

Year 5: Summer
How do you build an Empire?

Geography

Europe:
Greece
Geographical Features
Map Skills

History

A study of Ancient Greece and its impact on the modern world

Literacy

Building on our setting and character descriptions as we develop our own Greek Myths, inspired by their conventions.

Writing to persuade as lawyers representing heroes and villains.

Science

Comparing life cycles and exploring life processes of plants and animals

Computing

To create a playable Ancient Greek game.

Maths

Convert units of measure
Describe positions on a 2-D grid as coordinates

Describe the position of shape following reflection or translation
Use all four operations (+, -, x and \div) to solve problems with measure
Problem solve with information presented in a line graph

Art and Design

Art and DT: Making a coil vase
Art Objectives: Explore different techniques with clay, drawing inspiration from Ruth Duckworth.

PSHE

To know that human rights overrule harmful practices.
To know how antisocial behaviours can affect wellbeing.
To be able to respect different points of view.
To appreciate the range of ethnic identities in the UK.
To recognise the importance of looking after money.

Music

Appreciate how music can portray heroes and villains.

Year 5 Summer: How do you build an Empire?

Literacy

Writing

Planning

- ✓ Identify the audience & purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- ✓ Develop characters and settings inspired by the reading pupils have done independently and as a class.

Draft & Write

- ✓ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ In narratives, describing settings, characters and integrating dialogue to convey character and advance the action.
- ✓ Use a wide range of devices to build cohesion within paragraphs.
- ✓ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, underlining]
- ✓ Recognise the difference between formal and informal language and apply this.
- ✓ Perform own writing using intonation, moment and volume.

Evaluate & Edit

- ✓ Proof-read for spelling and punctuation errors
- ✓ Assessing the effectiveness of their own and others' writing
- ✓ Proposing changes to vocabulary to enhance effects.
- ✓ Ensuring the consistent and correct use of tense throughout a piece of writing

Grammar - Pupils in Y5 need to be able to identify, know and use the following:

- ✓ Indicating degrees of possibility using **adverbs or modal verbs**.
- ✓ Use commas to avoid ambiguity.
- ✓ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- ✓ Parenthesis (bracket, dash or comma)
- ✓ Devices to build cohesion within a paragraph [*for example, then, after that, this, firstly*]
- ✓ Linking ideas across paragraphs using adverbials of time, place and number.
- ✓ Converting nouns or adjectives into verbs using suffixes.
- ✓ Use the perfect form to mark time and cause.
- ✓ Use colons in lists and to join independent clauses.
- ✓ Use semicolons.
- ✓ Begin to use the perfect form.

Reading

- ✓ Summarise ideas drawn from more than one paragraph, identifying key details.
- ✓ Discuss how authors use varied sentences and descriptive language to affect the reader (ongoing).
- ✓ Identify and discuss themes and conventions in what we have read.
- ✓ Use an age appropriate dictionary to check spelling and meanings
- ✓ Retrieve, record and present information from non-fiction
- ✓ Make comparisons across books.
- ✓ Make predictions based on details stated and implied, linking these to evidence making simple explanation.
- ✓ Provide reasoned justification for views.
- ✓ Become more familiar with traditional stories, myths and fiction from our literary heritage.
- ✓ Read and discuss a range of poetry and non-fiction.
- ✓ Identify how language, structure and presentation contribute to meaning.
- ✓ Discuss the books that they read, building on own and others ideas & challenging courteously.

Key vocabulary:

Modal verb, relative clause, parenthesis, repetition, rhetorical question, semicolon, perfect form, convention, theme, trope, immersion, formal/informal, colloquial, intonation.

Mathematics

Geometry and Measure

- ✓ Solve problems involving **converting between units** of time
- ✓ Describe positions on a 2-D grid as **coordinates** in the first **quadrant**
- ✓ Identify, describe and represent the position of a shape following a **reflection** or **translation**, using the appropriate language, and know that the shape has not changed
- ✓ Use all **four operations** to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- ✓ Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- ✓ **Understand and use approximate equivalences** between metric units and common imperial units such as inches, pounds and pints

Statistics

- ✓ Solve comparison, sum and difference problems using information presented in a line graph
- ✓ Complete, read and interpret information in tables, including timetables

Key vocabulary: converting between units, coordinates, quadrants, reflection, translation, four operations

Year 5 Summer: How do you build an Empire?

<p><u>Geography</u> <u>Locations</u> ✓ Locate the world's countries, using maps to focus on Europe (including the location of Greece) Key vocabulary: continent, country, border</p> <p><u>Skills</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>History</u> <u>Chronology of events</u> ✓ Research the time of 776BC-146BC to create a timeline ✓ Plot key dates, events and significant individuals on the timeline Key vocabulary: Olympia, Gods and Goddesses, Homer, Iliad, democracy, Hippocrates, Parthenon, Athens, Sparta, Corinthians, Alexander the Great</p> <p><u>Comparing and contrasting periods and happenings</u> ✓ Analyse art, vases, sculptures, poems and texts (Homer and the Illiad) ✓ Identify what was considered significant to the Ancient Greek society –how has this changed to modern society? ✓ Recognise similarities and differences between this time and the present day Key vocabulary: Trojan War, Battle for Marathon, warfare</p> <p><u>Change and continuity</u> ✓ Discuss how the past has influenced the present and how the present will shape the future ✓ Examine the importance of Ancient Greece and its influence upon the modern world Key vocabulary: democracy, medicine, Olympics</p> <p><u>Cause and effect</u> ✓ Draw simple conclusions as to why change has happened Key vocabulary: question words “who, what, why, when, where, how”</p>	<p><u>RE</u> <u>Islam</u> ✓ Explore and understand the importance of Eid to Muslims</p> <p><u>Christianity</u> ✓ Understand how Christians use their faith to help guide them to make the right choices Key vocabulary: Eid, Ramadan, celebrations, faith, beliefs, community, teachings, choices, debate</p>
<p><u>Computing:</u> <u>Computer Science – Programming</u> ✓ Create algorithm with repetition and sequences ✓ Create an aim and scoring system Key vocabulary: Sequences, Repetition, Program, Debug</p>	<p><u>MFL</u> <u>Oracy:</u> ✓ Listen for sounds, rhyme and rhythm ✓ Ask and answer questions on several topics</p> <p><u>Literacy:</u> ✓ Write simple words and phrases using a model and some words from memory</p> <p><u>Intercultural understanding:</u> ✓ Compare traditional stories ✓ Know about some aspects of everyday life Key vocabulary: See homework Books for full list of vocabulary and translations.</p>	<p><u>Art</u> <u>Media:</u> Clay <u>Appreciation:</u> Artist: Ruth Duckworth ✓ To consider the purpose of the art ✓ To use art as an stimulus for their own art explaining where inspiration was sought from</p> <p><u>Skills:</u> Exploring and developing ideas: ✓ Explore different joining techniques ✓ Explore how to smooth clay skilfully</p> <p>Investigating and making art: ✓ To combine techniques taught to create a vase ✓ To skilfully add a pattern and texture using clay tools</p> <p>Evaluating and developing art: ✓ To explain and give reasons why art techniques were chosen ✓ To refine and adapt work to reflect the intended purpose Key vocabulary: Case, coil, wrap, smooth, form, join, roll, manipulate, texture, tools</p>
<p><u>Outdoor Learning</u> <u>Research:</u> ✓ Research Greek crowns and what they looked like</p> <p><u>Design:</u> ✓ Design a Greek crown- thinking about which natural resources can be used to decorate it</p> <p><u>Create/ Evaluate:</u> ✓ Create the crown, using resources available in the environment around us Key vocabulary: foliage, stems, natural materials, attach</p>	<p><u>Music</u> <u>Appreciate</u> ✓ Listen and respond to film theme tunes (e.g. Starwars, Marvel films, Indiana Jones). ✓ Composers John Williams, Hans Zimmer ✓ Identify the motifs that show heroes or villains.</p> <p><u>Perform and Share</u> ✓ Learn and perform songs as part of Year 5 /6 performance</p> <p><u>Play, Sing and Create</u> ✓ Learn to sing the Charanga unit song ‘The Fresh Prince of Bel Air’ ✓ Improvise using voices and/or instruments within the song Key vocabulary: Hip hop, motifs, musical score</p>	<p><u>PE</u> ✓ Agility/Speed/Strength/Throwing/Fitness – Athletics ✓ Catching/Throwing/Target/Striking/Strategy – Cricket</p>
<p><u>Science</u> <u>Living things and their habitats</u> ✓ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ✓ Explore the life process of reproduction in some plants and animals Key vocabulary: similarities, differences, reproduction, asexual, sexual, metamorphosis, chrysalis, pupa, hatchling, fledgling</p>	<p><u>PSHE</u> <u>Living in the wider world</u> ✓ Rights and responsibilities ✓ Taking care of environment ✓ Money **Key vocabulary: Debate, human rights, FGM, discrimination, diversity, identity, debt, loan, tax*</p>	

HOW DO YOU BUILD AN EMPIRE?

Influence on the Modern World



Democracy

Arts

Sport



Language

Currency

Equal Rights

Who were the Greeks?



Key Dates

1200 BC	The Trojan War and the destruction of Troy
850-700 BC	Development of the first Greek alphabet
776 BC	The first Olympics are staged
600 BC	Greek coin currency introduced
570 BC	Pythagoras is born
505 BC	Athens introduces democracy
490 BC	Greek and Persian Wars led by Xerxes. Battle of Marathon (Athens vs Persia)
400 BC	Socrates, Plato and Aristotle live, advancing learning
336 BC	Alexander the Great is king and completes many conquests
146 BC	Rome conquers Greece, making it a part of the Roman Empire

Who were the Greeks?

Greece's position next to the sea (there are over 1400 islands) meant that the Ancient Greeks were seafaring people. Trade between the islands led to the creation of 'city states', known as polis.

Each city state was ruled by a powerful city, led by a ruler or (later) government. Weather from the north key temperatures liveable and created fertile farming conditions.

Key Vocabulary

Continent (Geography)	A land mass made up of several countries. We have 7 altogether.
Democracy (History, PSHE)	A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding laws.
Tyrant (History)	The ruler of a Greek city state, like a king.
Mount Olympus (Geography)	The highest mountain in Greece. It was believed in Ancient Greece that when things needed to be decided in the mystical worlds that the 12 main Gods would gather at Mt. Olympus and that they lived there.
Polytheistic (History)	A religious system where people believe in or worship more than one God.
City State (Geography)	A city that had its own government and rules the area around it, also known as polis.
Greek Gods (History)	Some include: Zeus, Hades, Poseidon, Apollo, Aphrodite
Great minds of Ancient Greece (History)	Socrates (a 'brilliant thinker') Plato (founded the first uni) Aristotle (philosopher) Pythagoras (mathematician) Archimedes (scientist)