



Introduction to our topic

Who let the Gods out?

This term we are looking Ancient Greeks and the influence they have had on society today. The children will discover who they were, where they lived and how they established a democratic society. In addition to this, they will learn about the battle between Athens and Sparta, a variety of Greek gods and myths and have an opportunity to rebuild the Parthenon.

Our key learning this term

<p>Personal and social development & RSE</p>	<p>We will be valuing difference where we will see that we have more in common than we initially thought, respecting and tolerating differences</p> <p>RSE</p> <p>Taking Notice of Our Feelings</p> <ul style="list-style-type: none"> -Identify people who can be trusted; -Understand what kinds of touch are acceptable or unacceptable; -Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. (NSPCC Underwear Rule) <p>-Helpful or Unhelpful – Managing Change</p> <ul style="list-style-type: none"> -Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; -Identify people who can support someone who is dealing with a challenging time of change. <p>-Acting Appropriately</p> <ul style="list-style-type: none"> -Recognise that some types of physical contact can produce strong negative feelings; -Know that some inappropriate touch is also illegal.
<p>Oracy and Literacy</p>	<p>Whole Class Text: Who let the gods out?</p> <p>Writing: Mythical story: Theseus and the Minotaur Chronological report: Athens and Sparta</p> <p>Poetry: Twas the night before Christmas</p>
<p>Problem solving maths</p>	<p>Year 5/6</p> <p>Division (short and long division), Common multiples and factors, prime numbers, square numbers, cube numbers, order of operations (BIDMAS).</p>

	Fractions: equivalent fractions, simplifying fractions, converting improper fractions to mixed numbers, comparing and ordering fractions, carrying out the four operations with fractions and finding fractions of an amount.
Technology	Use search technologies effectively and be discerning in evaluating digital content about Ancient Greece; use hyperlinks in documents summarising their research
Science	<p>Forces: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears , allow a smaller force to have a greater effect.</p>
The Arts (Art & Design, Music, Drama)	<p>Art Plan and design a sculpture. Use tools and materials to carve, add shape, add texture and pattern. Develop cutting and joining skills, e.g. using wire, coils, slabs and slips. Use materials other than clay to create a 3D sculpture. Demonstrate an understanding of finishing different work: glaze, paint, polish. Adapt work as and when necessary and explain why.</p> <p>Artist we'll be studying: Barbara Hepworth</p> <p>Music You to me are everything <i>Focus: 1970s soul music, comparing cover versions.</i> Objectives: <ul style="list-style-type: none"> • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. </p>
Humanities (RE, History, Geography)	<p>History Understanding when the Ancient Greek culture began in around 2700 BCE and ended around 150 BCE. Understanding that Ancient Greeks did not think of themselves as belonging to a single country; what made you Greek was a shared culture and language. What mattered to Ancient Greeks? How similar was life in Ancient Greece to today? (with a particular focus on democracy) Which individual was the most important? (To the Ancient Greeks/to us today). Key Individuals: Philosophers, Scientists/mathematicians, Writers, Athletes, Gods/Goddesses</p>

	<p>Athens vs. Sparta- comparing the two states and the strengths and weaknesses of both.</p> <p>Geography Use maps, atlases, globes and digital/computer mapping to locate Greece and its surrounding countries. Describe the features studied and exploring physical and human characteristics</p> <p>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water within Greece and comparing to the UK</p> <p>RE Christianity – Agape Core knowledge and understanding: · Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 & 43-46). · Give examples of what Christians are doing today to live out these beliefs. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today · Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?</p>
P.E.	<p>Lacrosse: Passing Shooting Movement Defending</p>
Spanish	<p>Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</p>
Activity Passport Experiences	
<p>This term we will have an opportunity to...</p> <ul style="list-style-type: none"> ✓ Make a sculpture ✓ Perform Christmas songs in a church 	