

Year 5/6 – Cycle B- Spring Term

IT'S ALL GREEK TO ME!

CHRISTIAN VALUES: 'LIFE'
LOVE, INTEGRITY, FORGIVENESS, EQUALITY

In this unit, pupils will explore how the Greeks influenced modern democracy and government. Did their pioneering nature make them the first real 'geeks' through their achievements in architecture, philosophy, inventions, theatre, art and sport? They will explore the relevance of the Greek myths and legends in life today and produce a clay pot which they will illustrate with their own ideas that have been inspired by their research.

Big Question: Was there more to the Greeks than the Olympics?

SMSC: Mirror moment: Time to reflect on what we have learned, and others' points of view. Were women in Ancient Greece of equal status to men? Pupils will explore equality through gender by comparing the lives of women in Ancient Greece with those today.

Rich Text:

Great expectations by
Charles Dickens
The Story of Baelow Brow
by E&H Heron
The Woman in White by
Wilkie Collins
Macbeth by William
Shakespeare

Our Learning Values: 'REACHING'

The children will:

- . **Responsibility** - be in control of their own learning,
- . **Evaluative** - evaluate what they have done and make changes if they need to
- . **Ambitious** - always want to do my best to reach my goals.
- . **Collaborative** - work with others, sharing my strengths and ideas.
- . **Hardworking** - strive to do their best in all they do
- . **Independent** - find and use what I need to help me.
- . **Nimble-minded** - be open to new ideas and ways of doing things.
- . **Gritty** - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers and Writers we will:

- Write in the style of Charles Dickens using a variety of techniques to cause suspense and horror in their writing.
- Write a Ghost Story based on a 'Ghost Mystery of Flaxman Low'.
- Explore language and structure to introduce a mystery story.
- Write the story of the murder of Duncan from Macbeth and Lady Macbeth's viewpoints.

As Mathematicians we will:

- Learn how to use equivalence and compensation to solve multiplication and division calculations.
- Multiply and divide decimals by whole numbers
- Solve multiplication problems with three factors.
- Calculate the volume of cubes and cuboids.
- Solve problems involving prime numbers, composite numbers, factors and multiples.
- Learn the order of operations in mixed calculations.
- Apply multiplication strategies to larger numbers.
- Divide larger numbers by two digit numbers.
- Find equivalent fractions and simplify fractions
- Add and subtract fractions by finding common denominators.
- Multiply and divide fractions by whole numbers.
- Link fractions, decimals and percentages.

As Historians we will:

- Gain an understanding of the way of life, beliefs and achievements of the Ancient Greeks.
- Understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras.

As Scientists we will:

Light

- 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 to 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.

Sound

- identify how sounds are made, associating some of them with something vibrating.
- recognise that vibrations from sounds travel through a medium to the ear.
- find patterns between the pitch of a sound and features of the object that produced it.
- find patterns between the volume of a sound and the strength of the vibrations that produced it.
- recognise that sounds get fainter as the distance from the sound source increases.

As British & Global Citizens we will:

- Learn about different cultures from Greece, including the history.
- Learn about the Greek democracy and also vote for our new pupil voice representatives (ongoing work throughout the year) and Digital Leaders.
- Develop our understanding of Liberty and having the freedom to make good choices and the impact they have on others.

Computing: Children will have the opportunity to create a multimedia presentation according to a specific audience. **E-safety** - Children will be exposed to a range of terms and conditions when using websites, for example: they will learn about terms and conditions of web pages, the age limits and why they are there and about data sharing and ownership of data.

RE:

Children will explore and explain what we can discover about the message of Jesus through looking at his teachings and messages. Children will explore the idea of sacrifice and how this is important in the lives of many Christians.

MFL:

The children will learn to politely ask for food items and talk about their likes and dislikes. They will describe how to make a sandwich and talk about healthy and unhealthy foods. The children will also name tableware items and the days of the week. They will then move on to name places in a town, ask the way and give directions. The children will practise saying where they are going and giving the time.

PE/GAMES:

Netball: Learn the positions within the game; Know how to move to support a player on the ball and in order to play forwards; Organise officiating, time-keeping, playing positions and groups within a game.

Tag Rugby: Pass quickly and effectively when required in game play; Know how to create space for others and still support the ball; Be able to officiate with understanding and therefore play with sportsmanship.

Gymnastics: Demonstrate the four body shapes, linking them together and to music; Perform and repeat a sequence of moves using apparatus; Perform jumps and rolls incorporating all the body shapes on apparatus; Use turns and hold balances with different parts of the body and travel across, over and under.

DT: The children will celebrate food culture and create their own seasonal dish inspired by the Greeks.

ART: Children will design and create an Ancient Greek clay coil Pot, decorated with images from myths and legends. They will learn about the limitations and advantages of the medium of clay, plan their work using a sketch book and appreciate where they need to improve when producing

Music: Our 'Fantastical Beasts' unit is based on "A Bao A Qu" - pronounced a bow (rhymes with now) a coo, from the Anthology of Fantastic Zoology by Mason Bates, a contemporary American composer. A Bao A Qu is a mythical snake that slithers up and down the staircase of a famous tower in India. A Bao A Qu is a literal musical palindrome that sounds the same played forwards or backwards. This unit focuses on the musical dimensions of structure and pitch. It provides the opportunity to explore the composer's use of a literal musical palindrome to portray a mythical creature climbing up and down a tower. Pupils will also have the opportunity to use the D harmonic minor scale to compose their own palindromic mythical melodies and notate a melody using traditional staff notation.

RSHE: This term we will think about: 'How can the media influence people?' We will consider how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. Children will start to identify how text and images can be manipulated or invented and that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. As part of our e-safety work, the children will learn that not everything should be shared online or social media and that there are rules about this, including the distribution of images. They will evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts and learn to recognise unsafe or suspicious content online and what to do about it. They will learn how information online is often targeted to meet the interests of individuals and groups, and can be used to influence them. They will consider how to make appropriate decisions about the content they view online or in the media (for example if it is appropriate for their age range). We will also cover how to report information viewed online which is upsetting, frightening or untrue. We will also look at risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.