

Year 5, Term 4, Medium Term Plan

Topic Title: Gods and Mortals

English:

1. Non-fiction week

The children will write a non-chronological report on the importance of Gods and Goddesses in ancient civilisations. The children will research and make notes using bullet points about the impact on society. They will also include parenthesis and conjunctions to link sentences and ideas.

2. Linked text: The Firework Maker's Daughter

In this unit, the genres that will be covered are:

Instructions– Using art as a stimulus, the children will design and make their own firework, just like the main character does at the beginning of the book. They will then write a set of instructions about how to make their firework using colons, semicolons, bullet points, parenthesis and imperative verbs.

Debate using emotive and persuasive language – Children will look at some of the key questions already raised in the book including: what can't a girl be a fire maker? And the mistreatment of Hamlet an elephant. They will use modal verbs, emotive and persuasive language and use cause and effect conjunctions to explain their reasons.

Letter writing using emotive language – When writing their letters, the children will use emotive language to convey character emotion using show don't tell. They will also develop their understanding of cohesion.

Setting and character description– The children will create a diorama of the jungle and journey down the river. They will also describe the character of Razvani the fire fiend. They will use ambitious vocabulary including a range of figurative language.

Recounts – The children will recount key events from the text in the form of diary entries. They will continue to develop their use of emotive language and build cohesion through conjunctions and openers.

Newspaper report – they children will write a report about the firework festival.

They will use direct and reported speech and include the key features of a newspaper report. They will also showcase their use of cohesive devices.

Maths:

Fractions and decimals:

- compare and order fractions whose denominators are all multiples of the same number
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1\frac{1}{5}$]
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- read and write decimal numbers as fractions [for example, $0.71 = 71/100$]
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places

Angles:

- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify: angles at a point and one whole turn (total 360o); angles at a point on a straight line and 1 2 a turn (total 180o); other multiples of 90o

<p>R.E. What do Christians believe? What are the Stories of Christianity? IALT: explore the themes of the Bible * IALT: explore the story of Daniel and religious persecution * IALT: understand the role and meaning of a Parable</p>	<p>PSHE: This term's focus forms the second part of our overarching theme of Health and Safety. In Term 1, Year 5 explored Mental Health and Wellbeing and this term will focus on Physical Health. The children will be learning about making healthy life choices and the focus text will be "The Bad Seed" by Jory John. Learning will explore diet, first aid and making safe choices online.</p>
<p>Art: Pupils will: use found and reclaimed materials position pieces according to colour and shape experiment with overlapping to create different effects select effectively from a variety of collage materials Focus –Collage – Matisse</p> <ul style="list-style-type: none"> • I know that Matisse was a post- impressionist and Fauvist painter - I can explain both types of art. • I know why Matisse began using collage to create his artwork. • I can recognise key Matisse paintings. • I know how to create shapes by tearing paper. • I know how to use different types of paper to create different effects - foil, tissue, pattern • I know how to use magazines to make colour choices for collage. • I know how to use a variety of materials top create an animal collage. <p>I know how to use the skills learnt to create a final composition in the style of Matisse.</p>	<p>Music</p> <p><u>Ukulele</u></p> <ul style="list-style-type: none"> • How to play simple chords and change between them. • Use different strumming patterns to accompany the chords. • Play simple melodies using one note at a time across several strings. • Compose a short piece using simple chords. • Listening focus – Famous Ukulele players and the history.
<p>Mandarin In Mandarin this term we will be learning to: Use previously learnt adjectives (colour, size, number) and grammar to describe animals we have/do not have and like/dislike. Talk about other likes and dislikes (food, hobbies).</p>	<p>P.E. In Pe this term we will be learning world sports and hockey World sports: Develop different variations of evasion Communicate as a team Further develop understanding of sports in more detail Demonstrate proper etiquette and good sportsmanship continue to develop how to attack and defend</p>

Use the conjunction but. Use measure words. Write short sentences.		Learn different throwing techniques over a short distance Hockey: Learn how to dribble successfully Begin to learn rules of hockey Perform basic passing and receiving techniques Learn how to propel the ball to a teammate in order to outwit an opponent Develop both offensive and defensive skills Understand how to intercept the ball Develop understanding and knowledge of how to shoot correctly and safely
Computing		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none"> With support, begin to create algorithms by using logical and appropriate structures to organise data and create precise and accurate sequences of instructions Use flowcharts and diagrams to follow how a process works Use logical reasoning to solve problems and model situations. Predict what will happen when selections are used within a model. 		<ul style="list-style-type: none"> I understand that condition (selection) can change how an algorithm runs. I can use selection within an algorithm to change how an algorithm runs when conditions are met. I can create an algorithm using selection to control a sensor. I can use selection to recognise objects.
Thematic Curriculum		
Topic Title:	Gods and Mortals	
Big Question:	Which Greek invention has had the greatest impact on us?	
Blurb overview:	Within this unit the children will examine the long-lasting effects of ancient Greek culture upon the modern world, from mythology too the birth of democracy. The children will question key aspects of the civilisation that existed in the Mediterranean region from the 8th century BCE to the 6th century CE. In addition to this the children will explore Greek inventions from this period and create their own version inspired by a period of great intellectual development.	
Celebration of Learning	Debate – what is the greatest impact that Ancient Greece has had upon the world we live in today?	
Text Links	Firework Maker’s Daughter	
Oracy End Point:	Class debate – what has been the greatest impact upon the modern	Physical - Project their voice to large audience. Linguistic - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk e.g. scientific report.

	world from the ancient Greeks?	Cognitive - Draw upon knowledge of the world to support their own point of view and explore different perspectives. - Identify when a discussion is going off topic and to be able to bring it back on track, using sentence stems ‘At feels like we’re going a bit off topic here, let’s get back to x’. - Give supporting evidence e.g. citing a text, a previous example, or a historical event. Social and emotional - Listen with intent. - Speak with flair and passion.
Science		
Substantive Knowledge		Disciplinary Knowledge
History		
Substantive Knowledge		Disciplinary Knowledge
<ul style="list-style-type: none">• To know that the Ancient Greeks influenced the Western world.• To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE.• To know that Ancient Greece was made up of independent city-states, such as Athens and Sparta, each with its own government and culture.• To know that Ancient Greece is considered the birthplace of democracy, with Athens being known as the cradle of democracy.• To know that Greek mythology played a significant role in Ancient Greek culture, with gods and goddesses like Zeus, Athena, and Poseidon being worshipped and revered.• To know that the Olympic Games originated in Ancient Greece and were held every four years in honour of the god Zeus.• To know that Ancient Greece made significant contributions to literature, with famous works such as the epic poems of Homer (Iliad and Odyssey) and the fables of Aesop.• To know that Ancient Greece was known for its architectural achievements, including the iconic Parthenon in Athens and the Theatre of Dionysus.• To know that Ancient Greece had a strong emphasis on education and intellectual pursuits, with philosophers like Socrates, Plato, and Aristotle making important contributions to philosophy and critical thinking		<ul style="list-style-type: none">• To know that the Ancient Greeks influenced the Western world• To know how to sequence historical periods.• To know how to identify changes within and across historical periods.• To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.• Know that they need to question the reliability of sources.• To know that there is often not a single answer to historical questions.• To know that people (now and in the past) can represent events and ideas in ways that persuade others.• To know how to give clear reasons why there may be different accounts of history.• To know how to evaluate evidence to choose the most reliable forms.To know why there may be different accounts of history.

<ul style="list-style-type: none"> • To know why an ancient society is considered advanced in relation to that period of time in Europe. 		
Geography		
Substantive Knowledge		Disciplinary Knowledge
D&T		
Substantive Knowledge		Disciplinary Knowledge
<p style="text-align: center;">Cams</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • To know that cams can be used to create movement • To know that a 3D frame can be reinforced and strengthened. <p>Designing</p> <ul style="list-style-type: none"> • To produce a detailed step by step plan • Use exploded diagrams <p>Making</p> <ul style="list-style-type: none"> • To use a range of tools and equipment competently • Make a product that relies on cams <p>Evaluating</p> <ul style="list-style-type: none"> • To evaluate appearance and unction against original criteria 		<ul style="list-style-type: none"> • To know that products need to be strong and fit for purpose by being precise • Know that design criteria can be developed • To know that the purpose and appearance of a product can be evaluated
Cultural Capital		
Weekly Overview		Key Intended substantive knowledge
Week 1	<p>PSHE</p> <p>BV Focus: Rule of Law (links with safety – rules are there to keep you safe)</p> <p>Focus Text: “Keeping Safe: Healthy Me” by Katie Woolley</p> <p>Term 4 E-Safety Focus – Privacy and Security/Copyright and Plagiarism</p> <p>Philosophy Question for circle time: What makes you, YOU?</p>	<p>Lesson 1</p> <p>All: understand that emergency procedures are used to keep people safe</p> <p>Most: explain and demonstrate emergency procedures</p> <p>Some: make comparisons between different emergency procedures</p> <p>Lesson 2</p>

	<p>Physical Safety Lesson: Bleeding</p> <p>Lesson 1: IALT: understand health and safety rules – emergency procedures and how to get help</p> <p>Children act out or explain specific rules and measures and classmates identify which procedure they are referring to</p> <p>Lesson 2: IALT: what is meant by the term habit and why they are hard to change</p> <p>Provide a range of habits and get children to make links to habits they may have seen or experienced in their daily lives.</p> <p>Lesson 3: IALT: learn how habits can damage health and wellbeing</p> <p>Case studies that show damaging habits – children could take the role of an advisor and provide help/advice to these scenarios</p>	<p>All: understand the term habit and provide an example</p> <p>Most: give examples of habits and explain why they are hard to change</p> <p>Some: compare different habits and offer solutions that could change habits</p> <p>Lesson 3</p> <p>All: know that habits can be unhealthy</p> <p>Most: explain why habits can be unhealthy with an example</p> <p>Some: make comparisons between healthy and unhealthy habits with examples</p>
Week 2	<p>Lesson 1: How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago? - This question needs to be answered at the beginning of the topic. Split a page in half – top half answer the question with the knowledge now, bottom half answer at the end.</p> <p>To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE.</p> <p>(Recap from previous learning in year 4)</p> <p>Lesson 2:</p> <ul style="list-style-type: none"> •To know that Ancient Greece was made up of independent city-states, such as Athens and Sparta, each with its own government and culture. - Recap from year 4 – make links to modern day Greece <p>Lesson 3: - debate and write up? The importance of democracy</p> <ul style="list-style-type: none"> •To know that Ancient Greece is considered the birthplace of democracy, with Athens being known as the cradle of democracy. Links to modern day society – impact on modern day society, British values. How do we know this? - others don't have democracy - has democracy gone backwards? - others of the time 	<p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p>
Week 3	<p>Lesson 1: - references to modern culture</p> <p>Top Trumps – Greek, Mayan, Norse, Egyptian</p>	<p>Lesson 1</p> <p>All:</p>

	<p>Speed, power, strength, skill, likeability</p> <ul style="list-style-type: none"> • To know that Greek mythology played a significant role in Ancient Greek culture, with gods and goddesses like Zeus, Athena, and Poseidon being worshipped and revered. • To know that Ancient Greece made significant contributions to literature, with famous works such as the epic poems of Homer (Iliad and Odyssey) and the fables of Aesop. <p>Lesson 2: What was Alexander the Great's impact on the Greek empire?</p> <ul style="list-style-type: none"> • To know that people (now and in the past) can represent events and ideas in ways that persuade others. • To know how to give clear reasons why there may be different accounts of history. <p>Lesson 3: Documentary style - how it was made, by who, with what, why, impact of today</p> <ul style="list-style-type: none"> • To know that Ancient Greece was known for its architectural achievements, including the iconic Parthenon in Athens and the Theatre of Dionysus. 	<p>Most: Some: Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:</p>
Week 4	<p>Lesson 1: Famous Greek inventions – Link into lesson 2 Horrible Histories Greek inventions song</p> <ul style="list-style-type: none"> • To know that Ancient Greece had a strong emphasis on education and intellectual pursuits, with philosophers like Socrates, Plato, and Aristotle making important contributions to philosophy and critical thinking • To know why an ancient society is considered advanced in relation to that period of time in Europe. <ul style="list-style-type: none"> - water mill - lighthouse - crane - statue on pillar <p>Lesson 2: Design your version of a Greek invention. (Must use an element of Cams – year 5 last year made a trebuchet and a chariot in year 4 topics)</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> • To know that products need to be strong and fit for purpose by being precise • To know that cams can be used to create movement • To know that a 3D frame can be reinforced and strengthened. 	<p>Lesson 1 All: Most: Some: Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:</p>

	<p>Designing:</p> <ul style="list-style-type: none"> • To produce a detailed step by step plan • Use exploded diagrams • Know that design criteria can be developed <p>Lesson 3:</p> <p>Making</p> <ul style="list-style-type: none"> • To use a range of tools and equipment competently • Make a product that relies on cams 	
Week 5	<p>Lesson 1:</p> <p>Making</p> <ul style="list-style-type: none"> • To use a range of tools and equipment competently • Make a product that relies on cams <p>Lesson 2: Finish DT project and end of unit Quiz</p> <p>Evaluating</p> <ul style="list-style-type: none"> • To evaluate appearance and unction against original criteria • To know that the purpose and appearance of a product can be evaluated <p>Lesson 3: Celebration of learning</p> <p>Study Greek cooking for Kids Cooking Activities World Studies. (kids-cooking-activities.com)</p>	<p>Lesson 1</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 2</p> <p>All:</p> <p>Most:</p> <p>Some:</p> <p>Lesson 3</p> <p>All:</p> <p>Most:</p> <p>Some:</p>
Week 6	<p>R.E. What are the Stories of Christianity?</p> <p>Lesson 1: IALT: explore the themes of the Bible *</p> <p>Lesson 2: IALT: explore the story of Daniel and religious persecution *</p> <p>Lesson 3: IALT: understand the role and meaning of a Parable</p>	<p>Lesson 1</p> <p>All: Understand and interpret stories from the bible.</p> <p>Most: Identify the purpose of the message in different religious narratives.</p> <p>Some: Compare and contrast this to other religions we have studied.</p> <p>Lesson 2</p> <p>All: listen to/read the story of Daniel and recall what it was about</p>

		<p>Most: understand what is meant by the term religious persecution</p> <p>Some: can compare the story to own experiences. Can you relate to someone else who has stood up for what they believe in</p> <p><i>Lesson 3</i></p> <p>All: Understand that a parable is a simple story which has a special religious moral or meaning.</p> <p>Most: Can recall a parable and what someone may be able to learn from that parable.</p> <p>Some: Can create their own parable that communicates a moral or value.</p>
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