

Year 5/6 Topic Objectives	<u>Ancient Greece</u>
<b>Maths</b>	<p><b>Year 5</b> Perimeter and Area, Position and Direction, Statistics, Decimals, Shape, Negative Numbers, converting Units</p> <p><b>Year 6</b> Area, perimeter and volume, Statistics, Themed projects, consolidation and problem solving.</p>
<b>English</b>	Myths and Legends: Narrative, Descriptive writing, persuasive writing
<b>Science</b>	<p><b>Electricity</b> . .What is electricity and how does it work?</p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
<b>PSHE</b>	<p><b>Being My Best</b> It all adds up Different skills My school community Independence and responsibility Star Qualities</p> <p><b>Growing and Changing</b> How are they feeling? Taking Notice of our feelings Dear Ash Changing Bodies Help I'm a teenager</p>
<b>History</b>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices</b> • <b>Seek out and analyse a wide range of evidence in order to justify claims about the past.</b></p> <ul style="list-style-type: none"> <li>· Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>· Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>· Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>· Use appropriate historical vocabulary to communicate, including: dates, time period , era, chronology, continuity, change, century, decade, legacy.</li> <li>· Compare some of the times studied with those of the other areas of interest around the world.</li> <li>· Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul>

# Geography

- Use dates and terms accurately in describing events.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

## **Map skills 4 and 6 figure grid references.**

What are four and six figure grid references and how do we use them?

## **How can I precisely describe locations, landmarks and places as a geographer?**

Practise using Digi map for schools

## **To use fieldwork to observe, measure, record and present the human and physical features in**

Use a range of methods, e.g. sketch maps, plans and graphs, and digital technologies.

## **Investigate what Greece is like today by exploring its physical geography**

Children explore the physical geography of Greece including its location in Europe, its and 2000 islands. They will find out about the surrounding seas and different mountain ranges, and areas in Greece.

## **Research what modern Greece is like by investigating the population and various aspects of th**

Children will define what the word culture refers to when investigating a country's After discovering different facts about Greece's population, children are challenged to research religion.

Art/Design

Sculpture

\* Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

- Use tools to carve and add shapes, texture and pattern.
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

Textiles

Show precision in techniques.  
 Choose from a range of stitching techniques.  
 Combine previously learned techniques to create pieces

Collage

Use ceramic mosaic materials and techniques.

Design/Technology

Textiles

- Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).

Design, make, evaluate and improve

- Use prototypes, cross-sectional diagrams and computer aided designs to represent designs  
 Design with the user in mind, motivated by the service a product will offer.  
 Ensure products have a high-quality finish, using art skills where appropriate.

Electricals and electronics

- Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).

Computing

**Virtual Reality (ilearn2)**

Understand what virtual reality is and how it can be used to help people. Add, move, and resize objects in a virtual reality environment. Animate objects for realism. Use code blocks to add movement (with grouping) and interactions (conditions) Create multiple scenes of VR environments.

**Web Design**

Create a static homepage. Choose a suitable theme for your website. Change the site identity to a suitable title, tagline and website icon. Upload a suitable header and/or background image. Adjust the website sidebar and add suitable widgets. Add text and images to a page and edit them. Add multiple pages and edit the navigation, including sub-menus. Provide constructive feedback for your classmates' websites.

**Online Safety**

Health and wellbeing

	Self-Image and Identity
Music	<p><b>Charanga</b></p> <p>About the artist</p> <p>Perform, share and present</p> <p>Listen and appraise</p> <p>Create</p>
French	At School ( <b>Language Angels</b> )
RE	<p>What do different faiths teach about care and respect for others?</p> <p>What do Christians believe and DO about wealth and poverty in the world?</p>
PE	<p>Athletics (coach led)</p> <p>Wheelchair Basketball (coach led)</p> <p>(coach led)</p> <p>Rounders (teacher led)</p> <p>Cricket</p>