**Date:** Summer Term (1) **Teacher:** Miss McCrea/Ms Porteous and Miss Sedgewick

Topic focus: Ground-breaking Greeks

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|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** |
| Maths | Year 5- Number: Decimals  •Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000  Year 6- SATs revision | Year 5- Number: Decimals  •Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000  Year 6- SATs revision | Year 5- Properties of shape  •Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  Year 6- SAT’s week | Year 5- Properties of shape  •Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  Year 6- Properties of Shape  •Calculate and interpret the mean as an average | Year 5- Properties of shape  •Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles  •Draw given angles, and measure them in degrees (°)  •Identify angles at a point and 1 whole turn (total 360°)  •Identify angles at a point on a straight line and half a turn (total 180°)  Year 6-  Properties of Shape  •Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places  •Draw 2-D shapes using given dimensions and angles  •Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles |
| English | Balanced Arguments  Write narratives, considering how authors have developed characters and settings in what they have read, listened to, or seen performed.  Discuss, record and plan ideas.  Identify the audience for and the purpose of the writing, selecting the appropriate form.  Draft and write selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Using modal verbs or adverbs to indicate a degree of possibility.  Assess the effectiveness of their own and others’ writing.  Proof-read for spelling and punctuation errors. | SAT’s Revision  Asking questions to improve their understanding.  Continue to distinguish between homophones and other words which are often confused.  Using prefixes and suffixes and understand the guidance for adding them.  Understand how to use brackets, dashes, or commas to indicate parenthesis.  Learn the grammar for year 5 and 6 in Appendix 2. | Year 6- SAT’s week  Writing a Greek Myth  Identifying the audience for and the purpose of the writing, selecting the appropriate form.  Developing initial ideas, drawing on reading and research.  Using a wide range of devices to build cohesion within and across paragraphs.  Using expanded noun phrases to add detail concisely.  To use a range of links including adverbials, to start sentences and paragraphs.  Using commas to clarify meaning.  Apostrophes for possession and contractions.  Using a thesaurus to look for ambitious synonyms.  Write legibly, fluently and with increasing speed. | Writing a Greek Myth  Assessing the effectiveness of their own writing.  Making changes to vocabulary, grammar, and punctuation to clarify and enhance meaning.  Ensure the correct and consistent use of tense throughout a piece of writing.  Proof-read for spelling and punctuation errors.  Read their myths aloud using appropriate intonation, volume so the meaning is clear.  Use dictionary to check spelling and the meaning of words. | Writing an Ode  Identifying the audience for and purpose of the writing, selecting the appropriate form.  Developing initial ideas, drawing on reading and research.  To use historical knowledge of Greek history and mythology to write an ode.  To use a range of sentence length to add effect.  Read their odes aloud using appropriate intonation, volume so the meaning is clear.  Assess the effectiveness of their own and others’ writing.  Proof-read for spelling and punctuation errors. |
| Class reader  Guided reading text  Reading Vipers focus | Running Wild by Michael Morpurgo  Who Let the Gods Out? By Maz Evans  Predict and explain | Vocabulary and retrieve | Year 6- SAT’s week  Infer and summarise | Consolidation | Bessie’s Song to her Doll by Lewis Carroll  Vipers |
| Science  Properties of changing materials | Properties and changes of materials  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. | Properties and changes of materials  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.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. | Properties and changes of materials  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.  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | Properties and changes of materials  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. | Properties and changes of materials  Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.  Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. |
| R.E  What does it mean for a Jewish person to follow God? | Identify and explain Jewish beliefs about God.  Describe and give examples of some texts that say what God is like and explain how Jewish people interpret them. | Discuss the story of Abraham and how the ten commandments came to be.  Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). | Make clear connections between Jewish beliefs about the Torah and how they use it.  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. | Consider and weigh up the value of e.g. tradition, ritual, community, study, and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish.  Talk about how ideas of tradition, ritual, community, and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during this unit. | BIG QUESTION:  What does it mean for a Jewish person to follow God? |
| Geography |  | Geography of Greece  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. |  |  |  |
| History | Introductory Knowledge  Sources of evidence  ‘How can we find out about ancient Greece?’ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. | Minoan Civilisation | Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. |
| Art | Mixed media paper crafts-paper making | Paper collage | Fabric crumb | Mixed Media | Photo collage and surrealism |
| DT | Greek architecture | Support, stiffness and stability | Building design | Building design | Evaluate |
| P.E. | NUFC  Commando Joes | NUFC  Commando Joes | NUFC  Commando Joes | NUFC  Commando Joes | NUFC  Commando Joes |
| Music | Charanga Y5  Dancing in the streets | Charanga Y5  Dancing in the streets | Charanga Y5  Dancing in the streets | Charanga Y5  Dancing in the streets | Charanga Y5  Dancing in the streets |
| PSHE | Relationships | Relationships | Relationships | Relationships | Relationships |
| French | Language Angels | Language Angels | Language Angels | Language Angels | Language Angels |