowledge	Skills	Enrichment Opportunities
  	English <ul style="list-style-type: none"> • Recount • Letters • Newspaper report • Narrative • Holiday Brochure (Non-Chron) 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using further organisational and presentational devices to structure text and to guide the reader • using a wide range of devices to build cohesion within and across paragraphs • evaluate and edit own writing • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 	<p>Drama:</p> <ul style="list-style-type: none"> - role-play - hot-seating - freeze frames <p>Sponsored Read</p> <p>Possibility of Whole Academy Trip e.g. Cardingmill Valley</p> <p>Pedal Aid</p> <p>First Aid Training</p>
	Maths (White Rose) <ul style="list-style-type: none"> • Fractions • Decimals • Geometry – Angles Position and direction Triangles • Measurement • Statistics 	<ul style="list-style-type: none"> • Mental arithmetic • Fluency • Problem solving • Reasoning 	
	Science <ul style="list-style-type: none"> • Space ❖ describe the movement of the Earth and other planets relative to the sun in the solar system ❖ describe the movement of the moon relative to the Earth 	Working scientifically <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 	

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	<ul style="list-style-type: none"> ❖ describe the sun, Earth and moon as approximately spherical bodies ❖ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Great British Scientists ❖ Newton's three laws of motion ❖ Newton's study of light and colour ❖ Stephen Hawkins's study of black holes (CC: Space) 	<ul style="list-style-type: none"> • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting 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 • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>VR Experience Space</p>
	<p>History</p> <ul style="list-style-type: none"> • Ancient Greece • a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> • Find out who the ancient Greeks were and locate their civilisation on a timeline. • Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy. • Compare and contrast the two city states of Athens and Sparta. • Use primary and secondary sources to find out about daily life in ancient Greece. • Find out about gods, goddesses and religious beliefs in ancient Greece. • Investigate the lives and teachings of the ancient Greek scholars and philosophers. • Explore how modern life has been influenced by the ancient Greeks. 	<p>VR experience –The Ancient Greeks</p>
	<p>Geography</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) key physical and human characteristics, countries, and major cities. • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use <p>maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>CC links to English/History</p> <ul style="list-style-type: none"> ❖ Investigate what Greece is like today by exploring its physical geography. ❖ Research what modern Greece is like by investigating the population and various aspects of the culture. 	<p>Ancient Greeks with the Freshwater Theatre</p>

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  	<p>Art – CC link to History</p> <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas • Learn about great artists in history 	<ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ❖ Explore the use of comedy and tragedy masks and design and make masks using modroc. ❖ Study examples of ancient Greek pottery and recreate pots in the style of the ancient Greeks. ❖ Explore examples of ancient Greek marble sculpture and replicate a sculpture by carving soap. 	<p style="text-align: center;">Whole School Mosaic competition.</p>
	<p>DT – Architecture</p> <p>CC,inks to History &Art</p> <ul style="list-style-type: none"> ❖ Design, make and evaluate a model of the Parthenon after studying its design. (learn about great artists, architects and designers in history.) 	<p>Design</p> <ul style="list-style-type: none"> • 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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>CC link to History</p>	
	<p>Computing</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design 	<p>CC links to History</p> <ul style="list-style-type: none"> ❖ Researching and creating a multiple choice quiz on the ancient Greeks using PowerPoint. ❖ Retell Aesop's fables by creating digital storybooks. 	

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	<p>PE</p> <ul style="list-style-type: none"> • Indoor – • Outdoor – 	<p>PE planning</p>	
	<p>Music</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Perform with control and awareness of what others are playing. • Improvise (including call and response) within a group using 3 or 4 notes. • Compose and perform melodies using three or four notes. • Make creative use of the way sounds can be changed, organised and controlled (Linked to IT). • Create accompaniments for tunes using drones or melodic ostinato (riffs). • Create (dotted) rhythmic patterns with awareness of timbre and duration. 	<p>Charanga</p> <p>Glockenspiel</p>