

Ancient Greeks
Medium Term Topic Plan – Year 5

| Term | Spring 1 (7 weeks) | Curriculum Strands | Beliefs, Rulers and Monarchy, Society and Culture, Exploration and Innovation and Death, Disaster and Conflict. |
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| Classroom Environment | Topic board to celebrate children’s learning from school and home - anything to personalise? 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 | Class Read: Who let the Gods Out (AR Level: 5.8) Aesop's Fables by Michael Morpurgo Variety of Greek Myths | End Product | Assembly Campaign showcase for English unit. Shields for DT. |
| English | Narrative - Greek Myths – write to entertain 3 weeks Persuasive Campaign incl. advertisement and final speech- Athens vs Sparta – write to persuade - 2 weeks Narrative Poetry - fables – write to entertain 2 weeks | | |
| Science | <p><u>Materials and Their Properties</u> NC Obj. 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 NC Obj. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution NC Obj. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating NC Obj. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic NC Obj. Demonstrate that dissolving, mixing and changes of state are reversible changes NC Obj. 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> NC Obj. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary NC Obj. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision NC Obj. Recording data and results of increasing complexity using scientific diagram</p> | | |
| P.E. | <p><u>Dance - Theseus and the Minotaur</u> NC Obj. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] NC Obj. Perform dances using a range of movement patterns NC Obj. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Greek Day</u> NC Obj. Use running, jumping, throwing and catching in isolation and in combination.</p> | | |
| History | <p><u>Ancient Greece</u> NC Obj. Pupils should be taught a study of Greek life and achievements and their influence on the western world. Significant people: Archimedes, Socrates, Hippocrates, Aristotle</p> | | |
| Geography | <p><u>Greece</u> NC Obj. Locate the world’s countries, using maps to focus on Europe concentrating on their: - environmental regions, - key physical and human characteristics, - countries, and major cities.</p> <p><u>Place Knowledge</u> NC Obj. understand geographical similarities and differences through the study of human and physical geography of a region of: - A region in a European country.</p> | | |
| Art | <p><u>Greek Vases – Historical Artefacts</u> Medium: Design, make and paint a Greek vase Skills: sculpture, painting and drawing NC Obj. 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> NC Obj. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet NC Obj. 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] NC Obj. Select from and use a wider range of ingredients</p> | | |