



Topic: <b>ANCIENT GREEKS</b>						
Subject <b>Read aloud text:</b> A Bad Beginning: A series of unfortunate events	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Shared Reading</b>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>-To retrieve information from a text</li> <li>-To consider word meaning</li> </ul>	<p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>- To explain the meaning of words in context</li> <li>- To explain and justify inferences using evidence from the text</li> <li>- To identify key features of a non-fiction text</li> </ul>	<p><b>Fiction:</b> Percy Jackson</p> <ul style="list-style-type: none"> <li>- To discuss author's choice of language</li> <li>- To make inferences about a character</li> <li>- To retrieve and record information from longer texts</li> </ul> <p>CL: History: Ancient Greeks</p>	<p><b>Fiction:</b> Percy Jackson</p> <ul style="list-style-type: none"> <li>- To comment on language for effect</li> <li>- To make inferences about character's thoughts and feelings</li> <li>- To make predictions about a plot</li> </ul> <p>CL: History: Ancient Greeks</p>	<p><b>Fiction:</b> Percy Jackson</p> <ul style="list-style-type: none"> <li>- To discuss an author's choice of language</li> <li>- To make inferences about character's thoughts and feelings</li> <li>- To make links between texts</li> </ul>	<p><b>Poetry</b> <b>If, by Rudyard Kipling</b></p> <ul style="list-style-type: none"> <li>- To give the meaning of words in context</li> <li>- To make inference from a poem</li> <li>- To summarise the main ideas of a poem.</li> </ul>
<b>Writing</b>	<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>- Descriptive writing of Theseus in the labyrinth</li> <li>- Radio Play (drama)</li> </ul>	<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>- Retelling of the story <i>Theseus and the Minotaur</i></li> </ul>	<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>- To plan a mythical setting for students', own mythical story</li> </ul>	<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>- To plan the description of a mythical beast for students' own mythical story</li> </ul>	<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>- To plan the actions and description of the Helper for students' own mythical story</li> </ul>	<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>- To plan the battle scene for students', own mythical story</li> </ul>



<p><b>Maths (Y5)</b></p>	<p><b>Unit 9: Transformations</b>          - Translate shapes and identify congruency          - Describe positions on a 2-D grid as coordinates          - Use coordinates in all four quadrants to describe translation - -          Use coordinates in all four quadrants to describe translation of polygons</p>	<p><b>Unit 9: Transformations</b>          - Identify, describe and represent position on a grid following reflection          - Identify, describe and represent position using coordinates following reflection          - Reflect shapes across the x- or y-axis          - Explore reflections and translations</p>	<p><b>Unit 10: Converting units</b>          - Convert between seconds, minutes and hours          - Convert between units of time          - Convert between metric units of length          - Convert between units of length in the context of perimeter</p>	<p><b>Unit 10: Converting units</b>          - Convert between miles and kilometres          - Convert between g, kg and tonnes          - Understand lb and convert kg to lb          - Consolidate and apply learning</p>	<p><b>Unit 11: Calculating with whole numbers and decimals</b>          - Represent decimals in a variety of ways          - Multiply and divide decimal numbers by ten, 100 and 1,000          - Multiply and divide decimal numbers by ten, 100 and 1,000          - Derive addition and subtraction facts involving decimal numbers from known facts</p>	<p><b>Unit 11: Calculating with whole numbers and decimals</b>          - Use a written method to add decimals          - Use a written method to subtract decimals          - Use a range of strategies to add and subtract decimal numbers          - Solve addition and subtraction problems involving decimals</p>
<p><b>Maths (Y4)</b></p>	<p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>• Decimal equivalents to tenths, quarters and halves</li> <li>• Compare and order numbers with same number of decimal places</li> <li>• Multiply and divide by 10 and 100 including decimals</li> </ul>	<p><u>Decimals</u></p> <ul style="list-style-type: none"> <li>• Decimal equivalents to tenths, quarters and halves</li> <li>• Compare and order numbers with same number of decimal places</li> <li>• Multiply and divide by 10 and 100 including decimals</li> </ul>	<p><u>Area and perimeter</u></p> <ul style="list-style-type: none"> <li>• Perimeter of rectangles and rectilinear shapes</li> <li>• Area of rectangles and rectilinear shapes</li> <li>• Investigate area and perimeter</li> </ul>	<p><u>Area and perimeter</u></p> <ul style="list-style-type: none"> <li>• Perimeter of rectangles and rectilinear shapes</li> <li>• Area of rectangles and rectilinear shapes</li> <li>• Investigate area and perimeter</li> </ul>	<p><u>Solving measures and money problems</u></p> <ul style="list-style-type: none"> <li>• Convert units of measure</li> <li>• Select appropriate units to measure</li> <li>• Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically</li> </ul>	<p><u>Solving measures and money problems</u></p> <ul style="list-style-type: none"> <li>• Convert units of measure</li> <li>• Select appropriate units to measure</li> <li>• Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically</li> </ul>
<p><b>Science</b></p>	<p><b>Biology:</b> Animals including humans          Identify the key stages of a mammal's life cycle</p>	<p><b>Biology:</b> Animals including humans          Explore the gestation periods of mammals</p>	<p><b>Biology:</b> Animals including humans          Learn about foetal development</p>	<p><b>Biology:</b> Animals including humans          Investigate the hand span of different aged children</p>	<p><b>Biology:</b> Animals including humans          Learn about the changes experienced during puberty</p>	<p><b>Biology:</b> Animals including humans          Describe the changes humans may experience during adulthood and old age</p>
<p><b>History</b></p>	<p><b>World History: Ancient Greece</b>  <i>L1 - Where is Greece?</i>          Locate Greece on a map compared to Ancient Greece.</p>		<p><b>World History: Ancient Greece</b>  <i>L2 - Locate Ancient Greece in time and place and identify its 'Golden Age'</i>          Students understand archaeology has</p>		<p><b>World History Ancient Greece</b>  <i>L3 - What life was like for women in ancient Greece</i>          Understand the expectations and</p>	<p><b>World History Ancient Greece</b>  <i>L4 - How did religion impact the lives of ancient Greeks?</i>          Learn about the Greek gods and their role in the</p>



			helped us learn about how and where Greeks lived.		rules of being a woman during ancient Greece	lives of an average Greek
<b>Computing</b>	<p><b>Creating media - Introduction to vector graphics</b></p> <p>Lesson 1 The drawing tools</p> <p>To identify that drawing tools can be used to produce different outcomes</p> <p>-I can recognise that vector drawings are made using shapes</p> <p>-I can experiment with the shape and line tools</p> <p>- I can discuss how vector drawings are different from paper-based drawings</p>	<p><b>Creating media - Introduction to vector graphics</b></p> <p>Lesson 2 Creating images</p> <p>To create a vector drawing by combining shapes</p> <p>-I can identify the shapes used to make a vector drawing</p> <p>-I can explain that each element added to a vector drawing is an object</p> <p>-I can move, resize, and rotate objects I have duplicated</p>	<p><b>Creating media - Introduction to vector graphics</b></p> <p>Lesson 3 Making effective drawings</p> <p>To use tools to achieve a desired effect</p> <p>-I can use the zoom tool to help me add detail to my drawings</p> <p>-I can explain how alignment grids and resize handles can be used to improve consistency</p> <p>-I can modify objects to create a new image</p>	<p><b>Creating media - Introduction to vector graphics</b></p> <p>Lesson 4 Layers and objects</p> <p>To recognise that vector drawings consist of layers</p> <p>-I can identify that each added object creates a new layer in the drawing</p> <p>-I can change the order of layers in a vector drawing</p> <p>-I can use layering to create an image</p>	<p><b>Creating media - Introduction to vector graphics</b></p> <p>Lesson 5 Manipulating objects</p> <p>To group objects to make them easier to work with</p> <p>-I can copy part of a drawing by duplicating several objects</p> <p>-I can recognise when I need to group and ungroup objects</p> <p>-I can reuse a group of objects to further develop my vector drawing</p>	<p><b>Creating media - Introduction to vector graphics</b></p> <p>Lesson 6 Becoming a graphic designer</p> <p>To apply what I have learned about vector drawings</p> <p>-I can create a vector drawing for a specific purpose</p> <p>-I can reflect on the skills I have used and why I have used them</p> <p>-I can compare vector drawings to freehand paint drawings</p>
<b>RE</b>		<p><b>Unit: Why is Muhammad important to Muslims?</b></p> <p>To understand the significance of the Night of Power.</p>		<p><b>Unit: Why is Muhammad important to Muslims?</b></p> <p>To evaluate the impact of Shahada.</p>		<p><b>Unit: Why is Muhammad important to Muslims?</b></p> <p>To investigate why the Qur'an is precious to Muslim people.</p>



<p><b>Spanish</b></p>	<p><b>Unit 5: Spanish celebrations:</b>                  To identify the meaning of vocabulary related to important Spanish festivals.                  To use a bilingual dictionary to look up the meaning of new verbs.                  To apply new and familiar vocabulary to express what I like and dislike to do.                  To identify people's likes and dislikes during a festival.                  To create phrases describing actions in detail.                  To describe likes and dislikes at specific celebrations.</p>					
<p><b>Music</b></p>	<p><u>Exploring Singing Games</u>  <b>Unit Aim:</b> To develop children's ability to read rhythm notation and for children to adapt and perform playground songs.</p>					
<p><b>Art</b></p>	<p><b>Sculpture: Interactive installation</b>                   Lesson 1: What is installation art?                  To identify and compare features of art installations.</p>	<p><b>Sculpture: Interactive installation</b>                   Lesson 2: Space and scale                  To investigate the effect of space and scale when creating 3D art.</p>	<p><b>Sculpture: Interactive installation</b>                   Lesson 3: Everyday amazing                  To problem-solve when constructing 3D artworks.</p>	<p><b>Sculpture: Interactive installation</b>                   Lesson 4: Creative concepts                  To plan an installation that communicates an idea.</p>	<p><b>Sculpture: Interactive Installation</b>                   Lesson 5: Viewer experience                  To apply their knowledge of installation art and develop ideas into a finished piece.</p>	
<p><b>JIGSAW/PSHE</b></p>	<p><b>Relationships</b>                   Recognise the importance of self-esteem.</p>		<p><b>Relationships</b>                   investigate and reflect on a variety of positive and negative online and social media contexts.</p>		<p><b>Relationships</b>                   Learn about the SMARRT internet safety rules and how to identify when something online feels uncomfortable or unsafe.</p>	
<p><b>PE</b></p>	<p><b>Basketball Wall and Invasion Games</b>                  LESSON OBJECTIVES: To familiarise themselves with dribbling using their hands. To pass and move quickly with a partner.</p>	<p><b>Basketball Wall and Invasion Games</b>                  LESSON OBJECTIVES: To dribble, pass &amp; move quickly while working towards a target. To dribble and make several passes while under pressure from a defender.</p>	<p><b>Basketball Wall and Invasion Games</b>                  LESSON OBJECTIVES: To pass &amp; move in sequence as part of a group. To pass and move to keep possession of the ball away from a defender.</p>	<p><b>Basketball Wall and Invasion Games</b>                  LESSON OBJECTIVES: To pass &amp; move to keep possession of the ball. To use your extra players to create space and keep the ball away from defenders. To dribble away from pressure.</p>	<p><b>Basketball Wall and Invasion Games</b>                  LESSON OBJECTIVES: To dribble, pass &amp; move quickly to keep possession of the ball and protect it from defenders. To develop their tactics as part of a team.</p>	<p><b>Basketball Wall and Invasion Games</b>                  LESSON OBJECTIVES: To familiarise themselves with tactics and basketball rules. To improve their performance individually and as part of a team.</p>



# Rotherhithe Primary School Half Termly Curriculum Plan 2024-2025 Year 4/5 Summer 1



<b>Trip</b>	Science – Creekside
<b>Visitor</b>	