

**COURT de WYCK CHURCH SCHOOL PROJECT OVERVIEW**

**Class:** Kestrel





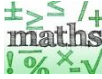




**Year:** 5/6





**Project:** Ground-breaking Greeks

**Term:** Autumn 5/6



Our curriculum is child-centred, `aspirational and purposeful to instil within our pupils the knowledge, skills and confidence need for their ever-changing futures.

<p><b>Presentation of learning/wow days/trips/visitors</b></p> <ul style="list-style-type: none"> <li>• Greek WOW Day to showcase learning in topic </li> <li>• Museum workshop</li> </ul>	<p><b>Children’s Interests</b></p> <p>How has the legacy of ancient Greeks affected our lives today?</p> 	<p><b>Christian Values Link</b></p> <p>Courage, Perseverance, Hope, Responsibility, Compassion, Respect</p> 
<p><b>English</b></p> <p><b>Who Let the Gods Out? By Maz Evans</b> </p> <ul style="list-style-type: none"> <li>○ Setting description</li> <li>○ Third person narrative</li> <li>○ Poetry</li> <li>○ Script writing</li> </ul> <p><b>SPaG focusses:</b></p> <ul style="list-style-type: none"> <li>○ Subordinating and coordinating conjunctions</li> <li>○ Clauses</li> <li>○ Parenthesis</li> <li>○ Degrees of possibility using adverbs and modal verbs</li> <li>○ Literary devices</li> </ul>	<p><b>Maths</b></p>  <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>○ Perimeter and Area</li> <li>○ Statistics</li> <li>○ Shape</li> <li>○ Position and direction</li> <li>○ Decimals</li> <li>○ Measurement: converting units</li> <li>○ Measurement: volume</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>○ Fractions A</li> <li>○ Fractions B</li> <li>○ Measurement: converting units</li> <li>○ Ratio</li> <li>○ Algebra</li> <li>○ Statistics</li> <li>○ Shape</li> <li>○ Geometry: position and direction</li> </ul>	<p><b>Science</b></p> <p><b>Properties and changes of materials</b> </p> <ul style="list-style-type: none"> <li>○ Mixtures</li> <li>○ Sieving, filtration and evaporation</li> <li>○ reversible and irreversible changes</li> </ul>
<p><b>History</b></p> <p><b>Ground – breaking Greeks</b> </p> <p>An exploration of Athens</p> <p>Who were some of the most significant Athenians?</p> <p>Why was Greek art, culture, architecture, philosophy, medicine and mathematics were so significant?</p> <p>Who was Alexander the Great?</p> <p>How did ancient Greece become part of the Roman Empire after the Hellenistic period?</p>	<p><b>Geography</b></p> <p>How did the geography of Greece affect the development of city states?</p> 	<p><b>RE and SMSC</b></p> <p><b>Term 5: AMV – What do people believe about life?</b> </p> <p><b>Term 6: 2b8- Kingdom of God- What Kind of King was Jesus?</b></p> <p><b>RSHE</b></p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

Which was the ancient Greeks greatest idea?				<b>Cultural Diversity</b> Greek arts and culture 	
<b>French</b> <ul style="list-style-type: none"> <li>• Farm animals</li> <li>• At the supermarket</li> <li>• Dates and times</li> <li>• Clothing</li> <li>• Going shopping</li> <li>• Holidays and travel</li> </ul>					
<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Striking and fielding</li> <li>• Athletics</li> </ul> 	<b>Outdoor Learning</b> <ul style="list-style-type: none"> <li>• mixed media</li> <li>• Outside play</li> </ul>  <p>performances</p>	<b>Art and DT</b> <ul style="list-style-type: none"> <li>• Mixed media</li> <li>• Expression – Edvard Munch</li> <li>• Architecture</li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>• Sing up!</li> </ul> 	<b>Computing</b> <ul style="list-style-type: none"> <li>• Evaluating digital content</li> <li>• Scratch, algorithms and debugging</li> </ul>	<b>Home Learning</b> <ul style="list-style-type: none"> <li>• Times tables</li> <li>• Spellings</li> <li>• Reading</li> </ul> 