

Autumn 1 (Cycle A): Time Travel – Ancient Greece

Subject	NC link	Declarative knowledge	Procedural knowledge
History (A) Phase: 5/6	Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<u>The Ancient Greeks</u> <ul style="list-style-type: none"> I know whom Alexander the Great was. I know the size of the Ancient Greek Empire in contrast to modern-day Greece. I know what AD and BC mean. I know key events of the Ancient Greek Empire and era. I know the story of the Trojan Horse. I know democracy started in Athens. I know the Olympics started in Ancient Greece and how the events that are competed have changed. 	<u>The Ancient Greeks</u> <ul style="list-style-type: none"> I can describe what the culture was like during the Ancient Greek period. I can describe the main attitudes and beliefs of men, women and children during the Greek period. I can describe the main social and political changes during the Greek period. I can create my own timeline of key events during the Greek period and describe chronology and change. I can use artefacts and sources of evidence to find out about the Greek period.
Art (A) Phase: 5/6	Pupils should be taught: to improve their mastery of art and design techniques, including sculpture with a range of materials.	<u>Creating Greek Pottery</u> <ul style="list-style-type: none"> I know how Peter Voulkos created his work. I know how Ancient Greek pottery was made. I know the relevance of the decorations on Ancient Greek pottery. I know the names of tools to work with clay. 	<u>Creating Greek Pottery</u> <ul style="list-style-type: none"> I can choose and use suitable tools to carve and add shapes, texture and pattern. I can develop skills using clay, including slabs, coils, slips etc. I can create sculpture and constructions with increasing independence. I can evaluate different modelling materials.
Science (A) Phase: 5/6	<u>Year 5</u> Pupils should be taught to: <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. 	<u>Year 5 - Forces</u> <ul style="list-style-type: none"> I know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I know about the effects of air resistance, water resistance and friction that act between moving surfaces. I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<u>Year 5 - Forces</u> <ul style="list-style-type: none"> I can plan different types of enquiry to answer questions and choose the most appropriate equipment. I can recognise and control variables, where necessary. I can take measurements to collect data, using a range of scientific equipment with increasing accuracy and precision. I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. I can report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms). I can use simple models to describe scientific ideas. I can use results to identify when further tests and observations might be needed.
Computing (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<u>Year 5: E-Safety and basic skills</u> <ul style="list-style-type: none"> I know what my personal log on and password are and how to log on. I know which online games and sites are appropriate for my age. I know how to keep my personal information safe and secure. I know the safety and reporting features of major sites such as Facebook, Google and Youtube. I know how to use a keyboard effectively to type. I know how to save images from the internet. I know how to save documents in relevant folders. 	<u>Year 5: E-Safety and basic skills</u> <ul style="list-style-type: none"> I can protect my password and other personal information and explain why this is important. I can talk about the dangers of spending too long online or playing a game. I can explain the importance of communicating kindly and respectfully. I can discuss the importance of choosing an age-appropriate website or game.
Music (A) Phase: 5/6	Pupils should be taught to: <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 	<u>Living on a Prayer</u> <ul style="list-style-type: none"> I know the names of historical and modern composers / performers. I know the words to 'Living on a Prayer'. I know instruments used in most rock songs. I know actions to accompany the performance of 'Living on a Prayer'. I know the importance of warming up my voice to keep it safe. 	<u>Living on a Prayer</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. I can find the pulse and recognise when in or out of time. I can use musical words / language to describe the music we listen to and my feelings towards it. I can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.

<p>Physical Ed. (A) Phase: 5/6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I know the 5 basic jumps – tuck, star, straddle, straight one-legged jump. I know what a sequence is. I know basic balances. I know basic travelling steps. I know basic turning steps. <p><u>Games – Football – Year 5</u></p> <ul style="list-style-type: none"> I know the rules of football. I know how to pass using the inside and outside of my foot. I know how to control the ball. I know how to tackle and defend appropriately. <p><u>Year 6</u> Rugby delivered by coach from Archbishop Sentamu Academy.</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I can demonstrate the 5 basic jumps – tuck, star, straddle, straight one-legged jump. I can perform basic movements with fluency and control. I can demonstrate that a sequence contains elements of all categories of movement i.e. travel, turn, jump and balance. I can adapt and transfer work from floor to apparatus. <p><u>Games – Football – Year 5</u></p> <ul style="list-style-type: none"> I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations. I can pass confidently with the inside, the front and outside of the foot. I can demonstrate increasing control when dribbling with the feet. I can consistently apply attacking and defending principles.
<p>Religious Ed. (A) Phase: 5/6</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> explore how people express their beliefs through personal symbols and artefacts investigate the significance of religious festivals and rituals 	<p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> I know how artefacts and symbols express the beliefs of two different faith members e.g. Rangoli patterns, Diya lamps, Aum sign, Prayer beads, hymns, Poems and art work I know the way participating in a festival may impact on the life of a faith member e.g. Diwali, Christmas, Hannukah. 	<p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> I can explain how believers may express themselves through symbols and artefacts I can reflect and share how religious celebrations have an impact on the community
<p>PSHE (A) Phase: 5/6</p>	<p>Jigsaw</p>	<p><u>Year 5 – Being Me In My World</u></p> <ul style="list-style-type: none"> I know what I value most about my school and can identify my hopes for this school year. I know my rights and responsibilities as a British citizen and how my actions affect me and others. I know how an individual's behaviour can impact on a group. I know how democracy and having a voice benefits the school community and know how to participate in this. 	<p><u>Year 5 – Being Me In My World</u></p> <ul style="list-style-type: none"> I can face new challenges positively and know how to set personal goals. I can empathise with people in this country whose lives are different to my own. I can make choices about my own behaviour because I understand how rewards and consequences feel. I can contribute to the group and understand how we can function best as a whole.
<p>Spanish (MFL) (A) Phase: 5/6</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation 	<p><u>Year 5 - Animals</u></p> <ul style="list-style-type: none"> I know the names of animals learnt in Y3 and 4 new ones. I know basic classroom instructions. I know how to use a bilingual Spanish-English dictionary. I know how to respond to a Spanish story and poem. 	<p><u>Year 5 - Animals</u></p> <ul style="list-style-type: none"> I can listen for specific words and phrases. I can read and understand a range of familiar written phrases. I can memorise and present a short spoken text. I can follow a short familiar text, listening and reading at the same time. I can identify a different writing system.