

St Dennis Primary Academy

Year: 5

Term: Summer 1

Curriculum Drivers

Real life experiences

Trying foods that have Greek origins or influences
DT coaching for an Olympic Games. Children compare ancient and modern games.



Wellbeing

Introduce simple ideas from Stoic philosophy
Celebrate acts of teamwork, sportsmanship, and compassion, linking to the Olympic value *arete* (excellence of character).



Oracy

Physical: English - Role on the Wall using Theseus and the Minotaur. To project their voice effectively when performing in a group myth-reading.



Linguistic: History - Athens vs Sparta comparison. To select topic-specific vocabulary when presenting ideas. To use sophisticated sentence stems when comparing viewpoints

Cognitive: History - Debate. To give supporting evidence using examples from lessons

Social and Emotional: PE - Greek Olympics, Team Strategy Discussions. To listen actively, taking turns naturally without prompts.

Environment and Community

Gardening Inspired by Greek Agriculture:

Plant herbs originating from or influenced by Mediterranean agriculture. Discuss how climate affects crops — linking to Greece's environment then and now.



Big Question: Where can we see the influence of Ancient Greece today?

Stunning Start:

Greek Olympics

English

Storytelling Text: Theseus and the Minotaur - Greek Myth



Imitation: Read the text and use the drama technique 'role on the wall'

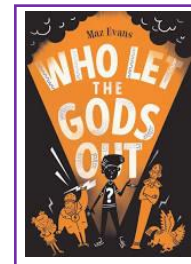
Spelling, Punctuation and Grammar: Use a range of verb forms to mark the relationship of time and cause, use modal verbs to indicate possibility, to include relative clauses indicated by using brackets, commas or dashes and to use a range of clauses sometimes varying their position in the sentence

Innovation: Change the beast, setting and character.

Invention: Create and write their own 'defeating the Monster' tale

Wider Curriculum Writing: Biography. Create a biography focusing on Archimedes (History)

Book/Novel Study Text: Who Let the God's Out? by Maz Evans



Fabulous Finish:

Creating Greek vases out of clay

Assembly Theme: Friendship

Emotional Literacy: The toolbox / When to use yellow zone tools/ Stop and use a tool

Mathematics:



White Rose Units:

Measurement: Perimeter and Area

Statistics: Line graphs and tables

Geometry: Properties of Shape

Geometry: Position and Direction

Key Skills Session:





Mastering Number





Number Bonds tests





Maths jotter fluency

Fluency in Five to support arithmetic skills

Weekly arithmetic test

	Science 	History 	RE 	Computing 
Unit title:	Subject: Biology Unit: Investigate living things	Themes: Culture and pastimes, Location, Beliefs, Society Unit: A study of Greek life and achievements and their influence on the western world	Theme: Christianity – People of God Unit: How can following God bring freedom and justice? (Unit 35)	Area: Creating media (graphics) Unit: Vector graphics Natterhub: Think it
Builds On:	Year: 3 Term: Spring 2 Unit: Plants	Year: 3 Term: Autumn 2 Unit: How did Romans Change Romans?	Year: 3 Term: Spring 1 Unit: What is it like for someone to follow God? (Unit 19)	Year: 5 Term: Spring 2 Unit: Creating media – Video production
Memory Master:	How can we group or classify a set of animals or plants?	Show what you know about the changes Romans made to Britain.	What is the link between Noah and the covenant. Discussion and mind map.	Revisit vocabulary: video, audio, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, import, split, trim, clip edit
Lesson Sequence:	I can discuss the seven life processes.	When and where was Ancient Greece?	What can we learn about the story of the Exodus in the Bible?	I can identify that drawing tools can be used to produce different outcomes.
	I can explain how mammals reproduce.	What was similar and what was different about life in Athens and Sparta?	Where do we think the Exodus story shows Moses' trust in God?	I can create a vector drawing by combining shapes.
	I can explain how animals reproduce.	What was significant about the Ancient Greeks' art, architecture and theatre?	How might the Exodus story help Christians when life gets tough?	I can use tools to achieve a desired effect.
	I understand reproduction in plants.	Why were the Olympic Games so important to the Ancient Greeks?	What do we think about the importance of the Ten Commandments?	I can recognise that vector drawings consist of layers.
	I can describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.	How did the achievements of the Ancient Greeks influence the modern world? Show what you know.	How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world?	I can group objects to make them easier to work with.
	I can explain the life cycle of plants. Show what you know.		What can we say about the Exodus story, its themes and its importance for Christians today? Show what you know	I can apply what I have learnt about vector drawings.
Composite:	Children will create an explanation about the life cycle of plants.	To explain how the Ancient Greeks influenced our lives today.	Children create a poster advertising the work of Christian Aid, explaining how it tries to live out the commandment of loving your neighbour as yourself and strives to bring freedom and justice.	Children use drawing tools to create images, understanding that vector drawings are made of shapes and lines. They layer, group, and duplicate objects to create complex works.
Impact:	Children can describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird. They can describe the life process of reproduction in some plants and animals.	Children are able to explain how the Ancient Greeks influenced the modern world.	Children can explain connections between the story of Moses and the concepts of freedom and Salvation. They can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. They can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.	Children can add and remove objects to create a drawing of a chosen artefact and use copy and paste to maintain consistency within the drawing. They can manipulate an object's size, colour, and proportion to represent a chosen artefact and purposefully position and rotate objects. They can move objects to different layers to create a specific aspect of a drawing and manipulate them concurrently.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Artist: Ancient Greek pots Technique: Sculpture	Learning focus: Physical Unit: REAL PE	Unit: Tennis	Area: Digital world Unit: Monitoring devices
Builds On:	Year: 4 Term: Summer 1	Year: 5 Term: Spring 1 Unit: REAL PE	Year: 4 Term: Summer 1 Unit: Tennis	Year: 3 Term: Summer 1 Unit: Wearable technology
Memory Master:	New curriculum this year	N/A	N/A	Quiz on Electronics Unit
Lesson Sequence:	Artist - I can recall the key features of Ancient Greek art and design.	Warm up games Continuous throwing relay Ball champs Fundamental Movement Skills Dynamic balance to agility – Jumping and landing Static balance – One leg balance	I can demonstrate a good ready position and fast paced movements.	Research – I can research monitoring devices
	Imitate - I can replicate key Ancient Greek patterns and motifs		I can vary shot selection – speed, height, direction.	Skill – I can write code to program a device. I can use a CAD program. I can join plastic bricks to create a desired design
	Experiment - I can use the coiling technique to form a pot		I can play shots on the forehand and backhand side of the body.	Design – I can create design criteria. I can design plastic housing for the monitoring device
	Plan - I can plan my Ancient Greek vase		I can use a variety of different shots, and serves, hitting with increasing consistency.	Make – I can program and house a monitoring device
	Create - I can create an Ancient Greek inspired vase		I can employ some tactics in games.	Evaluate – I can evaluate the success of my monitoring device by testing how accurately it works.
	Evaluate - I can review and revisit my creation		I can participate in a successful rally.	
Composite:	A clay pot in the style of those from Ancient Greece	Children develop and apply their jumping and landing and one leg balance.	I v I game on a long and narrow court. Aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice.	A monitoring device that has been programmed and housed to meet a specific design criteria.
Impact:	Children can roll coils to a consistent thickness, They can shape coiled clay outward to make the pot wider or narrower neck. They can use slip to securely join the coils ensuring the pot walls are stable and even using thumbs to blend the coils together to create a smooth surface for carving,	REAL PE - Physical Cog I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow.	Children can play forehand and backhand shots and direct the ball towards the opponent's court or target area. They can use good footwork that allows the ball to be hit with good technique. They can adopt a good ready position and show good position on court.	Children will be more familiar with the programmable devices. They will have been introduced to CAD and know how this can be used in their work and industry. Their evaluation skills will be developing so they can suggest more focused improvements that could be made to a product.

	PSHE 	PSHE 	PSHE (Environment Week) 	Spanish 
Unit title:	Brook Learn 1 Unit: Mental Health and Keeping Well	Brook Learn 2 Unit: Managing Challenges and Change	Theme: Climate change	Unit: ¿Qué Tiempo Hace? (<i>What is the Weather?</i>)
Builds On:	Year: 5 Term: Autumn 2 Unit: Illness	Year: 4 Term: Summer 1 Unit: Managing Feelings	Year: 4 Term: Summer 1 Unit: Bees	Year: 5 Term: Spring 1 Unit: La Ropa (clothes)
Memory Master:	Name ways that we keep our bodies healthy to prevent illness.	Circle Time slide – How do we keep ourselves (including emotionally) safe?	Name different ways that bees are important for the environment.	La Ropa end of unit assessment from Language Angels.
Lesson Sequence:	I can explain what is meant by the term 'mental health'.	I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected.	I can explain what climate change is.	I can recall phrases to describe the weather.
	I can identify everyday behaviours that can help to support mental (and physical) health.	I can recognise conflicting emotions and when these might be experienced.	I can explain how we can prevent climate change.	I can consolidate phrases to describe the weather.
	I can recognise that we can take care of our mental health (as well as our physical health).	I can explain how feelings and emotions change over time. I can identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network.		I can consolidate phrases to describe the weather through reading and listening. I can describe the weather. I can consolidate all vocabulary and create a weather forecast.
Composite:	Create a Ven diagram showing how we can support our mental health and physical health	Create a mind map of your personal support network and positive actions to take.	Create an image showing how Earth is being impacted by climate change.	Weather forecast to describe the weather in different regions of Spain using a map.
Impact:	Children will understand the term 'mental health' and will know ways to support themselves and others if they have ill mental health.	Children will know who to reach out to if they are struggling with emotions and will have strategies to use during periods of change.	Children will understand the impact climate change has on the world and will be able to make more informed choices about caring for the planet.	Children can repeat and recognise the vocabulary for weather in Spanish. They can ask what the weather is like today and say what it is like. They can describe the weather is like.