



Year A/B: A	Year Group: 5&6	Unit/Topic: Groovy Greeks (History Focus)
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Key Texts	Reading Key Focus	Writing	Maths
<p>Who Let the Gods Out? By Maz Evans; An Ancient Greek Temple (Spectacular Visual Guides Collection); Great Greeks (fun poems; Pie Corbett – use mythological creatures to invent fantastical beasts for Non-Chronological reports</p>	<p>Y5 - learning a wider range of poetry by heart; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; uses skimming and scanning to locate information efficiently across a range of sources</p> <p>Y6 - learning a wider range of poetry by heart; preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; use skimming and scanning to locate information selectively and precisely across a range of sources</p>	<p>NF - Non- Chronological Reports</p> <p>Y5 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Y6 - proof-read for spelling and punctuation errors; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; noting and developing initial ideas, drawing on reading and research where necessary; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (editing); integrate dialogue to convey character and advance the action</p>	<p>Y5 - Number: Decimals</p> <p>Y6 - Number: Algebra</p> <p>Measurement: Converting Units</p> <p>Measurement: Perimeter, Area & Volume</p> <p>Statistics</p>

Science (Theatre Lighting Technicians)	Computing	History	Geography
<p>Working scientifically (ongoing)</p> <ul style="list-style-type: none"> -Recognise that light appears to travel in straight lines. -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Cornerstones investigation - How does light travel?</p>	<p>No topic for this half term - review/recap e-safety?</p> <ul style="list-style-type: none"> -Appreciate the need to use complex passwords and keep them secure. -Understand the safe use of mobile technology and GPS 	<p>When did the ancient Greeks live? (link on a timeline); Why was the Greek empire so successful?; What can we learn from ancient Greek artefacts?; What happened during the Battle of Marathon and what was its impact?; How was the Greek political system the same/different to our modern day one?</p> <p>Computing Objectives to Include:</p> <ul style="list-style-type: none"> -Understand some elements of how search engines select and rank results -Be discerning in evaluating digital content 	<p>Not covered in this topic</p>
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<ul style="list-style-type: none"> ● Build up layers, colours and textures ● Choose inks and overlay colours ● Be confident printing on paper and fabric ● Join fabrics in different ways, including stitching ● Use different techniques, colours and textures when designing and making pieces of work ● Adapt, extend and justify work 	<p>Flatbreads</p> <ul style="list-style-type: none"> ● Weigh and measure accurately ● Apply rules for basic food hygiene and other safe practices ● Evaluate work personally and seek evaluation from others 	<p>Striking and fielding Gymnastics: 5/6S</p>	<p>Year 5:</p> <ul style="list-style-type: none"> -Playing a range of instruments, including the recorder, with confidence and control -Improve their work through analysis, evaluation and comparison -Recognise and explore different combinations of pitch sounds -Present performances effectively with awareness of audience, venue and occasion <p>Year 6:</p> <ul style="list-style-type: none"> -subdivide the pulse while keeping a steady beat -Playing a range of instruments, including samba drum, with confidence and control -Create effects by using combinations of pitched sounds -Improve their work through analysis, evaluation and comparison

			<p>-Present performances effectively with awareness of audience, venue and occasion</p> <p>Ongoing: <i>Singing objectives to be covered during Singing Assembly and fed into music lessons where possible</i> <i>History of Music objectives to be fed into music lessons where possible</i></p>
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
Healthy Relationships	<p>The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside</p>	<p>Key Question: What can we learn about the world / knowledge / meaning of life from the great philosophers? (Buddhist/Christian)</p>	