



### Impact

#### By the end of this unit, children will...

*'Whoever would be great among you must be your servant, and whoever would be first among you must be slave of all...the Son of Man came to serve.'*  
Mark 10: 42-45

During this unit, children will explore features of the key periods in the Ancient Greek Civilisation recognising the role the different God's played in society. Children will compare evidence to analyse the effectiveness of monarchy, democracy and oligarchy. In studying Greek philosophers, children will learn that they were forward thinking people who influenced the society of their time. As we delve deeper into the big question, "Have our predecessors influenced the modern world?", children will consider the lessons that we can learn from the past and how we can utilise these to make our world a better place to live in today.

### Intent

It is our vision that the children of St. Mary's reflect on the past and any potential lessons that can be learned from our predecessors. Throughout this unit, they will look at various aspects of the Ancient Greek civilisation considering the extent to which they empowered their communities to have a say and exercise their right to participate fully in society.

### Building the Kingdom

#### Have our predecessors influenced the modern world?

##### Further questions to explore:

- Are all influences positive?
- Is wealth the key to influence?
- Is everything better now than in the past?

##### Catholic Life Pledge:

Baking shortbread as Christmas gifts for the residents of Rowan Court.(Participation)

### Catholic Social Teaching

#### Subsidiarity & Participation

Subsidiarity recognises that we are called to empower communities, to let everyone have a say in the knowledge that everyone has the right and duty to participate fully in society.

*'Human self-understanding changes with time, and so also human consciousness deepens.'*  
Pope Francis,

### Core Subjects

#### English

During this term, pupils will write:

#### Main Text: Who Let the Gods Out

- Narratives – writing in role and maintaining a viewpoint; developing characterisation through action and dialogue.
- Character Description – developing characterisation through action and dialogue.
- Monologue - developing characterisation through action and dialogue.

**Spelling:** words with the prefix re, words with the prefix pre, the 'ence' sound, the hyphenated prefix co-, the hyphenated prefix re-, the hyphenated prefix non-, the hyphenated prefix mid-, the hyphenated prefix self-, the hyphenated prefix all-

**Skills focus:** Apostrophes for possession, Prepositional Phrases and Paragraphs around a Theme.

#### Maths

#### Place value within 100,000

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- solve number problems and practical problems that involve all of the above.
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- solve number problems and practical problems that involve all of the above

#### Unit 3. Addition and subtraction

- estimate and use inverse operations to check answers to a calculation.
- add and subtract whole numbers with more than 4 digits, including using
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

### Foundation Subjects

#### History / Geography

#### Ancient Greeks

Pupils will learn about a study of Greek life and achievements and their influence on the western world (Achievements of the earliest civilisations – The Ancient Greeks).

- To begin to find out who the ancient Greeks were, and place their civilisation in time
- To understand the different types of government in ancient Greece
- To compare and contrast the two city-states of Athens and Sparta
- To use sources to find out about daily life in ancient Greece
- To know about religion in ancient Greece
- To find out about the ancient Greek scholars and philosophers
- To know how modern-day life has been influenced by the ancient Greeks

#### Art / Design technology

#### Landscape Art – A Sense of Place:

- Create a sketch book to record observations.
- Use a sketch book.
- Review and revisit ideas.
- Improve their mastery of Art & Design techniques, including drawing with a range of materials.
- Learn about great artists in history.

#### African Instruments

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.
- Generate, develop, model and communicate their ideas
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- Select from and use a wider range of materials and components.
- investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

#### Music

#### PITCH

Exploring Rounds in 3 or 4 parts. Maintain own part. Understand song structure. Read from staff notation. Use major and minor chords. Follow and perform melodic ostinatos.

#### Computing

#### Coding

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

#### Online Safety

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



### Core Subjects

#### Science

##### Life Cycles

Throughout this Life Cycles Year 5 scheme of work your class will explore the processes of sexual and asexual reproduction in plants, find out about sexual reproduction in animals, investigate the differences in the life cycles of different animals, find out about the work of naturalists, and much more!

##### Classifying Organisms

Pupils will recap their knowledge of broad groups of organisms before taking a much more detailed look at the Linnaeus classification system, how it works and how different species of organisms that are closely related can be identified.

#### Religious Education

##### Creation:

This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.

##### Miracles & Sacrament of the Sick:

In this unit children learn about some of the miracles of Jesus and the work of the Church to heal and care for the sick in Christ's name.

##### Advent:

This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.

#### Oracy

Use gestures effectively to engage and persuade an audience.  
 Self-assess own delivery of a short recorded presentation. Set targets to work on this year (reflect on discussions and identify how to improve).  
 Use evaluative stems to support the discussion of successes and next steps.  
 Be comfortable with using idioms and expressions and show an awareness of humour.  
 When prompted, reflect carefully on listening skills in subsequent talk.  
 Speak increasingly fluently in front of an audience.  
 Explain ideas and events in chronological order.  
 Ask probing questions.  
 Use evaluative stems to support the discussion of successes and next steps.  
 Consider the impact of their words on others when giving feedback and plan feedback accordingly.

### Foundation Subjects

#### Physical Education

##### Netball

In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.

##### Fitness

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.

#### French

La date et la météo (The date and the weather)

#### RHSE/PHSE

- Module 1, Unit 2 My Beautiful Body Assessment
- Module 1, Unit 2, Session 1 (Gifts and Talents)
- Module 1, Unit 2, Session 2 (Girls' Bodies)
- Module 1, Unit 2, Session 3 (Boys' Bodies)
- Module 1, Unit 2, Session 4 (Spots and sleep)
- Module 1, Unit 2 My Beautiful Body Assessment
- Module 1, Unit 3 This is me Assessment
- Module 1, Unit 3, Session 1 (Body Image)
- Module 1, Unit 3, Session 2 (Peculiar Feelings)
- Module 1, Unit 3, Session 3 (Emotional Changes)
- Module 1, Unit 3, Session 4 (Seeing stuff online)
- Module 1, Unit 3 This is me Assessment