

	Autumn	Spring 1	Spring 2	Summer
Theme overview	<p><u>Ancient Greece</u>  <i>Question: What did everyday life look like in Ancient Athens and Sparta?</i></p> <p>Hook: Tasting session of Greek food to start the Ancient Greece unit plus mini Olympics.</p>	<p><u>Europe - refugees</u>  <i>Question: What must it feel like to become a refugee?</i></p> <p>Hook: Recreate the first chapter of TBATBOTC – have an empty seat ready for a new child and weave PSHE activities around feelings and emotions about joining a new school / the excitement of gaining new pupils.</p>	<p><u>Vikings</u>  <i>Question: What did it involve to be a Viking warrior?</i></p> <p>Hook: Viking re-enactment of a battle (protect the king!).</p>	<p><u>Exploring our Environment</u>  <i>Question: How do rainforests impact on the wider world?</i></p> <p>Hook: Re-enacting the plane crash from The Explorer – introduce children to setting of rainforests.</p>
English	<p><u>Autumn 1: Odysseus</u>            Purpose: Writing to entertain            Character description of Odysseus</p> <p>Retell the story of the Cyclops  <u>Autumn 2: Who Let the Gods out</u>            Poetry inspired by Who let the Gods Out. AG Gods            Writing to inform:            Write a diary / blog / podcast from the point of view as on of the WLTGO Gods - Zeus</p>	<p><u>The Boy at the Back of The Class</u>            Purpose: Writing to persuade</p> <p>Write a letter to the government to encourage safe residency for refugees.</p> <p>Persuasive leaflet about a European Country.</p>	<p><u>Arthur and the Golden Rope</u>            Purpose: Writing to inform            Newspaper report on Fenrir's attack</p> <p><u>Odd and the Frost Giants / The Troll and the Trickster</u>            Biography of Loki's life            (Non-binary lead character – discussion around this.)</p>	<p><u>Summer 1: The Explorer</u>            Purpose: Writing to entertain            Setting description            Story (writing the next scene – tension and action)  <u>Summer 2: Journey to the River Sea</u>            Purpose: Writing to discuss</p>
Reading	<p>Whole class reading of Odysseus and Who let the Gods Out?</p> <p>Athens Vs Sparta – Non-Chronological Report – History            Who let the Gods Out – Narrative – History            A Visitor's Guide to Ancient Greece – Information – History</p>	<p>Whole class reading of The Boy at the Back of the Class.</p> <p>Vi Spy – Fiction            Facts About Hurricanes – Article            Goodnight Mr Tom – Narrative – English (Transition)            The Wind in the Willows – Play            Properties of Materials – Instructions – Science</p>	<p>Whole class reading of Arthur and the Golden Rope and Odd and the Frost Giants.</p> <p>Anglo-Saxon Boy – Narrative            How to Train Your Dragon – Fiction            Poems about Knights – Poetry            Newton and Gravity – Hybrid Text – Science            The Highwayman extract – Poetry</p>	<p>Whole class reading of The Explorer and Journey to the River Sea.</p> <p>Wolves in the UK – Article – Science            The Word Party – Poem – English (Personification)            Journey to the River Sea – Narrative – English            A Letter From EB White – Autobiography</p>

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	Percy Jackson and the Lightning Thief – Narrative – English Earth and Space – Poetry Eliza Rose – Narrative The Infinite – Narrative Astronaut Fashion – Information – Science Peter Pan – Narrative The Parthenon – Non-Chronological Report – History A Work of Art – Information Robot on the Ice – Article – Science		Boy, Everywhere – Narrative - English  Sport For Everyone – NCR - PE		The Girl Who Stole an Elephant – Fiction The Great Fire of London - Poetry Who is Greta Thunberg – Hybrid Text – English Cinderella – Poem Tracking Basking Sharks – Article – Science From a Railway Carriage – Poem Gertrude Ederle – Article	
Maths	Place value, 4 operations, statistics, perimeter/area,		Multiplication/division, fractions	Fractions, decimals/percentages	Decimals, properties of shape, position/direction, measuring	
Science	Forces		Properties and changes of materials		Earth and Space	Animals including humans Living things and their habitats
History	Ancient Greece A study of life in Athens versus life in Sparta.			Vikings Diary Entries – same event, two different POV (monks and Vikings).		
Geography			Europe		Rainforests <b>Awe and Wonder: Animal Magic – bringing in animals from the rainforest</b> Indigenous Tribes continuing to live in rainforests across the world	
Art	3D- Greek pots in clay: Eleni Vernadaki		Printing – Batik: Sarkasi Said		Painting – Rainforests: Elizabeth Blachrie Blackwell	
D&T		Cooking – linked to Ancient Greeks– feta and courgette scones		Textiles – combining different fabric shapes – worry monsters		Mechanical systems – pulleys or gears
RE	2.15 Beliefs in action in the world How do religions and beliefs respond on global issues of human rights,		2.7 Spiritual expression: Christianity, music and worship	2.10 Religion and the individual Understand Christian practices linked to Easter	2.12 Beliefs in action in the world Religion expressed through arts, architecture and charity	

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	fairness, social justice and the importance of the environment? 2.10.1 Meaning of Christmas for Christians			- Link to Greek religious buildings
Music	Composition notation South and West Africa	Composition to represent Holi		Blues
PSHE	Being Me in My World Celebrating Difference	<b>GREAT Project</b>  (Anything missed from Relationships unit taught here.)	Dreams and Goals – <b>correcting uniformed stereotypes of the lives of children in schools in Africa.</b>	Healthy Me Changing me <b>Notts County</b>
PE	Net and Wall – tennis Dance	Gymnastics	Orienteering	Athletics Striking and Fielding - cricket
Spanish	La casa – The house Las direcciones y la ciudad – Directions and the town	Partes del cuerpo – Parts of the body	Los retratos personales – Personal portraits	Costa Rica - Tree of life project El Soñador – The Dreamer – Book project
ICT	Desktop publishing Systems and searching		Flat-file databases	Sequencing sounds Events and actions in programs
Emotional Awareness	Discussion of how to cope with feelings associated with new beginnings and through anti-bullying week (PSHE).  Use of The Explorer book to explore resilience, coping with adversity and the impact of our actions upon the planet.  <b>Use Journey to the River Sea to explore the value and impact of Fairtrade.</b>	<b>Understanding the plight of refugees – why they leave their countries and how they are treated when seeking asylum in a potential new home.</b>  Exploring the mental impact on singing – how it can scientifically alter how we feel and bring about togetherness / community.  Discussion of healthy relationships through work in The Great Project.	Exploring two different points of view: Viking raiders and those pillaged.  Working as a team to successfully complete a class / group marble run.	Consider the emotions associated with moving on and how to cope with these.  We will be forming new relationships as part of visiting our new classes and telling others all about ourselves/ our strengths.  Both core texts deal with loss: loss of family and friends, and how the lead characters express and deal with their feelings.
Knowledge of the World	Knowledge of online safety and web skills.  Knowledge of rainforests in Costa Rica and their context in the wider world, focusing on indigenous tribes.	In RE, we will understand how Christian's practise their faith.  In PSHE, we will discuss how the dreams and goals of children from different ethnic backgrounds compare and contrast to our own.	Knowledge of forces on our planet.  Knowledge of how Christians practise their faith at Easter.  Understanding the global language of music.	Learning about equal rights and democracy and how the Ancient Greeks were the first to create a democratic society.  Locate Greece on the world map and discuss weather/ climate and its

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	<p>Gain awareness of where food comes.</p> <p>Knowledge of origins of batik and its cultural importance.</p>	<p>Understanding the effects of war and how it can lead to people leaving their countries.</p>		<p>physical geography as part of our travel adverts.</p>
Possibilities & Enquiries	<p>Enquiry about life cycles and habitats.</p> <p>Exploring colour variations achieved through various water colour techniques, choosing which to implement in a final piece.</p> <p>Children use coding skills to create solutions to given problems.</p>	<p>In art, we will select and arrange appropriate materials to represent different textures.</p> <p>In science, we will require about which materials are most absorbent or soluble.</p>	<p>Enquiring about different forces including those of gravity, friction, air resistance and pushes and pulls.</p> <p>Children will create their own games through their work in ICT.</p>	<p>Enquiring about different aspects of the earth and space.</p> <p>In Maths, solving problems using our skills already developed to enable us to choose the most efficient and appropriate methods.</p>
Diversity	<p>Valuing every person through investors.</p> <p>Through RE, exploring what is expected of a person in following a religion or belief.</p> <p>CC writing – NCR – Lifestyles of indigenous tribes</p>	<p>Exploring how different people express themselves and their beliefs using music and worship.</p> <p>Studying and discussing the importance of tolerance and acceptance – broadening our viewpoint of our world community.</p>	<p>Discussing their own ideas about ethical questions in RE.</p>	<p>Consider how the lives of the Ancient Greeks were both similar and different to our own.</p> <p>Researching Greek culture.</p> <p>Understanding what neuro-diversity is and how it can impact an individual.</p>
Trips & Visits		GREAT Project	<p>The History Man – Viking Day</p> <p>Church visit / Zoom meeting with local reverend</p>	<p>Animal Magic</p> <p>Sherwood Forest – Bush Craft and Outdoor / Adventurous Activities.</p>