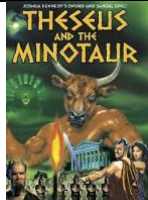

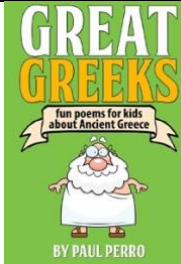


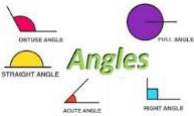
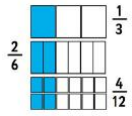












## Anfield Road Primary School Medium Term Plan Year 5

### Summer Term 1

#### What was life like in Ancient Greece

<b>Curriculum Enhancements:</b> World Museum – Greek workshops Celebration of Greek Food					
<b>English</b>					
<b>Genre: Narrative:</b> Myths Theseus & The Minotaur King Midas		<b>Genre: Non-Fiction:</b>  : information text		<b>Poetry</b> Great Greeks by Paul Perro	
<b>Author Study:</b> Maz Evans					
<b>Maths</b>					
<b>Geometry 2D &amp; 3D Shapes</b>		<b>Geometry Angles</b>		<b>Fractions</b>	
<b>Foundation Subjects</b>					
<b>History - Civilisations</b>	<b>Science – Materials</b>	<b>Geography – Mediterranean</b>	<b>Art – 3D Clay</b>	<b>DT – Textiles</b>	
<b>Key Question:</b> What did the Ancient Greeks give to the world?	<b>Key Question:</b> Which materials cannot change back to their original form?	<b>Key Question:</b> Why are Greece and its Islands such a popular holiday destination?	<b>Key Question:</b> Can you make a coil Clay pot?	<b>Key Question:</b> Can you design and make a pair of Greek sandals?	

				
<p><b>Key knowledge:</b></p>	<p><b>Key knowledge:</b></p>	<p><b>Key knowledge:</b></p>	<p><b>Key knowledge:</b></p>	<p><b>Key knowledge:</b></p>
<ul style="list-style-type: none"> <li>• What was happening in Britain at the same time as Ancient Greece?</li> <li>• What did the Ancient Greeks introduce that we benefit from today?</li> <li>• How were the Ancient Greeks influenced by Gods?</li> <li>• How important are philosophy and democracy in helping the Greeks to be remembered today?</li> <li>• What were the main characteristics of the Spartans and the Athenians?</li> </ul>	<ul style="list-style-type: none"> <li>• Materials have different uses depending on their properties thermal conductivity and attraction to magnets.</li> <li>• Know what an irreversible change means</li> <li>• Know that burning wood, cooking and firing clay are not reversible.</li> <li>• Know changes such as rusting are non-reversible.</li> <li>• Give examples of reversible and irreversible changes</li> </ul>	<ul style="list-style-type: none"> <li>• Locate Greece and its islands on a map and globe.</li> <li>• Know which European countries are on the Mediterranean Coast.</li> <li>• Consider the climate of the UK and that of the Mediterranean each month</li> <li>• Compare and contrast a Greek holiday resort with one in the UK</li> <li>• Consider similarities and differences of food, language, lifestyle, especially jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Create a coil pot.</li> <li>• Use a slip to join &amp; hold pieces of clay together.</li> <li>• Use score &amp; slip to join a piece of clay eg a handle.</li> <li>• Understand that different processes can be added to finish work.</li> <li>• Evaluate problems and adapt work when necessary.</li> </ul>	<p>Look at a selection of sandals and talk about their features. Create a list of factors an ancient designer would have to consider when designing a sandal.</p> <p>Think about joining techniques, gluing, stitching, laces, buckles, straps. Design a pair of sandals consider: comfort factor – mainly in sole and material for upper (soft vinyl leather, cotton etc) bubble wrap, anti-slip, cork etc, wadding</p> <p><b>Focussed Practical Task:</b> Learn about paper patterns and making a prototype, seam allowances, measure to fit.</p>
<p><b>Key Vocabulary:</b> Spartans Athenians olympics philosophy Democracy Zeus</p>	<p><b>Key Vocabulary:</b> Irreversible change Rusting Burning Magnetic Thermal Insulator Thermal conductivity</p>	<p><b>Key Vocabulary:</b> Mediterranean sea Coast Athens Mainland Island hopping Islands</p>	<p><b>Key Vocabulary:</b> Coil pottery Clay Slip Score and slip Smooth</p>	<p><b>Key Vocabulary:</b> Buckle Fastening Lace Prototype Sole</p>

Foundation Subjects				
<b>PSHE - Whole School theme – Democracy</b>	<b>RE – Christianity</b>	<b>Music –</b>	<b>PE – Boxing &amp; Orienteering</b>	<b>Computing - - ESAFETY</b>
<b>Key Question:</b> How can money be well spent?	<b>Key Question:</b> If God is everywhere, why go to a place of worship?	<b>Key Question:</b>	<b>Key Question:</b>	<b>Key Question:</b> Do I understand that photos are digitally altered?
				
<b>Key knowledge:</b>	<b>Key knowledge:</b>	<b>Key knowledge:</b>	<b>Key knowledge:</b>	<b>Key knowledge:</b>
<p>How do people make decisions about spending and saving money and what influences them.</p> <p>How to keep track of money so people know how much they have to spend or save.</p> <p>How people make choices about paying for things they want and need eg current accounts, savings, credit cards and loans.</p> <p>How to recognise if something is value for money.</p> <p>Do I know the risks related to online</p>		<b>Traditional Greek music</b>	<b>Boxing throughout the yaeer</b>	<p>Understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open</p> <p>Understand they have a right to be protected from inappropriate use of technology to respect the rights of other users.</p> <p>Understand that they should not publish other peoples' pictures/tag them without permission.</p> <p>Know that content put online are very difficult to remove</p>

gaming? Scams and fraud.				
<b>Key vocabulary</b> <b>Credit</b> <b>Fraud</b> <b>Gamble</b> <b>Loan</b> <b>Interest</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b> <b>Blogs</b> <b>informed choices messaging</b> <b>Responsible online</b> <b>communication virus threats</b>