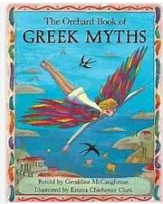
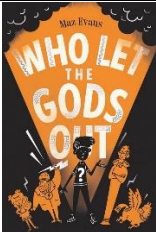


## The Greeks - Year 5 Autumn 2

<b>Experience: Virtual Tour of Ancient Athens (Literacy Shed)</b> <b>Film: Jason and the Argonauts</b>		<b>Exit Point: Mini-Olympics</b>	<b>School Value: Creative</b>	<b>The Arts: Greek plates / masks to represent own mythological creature</b>
<b><u>Books linked to the wider curriculum</u></b>  		<b><u>Spanish (Language Angels)</u></b> <b>To say what fruit we like and do not like in Spanish</b> LI: To name, recognise and remember up to 10 fruits in Spanish LI: To attempt to spell some of these nouns with their correct article/determiner LI: To ask somebody in Spanish if they like a particular fruit LI: To say what fruits we like and dislike in Spanish	<b><u>Music</u></b> Weekly singing assemblies Charanga Scheme of Learning Oak Academy Lessons	<b><u>Religious Education</u></b> <b><u>Living Difference</u></b> The Magi and their gifts - prophecy
<b><u>Computing (Purple Mash)</u></b> <b><u>Context - Coding</u></b> LI: To learn about coding efficiently LI: To learn about simulating a physical system LI: To learn about decomposition and abstraction LI: To learn about friction and functions (2 lessons) LI: To introduce strings		<b><u>History</u></b> <b><u>Context - Ancient Greece</u></b> <b><u>Influence and Achievement/Culture</u></b> Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world  L.I: To independently sequence events and artefacts in the past LI: To recognise when using a primary or secondary source and begin to identify its impact on reliability LI: To identify and note connections and trends over time in everyday lives of people LI: To describe key features of the past LI: To analyse a wide range of evidence from the past	<b><u>PSHE –</u></b> <b><u>Context - Relationships</u></b> LI: <i>To recognise if family relationships are making them feel unhappy or unsafe</i> , and how to seek help or advice LI: <i>To recognise different types of physical contact</i> ; what is acceptable and unacceptable; strategies to respond to unwanted physical contact about seeking and giving permission (consent) in different situations LI: <i>To learn about keeping something confidential or secret</i> , when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret LI: <i>To know where to get advice and report concerns if worried about their own or someone else's personal safety</i> (including online)	
<b><u>Science</u></b> <b><u>Context - Forces</u></b> LI: To identify and explain the different forces acting on objects, including balanced and unbalanced forces LI: To explain Isaac Newton's role in discovering gravity and other discoveries and explain gravity as a force that pulls objects down LI: To accurately measure an object's weight and mass LI: To explain the difference between weight and mass LI: To explain the link between the weight and mass of an object identify streamlines shapes LI: To make generalisations about how to increase the effects of air resistance LI: To explain how to minimise the effects of water resistance LI: To explain how friction is used in brake pads LI: To investigate the effects of friction LI: To make generalisations about the properties of materials that create the most friction LI: To explain how different mechanisms work		<b><u>Physical Education</u></b> Outdoor - Athletics and Tag Rugby See separate plan for individual lessons. ZUKO Sports – Separate planning  LI: to understand why pacing is important and use knowledge when taking part in longer runs to judge their speed effectively. LI: to jump consistently and accurately for distance and height, linking combination jumps smoothly together.  LI: to demonstrate accurate techniques when throwing using push, pull and sling techniques along with power to generate good distance.  LI: to recognise own and other strengths. Explain clearly why a performance is good		<b><u>Design &amp; Technology</u></b> <b><u>Context - Moving Toys</u></b> (Rockets) continued LI: To investigate toys with moving cam mechanisms LI: To investigate different types of cam mechanisms LI: To investigate ways of strengthening structures for a moving toy LI: To be able to design a moving toy with a cam mechanism LI: To be able to follow a design to create a moving toy with a cam mechanism LI: To be able to evaluate a finished moving toy