

# YEAR 5 – Summer 1 Planning – How has the Greek Civilisation influenced modern society?

## Cross Curricular: Writing: Fiction – Narrative

### NC Objectives:

To write a mythical adventure story with essential components: protagonist, antagonist, problem, resolution and an ending.

Grammar and language:: cohesive devices such as paragraphs, parenthesis to add extra details (brackets, dashes and commas), colon and semi-colon to mark boundaries between independent clauses, passive verbs, varied sentences, expanded noun phrases, and figurative language.

## Cross Curricular: Art -Design and Technology

### Farming

explain how to be safe / hygienic and follow own guidelines present product well - interesting, attractive, fit for purpose

begin to understand seasonality of foods

understand food can be grown, reared or caught in the UK and the wider world

describe how recipes can be adapted to change appearance, taste, texture, aroma

explain how there are different substances in food / drink needed for health

prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source

use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

## Cross Curricular: Reading:

Build on comprehension skills linked to their work in writing based on the book Leo and the Gorgons

### NC Objectives:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

## Computing: Computing: NC Objectives - Designing a game

This unit allows children the opportunity to build and edit algorithms for simple games using Scratch. The unit is designed to help children develop their skills in writing their own algorithms as well as editing and debugging existing codes.

Use computing software to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

## History - NC Objectives:

### Chronological Understanding

Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.

Appreciate that some **ancient civilizations** showed greater advancements than people who lived centuries after them e.g. Development of specific features, such as medicine; weaponry; transport, etc.

### Knowledge and interpretation-

To **make comparisons** between historical periods; **explaining things** that have **changed** and things which have **stayed the same**.

To appreciate that **significant events** in history have helped shape the country we have today.

To begin to appreciate that how we make decisions has been through a Parliament for some time.

### Historical Enquiry

Use various sources of evidence to answer questions

To **research** to find out about a specific events from the past a study of Greek life and achievements and their influence on the western world Through research, identify similarities and differences between given

## PSHE - NC Objectives: To learn about Money

To recognise the role of money and its value

To understand the importance of budgeting and expenditure

To recognise the impact of borrowing and implications of tax

## Cross – Curricular Music – Composing strand:

### Vangelis – Chariots of Fire

### NC objectives

#### Listening:

Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass instruments .

Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context

Be perceptive to music and communicate personal thoughts and feelings, through discussion

#### Experiment with, create, select and combine sounds

Use voice, sounds, technology and instruments in creative ways and exploring new techniques

Maintain a strong sense of pulse and recognise when going out of time

#### Composing:

Use voice, body percussion and music technology to experiment creatively with sounds, taking creative risks and justifying decisions

## Science- Earth and Space

### NC objectives:

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Plan different types of scientific enquiries to answer questions.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.