

**Big Question: Why were the rules different between Athens and Sparta?**

<b>Year: 5</b>	<b>Term: Summer 2</b>	
<p><b>Introduction to the topic:</b>                  During the pre-learning challenge, introduce the children to the big question for this half term: 'Why were the rules different between Athens and Sparta?' and explain how it fits in with the whole school theme of 'Follow the Rules'. Explain to the children that they will be learning this half term about the history of Ancient Greece and its impact on the world. Display pictures from Ancient Greece on the working wall and ask the children to discuss what they may already know about the Ancient Greeks or what they may be able to work out from the pictures. Look at evidence of how Greek ideas are still incorporated into the world today.                  Ask the question: What do you know about the achievements of Ancient Greece and its lasting influence on the world? Model an idea on the board before the children complete their pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>History: Ancient Greece</b>
<b>Follow the Rules</b>  Non-fictional writing around the topic of sports and games	<b>Financial Education</b> Pupils will be looking at how managing money is a fundamental life skill.  Recapping mathematical concepts through exploring practical investigations	Learn about Ancient Greek life and achievements and their influence on the western world.  <b>Geography</b> Map of Ancient Greece Use maps to ensure children's understanding of the location and influence of Ancient Greece.
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
<b>Kapow Scheme of Work</b>  <b>Sculpture and 3D</b>  Interactive Installation	<b>Kapow Scheme of Work</b>  <b>Electrical Systems</b>  Doodlers	<b>Jigsaw Scheme of Work</b>  Changing Me  Lessons 1 – Self and body image 5 – Looking ahead 6 – Looking ahead to Y6
<b>Science</b>	<b>RE</b>	<b>Computing</b>
<b>Animals including Humans</b>  Changes as humans develop to old age	<b>2022 Newham Agreed Syllabus</b>  <b><i>What impact do beliefs have on actions?</i></b>  How do Christian people try to follow Jesus' example?	<b>NCCE Scheme of Work</b>  <b><i>Programming B</i></b>  Selection in quizzes
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
<b>Complete PE Scheme of Work</b>  <b>PE Coach: Tag Rugby</b> <b>Class Teacher: Rounders</b>	<b>Fusion and Minimalism</b> Featured music: Concerto for Turntable and Orchestra ( <i>G Prokofiev</i> ) Music for 18 Musicians ( <i>Steve Reich</i> )	<b>The Summer is Here!</b>  The comparison in Spanish: consoles and videogames. Children will learn a range of new adjectives and the comparative structures in Spanish.
<b>Links to the National Curriculum (what must be covered) and assessment descriptors:</b>		
<p><b>English</b>                  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> </ul>		

- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency
- Adding suffixes beginning with vowel letters to words ending in –fer
- Identifying and discussing themes and conventions in and across a wide range of writing
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence
- Use further prefixes and suffixes and understand the guidelines for adding them
- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- Using expanded noun phrases to convey complicated information concisely
- Using model verbs or adverbs to indicate degrees of possibility (appendix 2).
- Use a thesaurus
- Converting nouns or adjectives into verbs using suffixes: e.g. –ate; -ise; -fy

Working towards	Expected	Greater depth
I can organise paragraphs around a theme	I can organise paragraphs around a theme and use non-fiction organisational devices	I can use further organisational and presentational devices to structure text and to guide the reader

**Maths**  
 In this unit, the children will be learning about how they can use mathematics in real life situations. Pupils should be taught to:

- develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics,
- solve problems involving percentage change and
- have a simple interest in financial mathematics.

Working towards	Expected	Greater depth
I can identify the difference between spending and saving.	I can identify the difference between credit and debit and explain how using arithmetic can help me manage my money.	I can use a range of arithmetic skills to budget and suggest reasons in how to improve the management of money in different scenarios.

**Geography/History**  
 Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Working towards	Expected	Greater depth
I can <b>describe</b> what life was like in Ancient Greece and <b>list</b> some of their greatest achievements.	I can <b>describe</b> what life was like in Ancient Greece, for different groups of people, and <b>discuss</b> the significant influence Ancient Greece has had on Western civilisation.	I can <b>use a range of sources to describe</b> what life was like for people living in Ancient Greece and <b>give detailed examples</b> of the significant influence Ancient Greece has had on Western civilisation.

**Art and Design**  
 In this unit, the children will be learning about installation art, including identifying and comparing art installations, exploring space and scale in 3D art, problem-solving in construction, planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.

Working towards	Expected	Greater depth
I understand that installation art is large, interactive and that the location it is positioned in is important. I can give an opinion on various pieces of installation art.	I understand some basic ideas about spatial dimensions, problem-solving in 3D art construction and how to plan and display an installation. I can explain the choices I have made to improve the viewer experience.	I can talk knowledgeably about spatial dimensions, problem-solving in 3D art construction and how to plan and display an installation. I can explain what idea my piece communicates and how my installation engages my audience.

**Design and Technology**

In this unit, the children will explore series circuits and be introduced to motors. They will explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.

Working towards	Expected	Greater depth
I know that a motorised product is one which uses a motor to function.	I understand how to complete a product analysis.	I can talk about the differences between how different products function.

### PSHE and Citizenship and Emotional Literacy/Social Skills

- 1) I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.
- 2) I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me. \*
- 3) I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. \*
- 4) \*\*
- 5) I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. I am confident that I can cope with the changes that growing up will bring. \*\*\*
- 6) I can identify what I am looking forward to when I am in Year 6. I can start to think about changes I will make when I am in Year 6 and know how to go about this.

\*These learning intentions will be met in the Y5 puberty talks delivered by SLT in summer 2, they **should not** be completed in individual class lessons.

\*\*We will not be completing lesson 4 of this part of the scheme of work as it refers to learning that will take place later, in Y6 (conception).

\*\*\*The learning intention for this lesson has been tweaked, and the lesson needs to be adapted. There should be no mention in this lesson of the age of consent. This will be taught in Y6 when the children have the human reproduction talks.

Working towards	Expected	Greater depth
I can <b>identify</b> some changes that will happen as I get older and move to Y6. I <b>know</b> that things will change as I get older and I can <b>tell</b> you how I feel about that.	I can <b>describe</b> some of the changes that will happen in my life as I get older, including the move to Y6. I can <b>express</b> how I feel about change and can <b>articulate</b> why I feel that way.	I can <b>give a detailed account</b> of some of the changes that will happen in my life as I get older, including the move to Y6. I can <b>reflect on</b> how I may be impacted by change and I can <b>list</b> ways that I am preparing for change.

### Science

I can describe the changes as humans develop to old age.

I understand that all living things have life cycles.

Working towards	Expected	Greater depth
I can describe some of the changes that happen as children grow up into adults.	I can describe some of the changes that happen as we reach old age. I can explain some of the reasons why humans are living longer.	I can describe some of the problems caused by humans living longer. I can develop and create solutions for the problems associated with old age.

### RE

Pupils should explore how Christians and Christian groups have tried to follow Jesus of Nazareth and be given the opportunity to identify what their own priorities in life are, and consider who they follow.

Working towards	Expected	Greater depth
I can <b>link</b> things that I value (such as honesty, kindness etc.) with things that are important to other people, such as Christians.	I can <b>make links</b> between the teachings of different religious groups and <b>find evidence to demonstrate</b> how they are connected to the way believers live their lives.	I can <b>infer</b> which values are being promoted in different teachings, <b>give my opinion</b> on which teachings are most important (to me and to different religious groups) and I can <b>demonstrate</b> how these values/teachings might be put into action.

### Computing

The pupils will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used

to select different outcomes depending on whether a condition is 'true' or 'false'. They will represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.

Working towards	Expected	Greater depth
I can <b>use Scratch</b> to implement a simple algorithm.	I can <b>explain</b> that program flow can branch according to a condition and <b>design</b> the flow of a program that contains 'if... then... else...'	I can <b>show</b> that a condition can direct program flow in one of two ways and <b>identify</b> ways in which a program can be improved.

**PE**  
 During their PE sessions this half term, Year 5 should practise:  
**Critical Thinking** – their ability to evaluate information and determine appropriate response.  
**Leadership** – their ability to motivate the group to move toward achieving a common goal.  
**Resilience** – their ability to bounce back from adversity, failure or challenge.  
**Self-esteem** – how they value themselves and their abilities.  
**Teamwork** – working together to achieve a desired result.

Working towards	Expected	Greater depth
I can work as part of a team.	I can use the knowledge and skills I have acquired to respond appropriately in a team game situation.	I can <b>inspire and motivate</b> my team to achieve a common goal and <b>encourage</b> them to keep going.

**Music**  
 The pupils will have the opportunity to discuss how music is structured, identifying individual instruments and noting where different rhythms change.  
<https://www.bbc.co.uk/teach/ten-pieces/classical-music-steve-reich-music-for-18-musicians/zk44y9g>  
 The pupils will continue to develop their guitar skills and rhythm skills.

Working towards	Expected	Greater depth
I can <b>find similarities and differences</b> between different historical composers and musicians.	As before and I <b>identify individual instruments</b> and I can <b>pick out musical details</b> from within a piece of music.	As before and I can <b>layer sounds</b> to create effects.

**Spanish**  
 -Comparative structures in Spanish vs English.  
 -Asking and answering questions about comparing two items/people.  
 -Comparing two videogame consoles.  
 -Comparing two favourite videogames.  
 -Design a poster comparing two favourite things/people/animals and present to the class.

Working towards	Expected	Greater depth
I can listen and recognise key vocabulary in a simple sentence. I can say a simple sentence with support. I can answer a familiar question. I can join in with some words from a song, story or rhyme. I can read and recognises key vocabulary of simple sentence. I can write familiar words using a model.	I can listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective. I can ask and answer familiar questions with support. I can use familiar vocabulary to say simple sentences. I can join in with the words of a song, rhyme, story sometimes from memory. I can read aloud simple sentences. I can find meanings in a bi-lingual dictionary. Read and write a simple sentence using a model and some from memory.	I can produce confidently a sentence negative or positive with an indefinite article, noun singular and maybe adjective or plural noun and high frequency verb. I can ask familiar questions and answers confidently. I can read familiar sentences confidently. I can write simple sentences from memory with accuracy. I can demonstrate understanding of some grammar.

**Possible Educational Visits and Visitors**  
 British Museum  
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/school-workshop-how-find-out-about-greek-life>  
<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>

**Sequence of Key skills/objectives/context (Key teaching points)**

- What do we know about Ancient Greece and how do we know so much?
- What was Athenian democracy?
- What was the philosophy of the Spartans?
- What did the Ancient Greeks believe in?
- Who was Alexander the Great?
- What lasting impact did the Ancient Greeks have on the world?

- <https://classroom.thenational.academy/units/ancient-greece-79e7> available for support if required.

<b>Key Vocabulary</b> Acropolis alphabet Apollo Athenians citizen	column democracy Hellenistic loincloth marathon mythology	Olympics Parthenon philosophy plague sacred	Spartans temple tragedy truce Zeus
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- Research Links (for staff)**
- Doric Columns. Of the three Classical orders, the Doric order is the earliest and the simplest.
  - Ionic Columns. The Ionic order derived its name from a coastal region of central Turkey called Ionia...
  - Corinthian Columns. The third and most decorative of the Classical Orders is the Corinthian.

- Evidence in the books and on display**
- A map of Ancient Greece, highlighting Athens and Sparta.
  - Books, pictures and artefacts about Ancient Greece and Ancient Greeks (collect from the LRC and the resources cupboard).
  - Ancient Greece timeline.
  - Timeline of important events and people in the children's books with annotations made by the children.
  - Table of similarities and differences between Athens and Sparta in the books.
  - Investigation into the Ancient Greek technology, culture, language, beliefs, sporting events etc. which are still relevant today.
- Additional Learning/Challenge Activities**
- Written activities such as retelling Greek stories and myths, writing a diary or letter from the point of view of an Ancient Greek or from an archaeologist discovering an important artefact; or writing a non-chronological report about an aspect of the time.
  - Pictures and descriptions of different types of columns (Doric, Ionic and Corinthian) in the books.

- Outcomes**
- The children will be able to discuss the similarities and differences between Sparta and Athens.
  - The children will be able to discuss the general chronology of events in Ancient Greek times.
  - The children will be able to discuss the trustworthiness of a range of sources of evidence and discuss what they can learn from these pieces of evidence.
  - The children will be able to name and discuss important Ancient Greek leaders and other people (such as philosophers) and the events that made them famous.
  - The children will be able to recognise Greek architecture and name the different styles of columns.

**Helpful Websites**

- Strategies for EAL learners and SEN**
- Useful links:
- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
  - <https://bingobaker.com/>
  - <https://quizlet.com/en-gb>
  - <https://www.macmillandictionary.com/>

<b>SMSC</b>			
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
-Being able to imagine life in a different country and at a different time.	-What differences in beliefs about right and wrong do we and the Ancient Greeks have? E.g.	-How can we ensure that we look after ourselves as we grow up to ensure that we become	-What aspects of Ancient Greek culture can we see evidence of in our own culture? E.g.

-Awe and wonder at the feats of sportsmen and women.	attire when competing, women at the Olympics etc.	good citizens and role models to others in this world?	language, education, philosophy, architecture, governance etc.
<b>FUNDAMENTAL BRITISH VALUES</b>			
<p><b>Democracy</b></p> <p>-Learn that the idea of democracy started in Ancient Greece and it is one of the influences it has had on modern life.</p> <p>-How has our democracy evolved from the time of the Ancient Greeks?</p>	<p><b>Individual Liberty</b></p> <p>-Compare the liberty of the Spartans with the liberties and rights we enjoy today.</p>	<p><b>Tolerance and Mutual Respect</b></p> <p>-What does the example of Jesus say about tolerance and respect?</p> <p>-Can we respect His teachings even if we are not Christian?</p>	<p><b>Rule of Law</b></p> <p>-How do the laws we follow differ from the laws in the time of Ancient Greece?</p>
<b>Links to Rights Respecting Schools</b>			
<p><b>Article 12</b> – Every child has the right to express their views, feelings and wishes in all matters.</p> <p><b>Article 29</b> – Education must develop every child’s talents, abilities and personality.</p>			
<b>Links to Safeguarding</b>			
<ul style="list-style-type: none"> <li>• Discussion of how children are protected today when compared to the lives of children in Greece.</li> </ul>			
<b>Celebrating Heritage</b>			
<ul style="list-style-type: none"> <li>• Recognising what aspects of the Ancient Greeks are incorporated into the cultures we are a part of.</li> </ul>			