

Science:**Earth and Space:**

1. Describe the movement of the earth, and other planets, relative to the sun in the solar system
2. Describe the movement of the moon relative to the earth
3. Describe the sun, earth and moon as approximately spherical bodies
4. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces:

- 1) Explore the effects of air resistance
- 2) Explain the effects of friction on movement and find out how it slows or stops moving objects
- 3) Explain what forces are and what they do
- 4) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Computing:

We are game developers

- 1) To apply scripts to multiple sprites.
- 2) To add and remove sprites throughout a program.
- 3) To write programs to achieve an outcome.
- 4) To adapt and edit a program following feedback.

We are cryptographers

- 5) To use computational thinking to solve problems.
- 6) To use and apply what I know about coding.
- 7) To use apps in context.

Art and Design:

- 1) Study the works of Ancient Greek artists (pots)
- 2) Record observations and ideas in sketch books. (shapes and decorations of pots) (Drawing)
- 3) Develop artistic techniques and understanding of how to use clay (Sculpture)

Design and Technology:

- 1) Know where and how a variety of ingredients are grown and processed.
- 2) Prepare and cook a variety of savoury dishes (Greek)
- 3) Evaluate their ideas and consider the views of others.

Geography:**To investigate patterns**

1) Understand some of the reasons for geographical similarities and differences between countries.

To communicate geographically

2) Describe and understand key aspects of: Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.

To investigate places

3) Identify and describe how the physical features affect the human activity within a location.
4) Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Programme of Study

Topic: Heavenly bodies

Year: Year 5

Term: Autumn

History:**To investigate and interpret the past:**

- 1) Understand that no single source of evidence gives the full answer to questions about the past.
 - 2) Use sources of evidence to deduce information about the Greeks
- To build an overview of world History**
- 3) Give a broad overview of life in Britain and some major events from the rest of the world
 - 4) Describe the characteristic features of the past including ideas, beliefs, attitudes and experience of men, women and children
 - 5) Compare some of the times studied with those of the other areas of interest around the world.

To understand chronology

- 6) Understand the concepts of continuity and change over time
- 7) Use dates and terms accurately in describing events.
- 8) Describe the main changes in a period of history

To communicate historically

- 9) Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- 10) Use original ways to present information and ideas.

Religious Education Christianity: Who Was Jesus?**Sikhism: Guru Nanak**

- 1) Explain how some teachings and beliefs are shared between religions
- 2) Explain how religions beliefs shape the lives of individuals and communities
- 3) Explain some of the different ways that individuals show their beliefs
- 4) Explore and identify places of worship

Music:

- 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.
- 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.

Languages:

Listen attentively to spoken language and show understanding by joining in.

Appreciate stories songs, poems and rhymes in the language. Describe people, places, things and actions orally to a range of audience.

Understand basic grammar appropriate to the language being studied, including the relevant feminine and masculine.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud.

National/International Links:**Physical Education:**

- (1) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
 - (2) Develop flexibility, strength, technique, control and balance.
 - (3) Perform dances using a range of movement of patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Trips, Visitors and Outdoor Learning:

Science Dome
Hip-hop Shakespeare
Greenwich Planetarium
Gamelan Workshop

Science:

Earth and Space

- 1) (and 2, 3) create simple models of the solar system; understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.
- 3) Investigate early theories of the Solar system and explain what developments occurred in science and our understand of the solar system; Role play the movements of the Earth, Sun and Moon.

Forces

- 1) observing how different objects such as parachutes and sycamore seeds fall
- 2) Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.
- 3) Pupils should explore the effects of levers, pulleys and simple machines on movement
- 4) Use a newton meter to measure the force exerted on an object.

Computing:

We are game developers (1-4)

Develop an interactive maze game based on Thesus and the Minotaur. Plan the maze and the sprites in topic books. Study the Scratch interface in topic books – looking at different behaviours and how they can be used. Look at the code inside another Scratch maze game and remix it. Programming *Scratch/2DIY/Snap!/Kodu*

We are cryptographers (5-7)

Investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password.

Possible resources: Cracking codes, Computational thinking *Scratch/Snap!/Excel*

Art and Design:

- 1) Research the design of Greek pots
- 2) Sketch my own Greek pot design-Skills shading for 3D
- 3) Use clay to make a thumb pot
- 1,2,3) Use the thumb pot design to make a larger pot and decorate it in the style of the Greek.

Design and Technology:

- 1) Measuring ingredients accurately
- 2) Follow a recipe (Hummus)
- 3) Food hygiene and safe handling poster
- 4)Evaluation: what people eat (include health, vegetarianism, availability of foods, customs etc
- 5) Model – making of the solar system

Geography:

- 1) Compare maps of ancient Greece and modern Greece. Due to geographical differences, how may life been different for people in Athens and people in the farther reaches of the Greek empire?
- 2) Compare the lives of Athenians and Spartans. How do they differ in terms of land use, settlements and trade links. Create a group presentation.
- 3) Create a flow chart with diagrams of how a house was built in ancient Greece. Discuss climate and how this impacts on layout/features of a house.
- 4) Use an atlas to plot key locations of ancient Greece. Include cities, mountains, seas, rivers etc.

Activities and Tasks

Topic: Heavenly bodies

Year: 5

Term: Autumn

History:

- 1,2) Role play the Battle of Marathon. Hot seat a person from Athens and another from Persia. Discuss the different interpretations of the event.
- 4,5,6) Write a diary entry as a slave from ancient Greece. Write a diary entry as a school child in ancient Greece. Compare and contrast the different lifestyles.
- 6,7,8) Research ancient Greece. Plan an information text of ancient Greece. Identify and describe the major events, dates of the period.
- 9,10) Word process information text. Use images appropriately to show major events and artefacts. (ICT link)

English:

Search/Quest Story – Invent their own version of a quest story based on Pandora's box set in ancient Greece

Biographies – on a Greek philosopher e.g. Aristotle
To write their own Greek myths & legends

Diary entries from a Greek myth character
Journalistic recount- eyewitness reports on an ancient Greek event
Write an adventure story based in Greek Times.
Branching story- On main characters in Greek mythology

RE

- 1) Compare the 'story of Creation'. Retell the creation story using a story map.
- 2) Prepare the 'Guru Nanak Birthday' assembly. Dramatise the story of the founder of Sikhism.
- 3) Organise a trip to a Gurdwara. Rules for the Mandhir . Children to prepare a risk assessment. What factors do they need to take into consideration? Other people's beliefs etc Showing respect

Music:

Shakespeare/ micro musicals
Whole class Guitar
Learning music scheme of work

Languages: Mandarin and Spanish

QCA Unit 1: All about me

Listen attentively and understand every day classroom (O3.4)
Different languages spoken by children in the class (IU3.2)
Practise new language learned (LLS)

QCA Unit 2: Songs and games

Listen and respond to simple rhymes, stories and songs (O3.1)
Recognise and respond to sound patterns and words (O3.2)
Make direct/indirect contact a country where the language is spoken (IU3.4)

Physical Education:

Football: (1,2) play football piggy in the middle in 4s to practice passing in different directions and explore different ways to mark an opponent and signal for a pass when to piggy's are introduced.

Dance: (3) Use equipment to create simple dance routines on floor/apparatus where partners s are mirroring each other. Use LA and explore different ways of travelling on and off- link to animals/nature movements.

Badminton: (1,2) Use forehand and back hands when playing racket games.

(2) In 3's one child throws the ball and the 2nd uses racket to hit the ball in the intended direction to the 3rd person who catches.

Novel study :Kensuke's kingdom

Drama/ play scripts - children played roles of Michael/Kensuke
Diary entry
Commenting on the language