

History

National Curriculum Ref. *A study of Greek life and achievements and their influence on the western world*

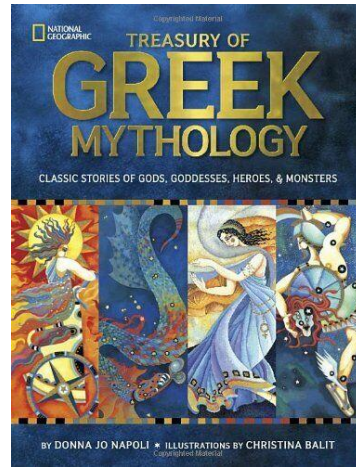
We will:

- Find out who the ancient Greeks were and locate their civilisation on a timeline.
- Order dates and events from Ancient Greek history on a timeline.
- Use primary and secondary sources to find out about daily life in ancient Greece.
- Recognise famous Greeks and their achievements including Alexander the Great, Plato and Pythagoras.
- Find out about gods, goddesses and religious beliefs in ancient Greece
- Explore how modern life has been influenced by the ancient Greeks.

It's All Greek To Me!

Year 5 and 6 Topic Web – Autumn 1 - 2023

Reading for Pleasure



Our Class Book:
Treasury of
Greek Mythology

The National Geographic Treasury of Greek Mythology offers timeless stories of Greek myths in a beautiful new volume. Brought to life with lyrical text by award-winning author Donna Jo Napoli and stunning artwork by award-winning illustrator Christina Balit, the tales of gods and goddesses such as Zeus, Aphrodite, Apollo, and Athena and heroes and monsters such as Helen of Troy, Perseus, and Medusa will fascinate and engage children's imaginations.

Art and Design

National Curriculum Ref. – *to improve mastery of art and design techniques, including painting with a range of materials and sculpture with a range of materials – to learn about great artists in history.*

We will:

- learn about the importance of sculpture within Ancient Greece and its links to Greek gods, goddesses and myths.
- create sculptures by carving soap or candles using sculpting tools
- learn about the origins of Greek comedy and tragedy masks.
- use sketch books to record our observations and review ideas
- design and make our own Greek comedy or tragedy mask using Modroc.



Geography

National Curriculum Ref. *Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics and major cities.*

We will:

- Learn where Greece is within Europe and identify the countries & seas that it borders.
- Know some of the major cities and features of Greece, as well as its climate and natural resources

Other Areas of the Curriculum – not linked to the topic

Maths

Year 5:

Place Value

Step 1 Roman numerals to 1,000 ; Step 2 Numbers to 10,000 ; Step 3 Numbers to 100,000 ; Step 4 Numbers to 1,000,000 ; Step 5 Read and write numbers to 1,000,000 ; Step 6 Powers of 10 ; Step 7 10/100/1,000/10,000/100,000 more or less ; Step 8 Partition numbers to 1,000,000

Addition and Subtraction

Step 1 Mental strategies ; Step 2 Add whole numbers with more than four digits ; Step 3 Subtract whole numbers with more than four digits ; Step 4 Round to check answers ; Step 5 Inverse operations (addition and subtraction) ; Step 6 Multi-step addition and subtraction problems ; Step 7 Compare calculations ; Step 8 Find missing numbers

Multiplication and Division (Will continue into second half term)

Step 1 Multiples ; Step 2 Common multiples ; Step 3 Factors ; Step 4 Common factors ; Step 5 Prime numbers ; Step 6 Square numbers ; Step 7 Cube numbers ; Step 8 Multiply by 10, 100 and 1,000 ; Step 9 Divide by 10, 100 and 1,000 ; Step 10 Multiples of 10, 100 and 1,000

Year 6

Place Value

Step 1 Numbers to 1,000,000 ; Step 2 Numbers to 10,000,000 ; Step 3 Read and write numbers to 10,000,000 ; Step 4 Powers of 10 ; Step 5 Number line to 10,000,000 ; Step 6 Compare and order any integers ; Step 7 Round any integer ; Step 8 Negative numbers

Four Operations

Step 1 Add and subtract integers ; Step 2 Common factors ; Step 3 Common multiples ; Step 4 Rules of divisibility ; Step 5 Primes to 100 ; Step 6 Square and cube numbers ; Step 7 Multiply up to a 4-digit number by a 2-digit number ; Step 8 Solve problems with multiplication ; Step 9 Short division ; Step 10 Division using factors ; Step 11 Introduction to long division ; Step 12 Long division with remainders ; Step 13 Solve problems with division ; Step 14 Solve multi-step problems ; Step 15 Order of operations ; Step 16 Mental calculations and estimation ; Step 17 Reason from known facts

English

Poetry: The Malfeasance by Alan Bold

We will study The Malfeasance by Alan Bold as a class, analysing the language and identifying the features which make up this poem. We will then work together to build our own poem with a similar structure and theme.

Fiction – Narrative Adventure – One Small Step by Talko Studios (This will be continued after the half-term break)

Inspired by the short film, One Small Step, we will write an adventure story which includes effective and well-punctuated sentences to engage the reader.

Spelling – The children will all do daily spelling work which is introduced on Monday and tested on Friday. Each day, we will develop skills by using dictionaries, putting our words into sentences, speed writing, clapping out the syllables and making memory aids such as funny rhymes or spotting words within words.

Guided Reading comprehension – In groups, the children take part in a weekly reading session where they share a book and study it in depth alongside the teacher or teaching assistant before answering written questions independently.

Grammar – Weekly lessons target Year 5 and Year 6 grammar and punctuation skills. **Handwriting:** Focus sessions for pupils who are still developing their fluently joined writing.

Subject and National Curriculum Reference	Key Knowledge
<p>Science – Forces</p> <p>National Curriculum Ref.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement.</p> <p>Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>
<p>Religious Education – What kind of king is Jesus</p> <p>(Understanding Christianity)</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO KNOW THAT:</p> <ul style="list-style-type: none"> - Jesus told many parables about the Kingdom of God. - The parables suggest that there will be a future Kingdom, where God’s reign will be complete. - The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. - Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and the world.
<p>Computer Science – Flat File Databases – National Curriculum reference:</p> <p>-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>-Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>We will:</p> <p>look at how a flat-file database can be used to organise data in records. We will use tools within a database to order and answer questions about data. We will create graphs and charts from our data to help solve problems and we will present our work to others.</p>
<p>French – Salut Gustave – National curriculum reference:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding through responding • Engage in conversations; ask and answer questions; express opinions and respond to those of others • Understand basic grammar appropriate to the language studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 	<p>We will:</p> <ul style="list-style-type: none"> • Greet people and give personal information • Ask and talk about sisters and brothers • Say what people have and have not using 3rd person avoir • Say what people are like, using 3rd person être including negatives

<p>PSHE – Rights, Rules and Responsibilities (Statutory requirements for Relationships Education) Respectful Relationships</p> <ul style="list-style-type: none"> • the conventions of courtesy and manners. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Online Relationships</p> <ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online and when we are anonymous 	<p>We will explore:</p> <ul style="list-style-type: none"> - What are the conventions of courtesy & manners and how do these vary? - How does my behaviour online affect others and how can I show respect? - Why is it important to keep my personal information private, especially online? - How can I contribute to making and changing rules in school? - How else can I make a difference in school? - What are the basic rights of children and adults? - Why do we have laws in our country? - How does democracy work in our community and in our country? - What do councils, councillors, parliament and MPs do? - How do I take part in debate, respectfully listening to other people’s views?
<p>P.E. Athletics / Swimming</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination. - compare their performances with previous ones and demonstrate improvement to achieve their personal best. - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - perform safe self-rescue in different water-based situations 	<p>Athletics</p> <ul style="list-style-type: none"> - Develop techniques for mastering track and field events: running, throwing and jumping - Know about the track and field events held at the Olympics – and relate this to our work on Ancient Greece. Hold a mini-olympics event at the end of the unit, attempting to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> - Develop stamina and technique, with the aim of all pupils being able to swim 25 metres confidently by the end of Year six.
<p>Music – Pulse</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the interrelated dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations 	<p>In this unit, children will work in small groups, composing rhythm patterns which are then practised with an emphasis on maintaining pulse. They will explore graphic and formal notation, using crotchets, quavers and rests and compare how these representations can look when placed side by side.</p>

It's All Greek To Me! - Homework Tasks

Please choose a minimum of two of the following tasks which are linked to our topic. You are welcome to do more than two if you wish. **This work is due to be handed in on Monday 2nd October.** You can hand the homework in as follows: by emailing it to class3@thrussington.leics.sch.uk or by physically bringing it in. We look forward to celebrating this fantastic work!

Become an architect!

The Parthenon is a famous temple which was built by the ancient Greeks to honour their goddess, Athena. It is built using the 'golden ratio'. This means that for every 4 metres width, the length would be 9 metres. Can you use your maths and technology skills to create a paper model of the Parthenon. I will be really impressed if it follows the golden ratio of 4:9 too! Alternatively, you could use free graphic software such as SketchUp to try to recreate the Parthenon.



Get cooking!

Greece has all sorts of delicious foods and meals for which it is famous. Have a look at this website for some inspiration:

<https://www.family-travel-scoop.com/greek-food-for-kids.html>

Can you make a meal for your family and take a photograph of the end result? It could be a simple Greek breakfast or a sweet treat or, you could try something more adventurous.

The choice is yours.



Please also remember to read to an adult at home three times per week and record this in your reading diary and to complete your arithmetic work which should be handed in every Monday.

Be a travel agent!

Greece is a major tourism destination with its Mediterranean climate, beautiful beaches and fascinating ruins. Research what Greece is like now and create a travel brochure to persuade others to go there.



Be an illustrator!

Greek myths are full of amazing mythical creatures and characters. Can you create a set of 12 Top Trump cards, carefully illustrating the character and then choosing scores for each chosen characteristic e.g. strength, magical powers, intelligence etc.