Details With Same Value Exist

JOHN HELLINS PRIMARY SCHOOL
Being the best we can be

Year Group	Year 5	**Term**	Summer
Project Title/Theme	It's All Greek to Me	**Subject**	Select Subject

Notes

Our Summer term project is called 'It's all Greek to me!' It provides us with so many amazing experiences to have, knowledge to learn and memories to be made. Our big question is 'What have the Greeks done for us?' and we will see the many things that the Greeks introduced and how they can still be seen in everyday life in 2025. We will start the term off with our superb starter with an Art Day, creating clay owls linked to Greek mythology. Later in the term, our Mix-it-up middles will be an exciting trip to the Oxford Museum and an Ancient Greek theatre, song and drama day and then finally our Enthralling Endings will be a Greek day and a Greek banquet! Our curriculum, where we can, will echo our classroom environment and will be themed on all things Greek. Our classroom will have its very own Greek theatre. Our texts will be heavily focused on Greek myths and legends as well as tales of the Gods and Goddesses. We will read 'The Beast of Olympus' and 'Mark of the Cyclops' which we hope will really engage the children. In our Art lessons this term, we will be looking at a variety of Greek sculpture artists and using their work to inspire some clay work of our own, along with sketching Greek columns with the British Museum. Our Geography focus will be centred around comparisons between different areas in Greece and the Isle of Wight. In History, we will be diving deep into Ancient Greece and all its rich history, exploring how we know about the Ancient Greeks, the Greek philosophers and their great achievements throughout their time period. In our Music lessons, we will be learning about the Greek Chorus and composing different pieces of music for specific purposes. Our Science focus for the term will be on living things, looking at the human body and life cycles of humans, plants and other animals. Our PE topics will be tennis, athletics, striking and fielding and functional fitness. Our DT lessons will be on design, using a variety of diagrams and building chariots, working with a range of techniques and skills. In computing, we will continue our work with Scratch and BBC micro:bits to design, write and debug programs and algorithms, whilst refreshing our memory on online safety. And finally, our RE topics for the term are Islam and Big Questions.

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Year 5	Summer	It's All Greek to Me	Art	To know the techniques used to mold and join clay (3D form) To know Greek sculptures artists and the names of some sculptures (3D form) To know which pencil to use to draw, sketch, create shadow, tone and depth (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading, 2H – light sketching, 4B – darker shading, 6B- very dark areas) (drawing) To know different stitches (textiles)	To be able to name and comment on sculpture artists (Dame Barbara Hepworth, Auguste Rodin, Donald Judd, Alberto Giacometti) and compare with Greek sculptures. To be able to create own sculpture inspired by Barbara Hepworth and Greek sculptures. To be able to use knowledge of sketching pencils to choose the correct pencil for specific task. To be able to use other objects such as rubbers to lighten areas. To be able to create shapes, tone and shadow using sketching techniques (hatching, cross-hatching, stippling, free-form scribbles, contour and cross-contour). To be able to use different drawing media to create artwork (pencils, chalk and oil pastels, paint, charcoal). To be able to produce increasingly accurate drawings of people and objects with great detail. To be able to use a variety of stitches in textile work (running stitch, cross stitch, back stitch, zig zag stitch, chain stitch). To be able to add detail and design on textile work using stitches as 'drawing' or adding different shapes of fabric (applique) or attachments for embellishment (gems, charms, buttons).	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

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Year 5	Summer	It's All Greek to Me	Computing	To know how to design, write and debug programs and solve problems. To know how algorithms work. To know how to correct errors in algorithms and programs. To know how to use Scratch independently. To know how to use technology safely, respectfully and responsibly.	To be able use Scratch independently to plan a program, write the algorithm, debug any issues. To be able to explain how an algorithm works on Scratch or why an algorithm doesn't work. To be able to communicate the benefits and risks of social media and independent technology use.	Design, write, debug, problem solve, sequence, goal, system, errors, algorithm, code, instructions, analyse, evaluate, present, edit, software, benefit, risk, privacy.

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Year 5	Summer	It's All Greek to Me	DT and Cooking and Nutrition	To know how to cook predominantly savoury dishes using different cooking techniques (cooking) To know how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (technical knowledge, making and evaluating) To know which materials and components, including construction materials, textiles and ingredients to use according to their functional properties and aesthetic qualities (technical knowledge, designing and evaluating)	To be able to explain their choice of materials and components according to the design criteria and functionality of the product. To accurately assemble, join and combine materials and components using the appropriate resources for the function. To know how to cook predominantly savoury dishes using a heat source. To know how to use different cooking techniques to get the desired outcome for food preparation.	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control

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Year 5	Summer	It's All Greek to Me	Geography	To know the human and physical geographical differences between the island of Corfu and the island of the Isle of Wight. (Similarities to include: tourism, population and coastline (Beaches). Differences to include: climate, currency and vegetation) To know the location of The Isle of Wight, Greece (Athens) and Corfu and its proximity to the Tropic of Cancer.	To be able to understand the human and physical geographical similarities and differences of a region of the United Kingdom and a region in a European Country. To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable

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Year 5	Summer	It's All Greek to Me	History	To understand where the Greeks fits on the timeline of history and was after The Shang Dynasty and before The Romans. To know how Ancient Greece organised. (Civilisations and Empires) To know why we know so much about Ancient Greece. (Civilisations and Empires) To know what the Golden Age of Greece was. (Civilisations and Empires) To know what an Athenian democracy was. (Civilisations and Empires) To know what the Greeks believed. (Civilisations and Empires) To know who the Ancient Greek philosophers were. (Civilisations and Empires) To know who won the Peloponnesian wars. (Power and	To be able to sequence keys events of the time studied. To be able to use relevant terms and period labels. To be able to make comparisons between different times in the past. To be able to study different aspects of people such as the differences between men and women. To be able to examine causes and results of great events and the impact on people. To be able to compare life in early and late times of the period studied. To be able to compare accounts of events from different sources and decide whether they are fact or fiction. To be able to offer reasons for the different version of events. To be able to identify primary and secondary sources. To be able to use evidence to build up a picture of past events. To be able to select relevant sections of information. To be able to use the library and internet for research with increasing confidence	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced

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				conflict) To know why Alexander was so great. (Monarchy and sig figures) To know what the great achievements of the Ancient Greeks were. (Civilisations and Empires) To know that historians explore all the possible evidence that is available not only to prove a theory, but also to disprove it, to ensure we understand the truth. To know the meanings of these substantive concepts, voyage (Shackleton in Yr2), country, freedom, tax, merchant, nation, national, enemy and power (Yr 3), settlements (Yr 3 Bronze Age, Yr 4 Egyptians - difficult in Greece as around the coast as a mountainous country), trade (Yr 3 difficult for Greeks so used the sea).		

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Year 5	Summer	It's All Greek to Me	Music	To know about Greek Chorus and its links to the theatre. To know how to perform and evaluate with increasing confidence. To know how music is used to worship Gods and Goddesses. To know how to compose a piece of music for a specific purpose.	To be able to perform a piece of poetry in the style of Greek Chorus and evaluate its effectiveness. To be able to perform a song with the purpose of worshipping a God or Goddess (such as: Heroes of Troy - BBC). To be able to use untuned instruments to compose a piece of music (with the purpose of worshipping a God or Goddess).	Performance, Greek Chorus, theatre, collaborate, collaborative, evaluate, compose, composition, purpose.

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Year 5	Summer	It's All Greek to Me	PE	To know what rallying is. (Tennis) To know the technique of a overarm serve. To know the technique of a underarm serve. To know tactical placements on a tennis course. To know the technique of a sprint start. (Athletics) To know different speeds used during different distanced races. To know the technique of a long jump. To know the technique of triple jump. To know how to measure distance and height. To know the technique of fling throw. To know multiple different throwing techniques. To know a range of fielding techniques to effectively stop the ball. (Cricket and Rounders) To know a range of throwing techniques and what distance to apply these too. To know the technique of bowling underarm.	Running: To be able to accelerate from a variety of starting positions and select their preferred position. To be able to identify reaction times when performing a sprint start. Continue to practise and refine technique for sprinting, focusing on an effective sprint start. To be able to select the most suitable pace for the distance and fitness level in order to maintain a sustained run. To be able to identify and demonstrate stamina. Jumping To be able to improve techniques for jumping for distance. To be able to land safely and with control. To be able to perform an effective standing long jump. To be able to perform the standing triple jump with increased confidence. To be able to develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. To be able to measure the distance and height jumped with accuracy. To be able to investigate different jumping techniques. Throwing: To be able to perform a fling throw.	Sprint start, Stamina, Sustained run, Long jump, Vertical jump, Take off, Fling throw, Distance Fielding, Short throw, Long throw, Long barrier, Bowl, Wickets Pace, Cardiovascular, Endurance, Muscular, Fitness, Power, Vary Ready position, Serve, Underarm, Overarm, Rally, Tactical

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				To know the technique of bowling overarm. To know different distance runs and what pace to use for these distances. (Functional Fitness) To know how to continually improve cardiovascular endurance. To know how to continually improve muscular endurance. To know the elements of a circuit training session.	To be able to throw a variety of implements using a range of throwing techniques. To be able to measure and record the distance of throws. To continue to develop techniques to throw for increased distance. To begin to use basic fielding techniques to stop and throw the ball such as short throws, long throws and long barrier To be able to throw a range of distances both underarm and overarm To hit a ball with some control and distance To begin to be able to bowl towards the wickets both overarm and underarm To be able to begin to show different types of pace based on the distance of the run To improve on cardiovascular endurance by participating in fitness exercises To improve muscular endurance by participating in fitness exercises To be able to show varying power when moving To be able to show good control when moving in quick sequence of succession To participate in a circuit training session to improve fitness To be able to move around the court towards a ball with a range of shots depending on location on court.	

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					To begin to be able to rally with a partner To be able to shadow a full overarm serve To begin to serve the ball underarm To be able to return to a ready position in a tactical placement on the court	

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Year 5	Summer	It's All Greek to Me	RE	To understand the 5 pillars of Islam and their meaning. To understand if is necessary to believe in a God to be human. To understand how we know right from wrong (Yr 3 link to 5Ks). (Kindness) To understand what it means to be a person of faith in the 2020s.	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, To give an informed account of the many ways that religious believers feel that they can connect to God. To be able to refer and refer to symbols, stories, religious teachings, places of worship, acts of worship, and analyse and explain a variety of different interpretations of language, expression and symbolism. To be able to suggest how religious sources provide answers to important questions about life and morality. To be able to begin to explain the significance of key religion/faith individuals in the community. To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do. To be able to analyse the reasons why some religious people practise their way of life within a community and some believers practise their way of life alone. To be able to analyse religious teaching from scripture or a quote from a religious leader, founder or inspirational person, and consider how it can be inspirational to a person of any or no faith. To be able to draw on the similarities and	Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

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					differences between religions and offer their own understanding of belief and values. To be able to give an informed and well-argued account of their own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings. To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and be able to argue how far you personally agree with these religious and moral standpoints. To be able to apply and express their own view about right and wrong and just and fair.	

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Year 5	Summer	It's All Greek to Me	Science	To know and describe the differences in the life cycles of: mammal (Humans develop inside their mothers and are dependent on them for many years), amphibian (Frogs laid in eggs, then once hatched go through many changes), insect (butterfly through metamorphosis) and a bird (Hatch from egg, looked after by parents until they can live independently). To know and describe the life process of reproduction in mammals (Sperm fertilises the female cells, baby grows inside the mother, not including Echidnas and platypus). To know and describe the life process of plants (Wind and insects help transfer pollen from one plant to another). To know some plants use asexual reproduction (One parent needed to create an offspring , an exact copy of its parent) to create a new plant (strawberry, potato, spider, daffodils).	To observe and compare the life cycles of animals in the local environment with other plants around the world, including rainforests and prehistoric times, asking pertinent questions and suggesting reasons for similarities and differences. To grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. To work scientifically by researching the gestation periods (Amount of time a female is pregnant) of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows, using a bar chart, scatter graph or bar chart to present findings.	Fertilisation, prenatal, gestation, reproduce, asexual reproduction, sexual reproduction, life cycle, adolescence, puberty, menstruation, adulthood, life expectancy.

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				To know and describe the changes as humans develop to old age (Prenatal, infancy, childhood, adolescence, early, middle and late adulthood). To know puberty is the physical stage of development between childhood and adulthood. (Grow taller, sweat glands produce more sweat and all parts of the body grow, including pubic hair).		