

## **Humanities: How do we use ancient Greek ideas today?**

### **The children will learn:**

What made Ancient Greek fighters so powerful.  
About the role of the theatre in the way of life of the Greeks, structuring work in the form of a play e.g. a tragedy, comedy or farce.  
To deduce information about an aspect of the Greek way of life from pictures of buildings and text.

The main characters and events of the battle of Marathon. Comparing to the modern name and meaning.

The importance of the Olympic games to the Ancient Greeks.

## **ICT: To use a software package to inform an audience.**

### **The children will learn:**

To use the various tools within POWERPOINT to create an animated version of their own Greek Myth.

To enhance their story using other devices, e.g. microphones to add user activated narration.

## **Literacy: Information texts/poetry**

### **The children will learn:**

To be able to identify the features of explanation texts, including layout/design and language features.

To plan and write their own explanation text.

To be able to understand the difference between fact and opinion.

To be able to identify the features of Newspaper reports including layout and language.

To be able to construct questions for interviewing someone for an article and to take and write from notes

Explore the mood and atmosphere of the poem – The Highwayman

Children understand the differences between literal and figurative language.

Explain the effects of imagery in the poem.

# **Year 5**

## **Spring term 2**

### **How do we use Ancient Greek ideas today?**

## **Maths: The children will learn:**

How to calculate area and perimeter of rectangles, including those with compound shapes.

To plot coordinates using all four quadrants.

To translate shapes and rotate shapes using all four quadrants of a coordinate grid.

Revisiting formal and informal methods of calculating using the four operations, looking particularly at problem solving.

## **Science: Life Cycles**

### **The children will learn:**

That plants reproduce.

To consider conditions that might affect germination and plan how to test them.

That some plants produce flowers which have male and female organs

To understand about the life cycle of flowering plants including pollination, fertilisation, seed dispersal and germination.

That adults have young and that these grow into adults which in turn produce young.

To identify trends in results and use these to draw conclusions, indicating whether the results support the prediction

To explain conclusions in terms of scientific knowledge and understanding.

## **PSHE: It's good to be me – linked to Health Education**

### **The children will learn:**

To understand their feelings and the feelings of others.

To be able to identify the changes that a child (either a boy or girl) experiences during puberty –both physical and emotional.

## **Music: Instrumental performance**

While orchestra plays the rest of the children will learn to perform together, preparing the percussion, guitar and singing parts for assembly hymns and songs. They will have the opportunity to perform in assembly this half term.

## **Games /PE: Basket Ball/Swimming**

### **Children will learn:**

To develop confidence in the water, using a range of skills and techniques.

To develop and practice various swimming strokes for varying distances.

How to use skills, strategies and tactics to outwit the opposition.

Ways to find the best positions for passing. improving ball skills.

## **Art and Design – Making Greek Pots**

The children will study Greek pots and their common features and designs. From this, **the children will learn:**

The various common patterns associated with Greek pots and practise drawing these complex patterns.

To use air drying clay to practise and then build a clay pot/vase in the style of the Ancient Greeks.

Decorate their pot with Greek based designs – patterns and figures.

## **RE – Easter Contrasts (Linked to their Passiontide Performance)**

### **The children will learn:**

To understand the differences and similarities in eye witness accounts of any event and relate to the Easter narrative which was written after events had taken place.

To discuss different views about the Easter story and personal view on life and death.

To understand feelings of sadness and despair from the Easter narrative.