



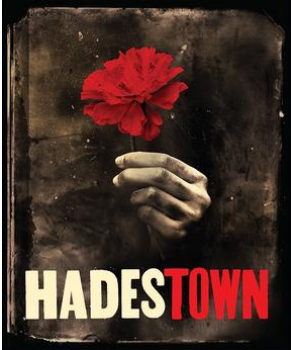


<p>Would you rather be an Athenian or a Spartan?</p>	<p>Derry Hill C of E Primary School</p>		<p>Year 5: Term 6 Summer 2026</p>	
<p>National Curriculum Subject</p>	<p>Skills & knowledge</p>	<p>Vocabulary</p>	<p>Medium term planning</p>	
<p>History</p> 	<p>Knowledge</p> <p>Study Greek life and achievements and their influence on the western world.</p> <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Greek influence on British culture.</p> <p>Know how modern life has been influenced by the ancient Greeks.</p> <p>Understand how democracy and Government has developed within ancient Greece.</p> <p>Know the three main types of government in ancient Greece: monarchy, oligarchy and democracy.</p> <p>Skills</p> <p>Locate their civilisation on a timeline.</p>	<p>City state Ancient Democracy Trade God Demi-god Navy Ports Civilisation Sparta Athens Column Marathon Pottery</p>	<p>L.I: explore some of the key events during the ancient Greek period</p> <p>We will explore an Ancient Greek map and place Ancient Greece on a timeline.</p> <p>L.I: examine how Alexander the Great's Empire grew and the effects of this.</p> <p>We will explore who Alexander the Great was and what his impact was on Ancient Greece.</p> <p>L.I: research aspects of daily life and society in ancient Greece.</p> <p>We will use books and computers to research aspects of Ancient Greek life including homes, jobs and food.</p> <p>L.I: make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.</p> <p>We will find out about life in Athens and Sparta and make comparisons.</p> <p>L.I: explore the Olympics in ancient Greek times through examining primary sources.</p>	

	<p>Compare and contrast the two city states of Athens and Sparta.</p> <p>Use primary and secondary sources to find out about daily life in ancient Greece.</p> <p>Research and present findings about gods, goddesses and religious beliefs in ancient Greece.</p> <p>Develop debating skills.</p>		<p>We will learn about the origins of the Olympics including the different sports that athletes participated in.</p> <p>L.I: explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.</p> <p>We will make comparisons between the Olympics in Ancient Greece and today. We will participate in some Olympic activities.</p> <p>LI: explore the beliefs of the ancient Greeks. We will learn about some of the different Greek Gods and Goddesses and how Greeks worshipped them.</p>
<p>Art</p> 	<p>Knowledge</p> <p>Compare ideas, methods and approaches used by themselves and others. Discuss how they feel about their own and others work. What might they change? Adapt work accordingly. Use a sketchbook to record observations and other visual information from different sources.</p> <p>Skills</p> <p>To plan and develop ideas. To shape, form, model and join. Create from observation or imagination. Analyse properties of media. Discuss and evaluate own work and that of other sculptors.</p>	<p>Sculpt Mould Meander Pattern Handle Decorate Evaluate Material</p>	<p>L.I: explore historical vase designs</p> <p>We will explore containers in all shapes and sizes, throughout history. We will use our sketching skills to recreate the designs in our sketch book.</p> <p>L.I: begin to design our own vases</p> <p>We will look at vase designs and designers and look at how they get their inspiration for new creations.</p> <p>L.I: develop control of tools and techniques</p> <p>The children will be looking at different ways clay can be used to create and decorate a vase and deciding which of these techniques they like best.</p> <p>L.I: create our vase</p>

			<p>We will be using the techniques and our planning to create our vases</p> <p>L.I: decorate our vase</p> <p>Using our research into ancient Greek design, we will be painting and decorating our design onto our finished vase</p> <p>L.I: evaluate our product</p> <p>We will be developing our evaluation skills by assessing the successes and potential improvement points of our work.</p>
<p>R.E Humanism</p> 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> - Humanists do not believe in a God or supernatural being. - Humanists believe that we are animals who have evolved to be able to learn, make our own choices and have our own beliefs. - Humanists believe we can use reason and evidence to find out more about the world - Human beings should try to live full and happy lives and help others do the same <p>Key Skills:</p> <ul style="list-style-type: none"> - Compare and contrast the beliefs of humanists to other religions. - Ask questions to be able to strengthen understanding. 	<p>Humanism Human Theist Atheist Agnostic Choices Beliefs Evolution Charles Darwin Faith Reason/logic Authority</p>	<p>Lesson 1: LI: How do Humanists celebrate different life events? In this lesson we will learn about the different ways that Humanists celebrate different life events such as marriage, a new child entering a family and funeral ceremonies for those who have died.</p> <p>Lesson 2: LI: What are Humanists' goals for society? In this lesson we will recap some of the core beliefs that Humanists hold. We will then apply these to wider society and explore what Humanists want our society to be like.</p> <p>Lesson 3: LI: What famous Humanists can we learn from? In this lesson we will recap some of the core beliefs of Humanism. We will then look at some famous Humanists from the worlds of science and philosophy, and think about how their Humanist outlook influenced their work.</p> <p>Lesson 4: LI: write an essay about Humanism</p>

			<p>In this lesson we are going to put all of our knowledge together to write our essay about Humanism and why it is so unique.</p> <p>Lesson 5: LI: improve an essay about Humanism In this lesson we will be looking at ways we can improve the essays we have written about Humanism, by improving the grammar and adding in a closing statement for each paragraph.</p>
<p style="text-align: center;">Science <i>Animals including humans</i></p> 	<p>Key Skills: Observing changes that occur over a long or short period of time. Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings. Using information from a variety of sources to answer scientific questions.</p> <p>Key Knowledge: Humans and mammals gradually change as they develop through each stage of the life cycle. A pregnant woman's body will experience physical and hormonal changes. Pregnancy is split into three trimesters. Children all grow and develop at different rates - for example, some children may not crawl before they walk and some may talk earlier than others.</p>	<p>Offspring Foetus Dependent Adolescent Puberty Gestation Pregnant Toddler Prenatal Breeding Embryo Hormones</p>	<p>Lesson 1 LI: identify the key stages of a mammal's life cycle The children will discover that most mammals have very similar life cycles. They will learn that humans have similar life cycles to other mammals, making comparisons to dogs. Explore the key developments during each of the stages of the human life cycle - foetus, baby, child, teenager/adolescent, adult and old age.</p> <p>Lesson 2 LI: explore the gestation period of mammals Lesson Outcomes</p> <ul style="list-style-type: none"> - Understand what gestation is - Learn some differences between the gestation periods of mammals - Explore reasons behind extreme gestation periods <p>Lesson 3 LI: learn about foetal development During this lesson, the children will explore foetal development and the incredible changes that take place as a foetus grows.</p> <p>Lesson 4 LI: investigate the handspan of different aged children We will explore the changes that take place from when a human is a baby to when they are a child and key milestones. We will highlight that children all grow and</p>

			<p>develop at different rates - for example, some children may not crawl before they walk and some may talk earlier than others.</p> <p>Lesson 5 <u>LI: learn about the changes experienced in puberty</u> Lesson Outcomes</p> <ul style="list-style-type: none"> - Understand all children go through puberty - Identify changes that take place during puberty - Compare the changes experienced by boys and girls <p>Lesson 6 <u>LI: describe the changes humans may experience in old age</u> age</p> <p>The children will explore some of the changes humans may experience during adulthood and old age. Look at physical changes - such as bones, joints, eyes, skin and hair - as well as changes to the brain and common medical problems. Assess whether these are affected by lifestyle or genetics.</p>
<p>Music</p> 	<p>Skills:</p> <p><i>I can represent a place using sounds, and explain why I chose the instruments and sounds that I did.</i></p> <p><i>I can discuss stylistic features of different genres using musical vocabulary.</i></p> <p><i>I can recognise music from the genres of classical, light operetta, jazz and rock.</i></p> <p><i>I can compare different pieces of music that represent the journey to the underworld and explain which I think is most effective and why.</i></p> <p><i>I can listen and respond to other performers in a song from 'Hadestown', joining in with 2 part vocals and adding body percussion to the piece.</i></p> <p><i>I can select and refine musical ideas to set simple lyrics to music and create a new song about going to Hades, or the underworld.</i></p> <p><i>I can suggest and demonstrate improvements to my work and follow others' ideas.</i></p>	<p>Beat Rhythm Pitches Dynamics Tempo Xylophone Glockenspiel Genre Classical Opera Rock Pop Musical theatre Improvisation Jazz Chorus</p>	<p>Lesson 1: Learning Intents:</p> <ul style="list-style-type: none"> • I can represent a place using sounds. • I can explain why I chose the sounds / instruments that I did, using musical vocabulary effectively. <p>Lesson 2: Learning Intents:</p> <ul style="list-style-type: none"> • I can discuss stylistic features of different genres using musical vocabulary. • I can recognise music from the genres of classical, light operetta, jazz and rock. • I can compare different pieces of music that represent the journey to the underworld and explain which I think is most effective and why. <p>Lesson 3:</p>

		Verse Instrumental break	<p>Learning Intents:</p> <ul style="list-style-type: none"> • I can discuss stylistic features of jazz using musical vocabulary. • I can listen and respond to other performers in a song from 'Hadestown', joining in with 2- part vocals and adding body percussion to the piece. <p>Lesson 4: Learning Intents:</p> <ul style="list-style-type: none"> • I can work with my class to improve our performance of 'Way Down Hadestown', using our voices in a jazz style. • I can work with a group to sing in parts and communicate effectively when singing. <p>Lesson 5: Learning Intents:</p> <ul style="list-style-type: none"> • I can select and refine musical ideas to set simple lyrics to music and create a new song about going to Hades, or the underworld. • I can suggest and demonstrate improvements to my work and follow others' ideas. <p>Lesson 6: Learning Intents:</p> <ul style="list-style-type: none"> • I can select and refine musical ideas to set simple lyrics to music and create a new song about going to Hades, or the underworld. • I can suggest and demonstrate improvements to my work and follow others' ideas.
Computing	Key knowledge – Javascript and Logo are text-based programming languages that use letters, numbers and symbols to program interactive elements (Javascript) or an on-screen turtle to move or draw (Logo).	Javascript Logo Function Loops or repetition	Computers, like humans, understand different languages. The main programming languages used to create games, apps and websites is written in text, symbols and numbers. There are different programming languages, which are used for different purposes; Javascript is used to create interactive parts of websites and apps, such as calendars,

	<p>- Text-based programming commands need to be typed accurately, one tiny mistake could stop the whole program from working correctly.</p> <p>- Programming in Javascript and Logo will help you then program in Python (used by Google to program Youtube) and HTML (used to program websites).</p>	<p>variables</p>	<p>quizzes and video players. Logo uses directions, pen commands and loops to move an on-screen turtle.</p>
<p>Spanish <i>The Amazon Rainforest</i></p>	<p><u>Key Knowledge:</u></p> <p>Phonics To know: How to identify sounds created by linking some of the key phonemes: ai, ui, oi, ie.</p> <p>Grammar To know: That me gusta + infinitive of a verb describes what you like to do. That hay can be used to mean 'there is' or 'there are'.</p> <p>Cultural awareness To know: About the location and wildlife of the Amazon. About different natural features of Peru.</p> <p><u>Key Skills:</u></p> <p>Language comprehension: Following a short text or rhyme, listening and reading at the same time. Recognising some familiar Spanish words when written in a short phrase.</p> <p>Language production: Beginning to form opinion phrases. Listening to songs and rhymes in the target language(s), repeating sounds and phrases to develop pronunciation and intonation. Using a model to form a spoken sentence. Recognising that sounds and spelling patterns can be different from English.</p>	<p>hay muy un poco la selva tropical soy</p>	<p><u>Lesson 1:</u> <u>Where is the Amazon Rainforest?</u> LI: identify and describe the geography of Peru.</p> <p><u>Lesson 2:</u> <u>Exploring the rainforest</u> LI: use spelling patterns and rhythms to learn and perform rainforest animal names</p> <p><u>Lesson 3:</u> <u>Amazing Amazon Animals</u> LI: write descriptive sentences about rainforest animals.</p> <p><u>Lesson 4:</u> <u>Animal Anatomy</u> LI: describe the physical features of some rainforest animals using singular and plural nouns.</p> <p><u>Lesson 5:</u> <u>Which rainforest animal am I?</u> LI: describe the features of rainforest creatures and their habitat.</p> <p><u>Lesson 6:</u> <u>Amazon Explorers</u> LI: present a podcast to introduce different Amazon animals.</p>

PSHE		Safety Alcohol Tobacco Drugs Legal Illegal Responsible choice	We will explore and discuss the associated risks of legal and illegal harmful drugs including smoking and alcohol. We will consider the importance of responsible choices around these topics. We will also explore and learn about basic first-aid.
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