



# TOPIC OVERVIEW



Year Group: 5	Ancient Greece	Term:	Spring
<b>English</b>		<b>Maths</b>	
<ul style="list-style-type: none"> <li>• Narrative with dialogue</li> <li>• Setting descriptions</li> <li>• Persuasive writing</li> <li>• Newspapers</li> </ul>		<ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Area and perimeter</li> <li>• Fractions decimals and percentages</li> </ul>	
<b>History/Geography</b>		<b>DT / ART</b>	<b>SCIENCE</b>
<ul style="list-style-type: none"> <li>• A study of Ancient Greece:</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events</li> <li>• Name and locate the countries of Europe and identify their main characteristics.</li> <li>• Ask and answer questions about the physical and human characteristics of a location.</li> </ul>		<ul style="list-style-type: none"> <li>• Comment on artworks with a fluent grasp of visual language.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.               <ul style="list-style-type: none"> <li>• Use tools to carve and add shapes, texture and pattern.</li> </ul> </li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Properties and changes to materials.</b></p>

		<ul style="list-style-type: none"> <li>• Combine visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group together everyday materials.</li> <li>• Know that some materials will dissolve.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</li> <li>• Give reasons, based on evidence from comparative and fair tests.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• Explain that some changes result in the formation of new materials.</li> </ul>
<b>COMPUTING</b>	<b>RE</b>	<b>PE</b>	<b>PSHCE</b>
<ul style="list-style-type: none"> <li>• Comic life</li> </ul>	<ul style="list-style-type: none"> <li>• The Gospel</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team. (Robin Wood)</li> <li>• Swimming (After February half term)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Moral values right vs wrong</li> <li>• Differences</li> <li>• Disabilities</li> </ul>
<b>MUSIC</b>	<b>Languages</b>	<b>SMSC</b>	<b>Enriching the curriculum</b> (Visits, Visitors, special days)
<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using voice and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• French</li> <li>• Look at the culture of the countries where the language is spoken.</li> <li>• Read, write, speak</li> </ul>	<ul style="list-style-type: none"> <li>• Spirituality</li> <li>• Community</li> <li>• P4C - moral values</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Mission - create a labyrinth</li> <li>• Manchester Science museum/Eureka</li> </ul>

