



At Churchwood Everyone Can

Year: 5	Term: 1
Topic Name: Groovy Greeks	
Subject / Topic Focus: History	

**WOW Starter:
Ancient Greek
Archaeological dig.
Artefacts hidden on
the field. Children
have to investigate!**

**Grand Finale... Ancient Greek City
State Pre-Olympic camp. Children
dress up as Ancient Greeks. They then
have a Post-Olympics meal and their
own version of the Ancient Greek
Olympics.**

A visitor from ... Hot Seat an 'Olympian'

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	To investigate materials	<p><u>To work scientifically:</u></p> <ul style="list-style-type: none">• Plan enquiries, including recognising and controlling variables where necessary.• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.• Present findings in written form, displays and other presentations.• Use test results to make predictions to set up further comparative and fair tests.• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p><u>Knowledge:</u></p> <ul style="list-style-type: none">• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

		<ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • 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, oxidisation and the action of acid on bicarbonate of soda. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Rule of law Individual liberty</p>
History	Ancient Greece	<p><u>To investigate and interpret the past:</u></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p><u>To build an overview of world history:</u></p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.

		<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology:</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p><u>To communicate historically:</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. <p>Democracy Rule of law Individual liberty Mutual respect</p>
Computing	E-Safety – SAFE course	<p>Use technology respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in and out of school</p> <p>Rule of law Individual liberty</p>
Art and Design	Sculpture	<p><u>To develop ideas:</u></p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources

		<ul style="list-style-type: none"> • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. <p><u>To master techniques:</u></p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p><u>To take inspiration from the greats (classic and modern):</u></p> <ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. <p>Individual liberty Mutual respect</p>
Music	Charanga	Charanga Mutual respect
P.E	PE Syllabus	Games Democracy Rule of law Individual liberty
R.E	ESCC Agreed Syllabus	Why is Mohammed important to Muslims? Tolerance

PSHE	PSHEe Syllabus	New Beginnings ~ Team Building Day Democracy Rule of law Individual liberty Mutual respect Tolerance
MFL	Mandarin Club French Club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Fronted adverbials (for example, <u>later that day</u>, I heard the bad news) Use of commas after fronted adverbials. Use of paragraphs to organise ideas around a theme. Use of the present perfect form of verbs instead of the simple past(for example, he has gone out to play, contrasted with, he went out to play) Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
Spelling Focus	Progression in spelling follows Spelling Bank material and Support for Spelling to show weekly progression.
Linked Extended Writing:	Writing an Ancient Greek Myth Non Chronological Report on a specific area of Ancient Greek life.
Cross curricular Maths opportunities:	Measuring distances, calculating averages etc for Greek Olympics Sculpture – estimating weights Science – Timing and accurate recording of measurements.
Early Morning Maths Focus:	Times tables – securing the basics. 2's, 5's & 10's.
Target Writing:	Punctuation. Heavy emphasis on description – character, setting and formal description.