



# The London Acorn School



## Curriculum Plan Oak – Summer 1

## Programmes of Study

Class/ Year class 5 year 6 Term Summer first half term

### Unit title : Groovy Greece

Literacy Genres: Myths & Legends: Ancient Greece, *Charles Kovacs* (3 weeks)

Choral & Performance Poetry: Play in rhyming Old English: *The Return of Odysseus* (Twenty One Waldorf Plays, adapted by Class Five for a smaller group)

Reading Enhancements: *The Heroes of Olympus*,  
*Rick Riordan*

Literacy	Writing for Purpose	Maths	Number and place value
	<ul style="list-style-type: none"> <li>• Narratives (Greek Mythology)</li> <li>• Characters/Settings</li> <li>• Newspaper Article</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects</li> <li>• To become aware of conditionals through:               <ul style="list-style-type: none"> <li>- Using reading to investigate conditionals, e.g. using if...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition</li> <li>- Using these forms to construct sentences which express, e.g. possibilities, hypotheses</li> </ul> </li> <li>• Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• trans-</li> <li>• aqua-</li> </ul>		<ul style="list-style-type: none"> <li>• Revise reading, writing, comparing and ordering numbers with up to seven digits and decimal numbers with up to three decimal places</li> <li>• revise rounding big numbers to the nearest thousand, ten thousand, hundred thousand and million</li> <li>• revise locating a number on a number line marking numbers it lies between</li> </ul> <p>Decimals</p> <ul style="list-style-type: none"> <li>• revise rounding decimal numbers to the nearest tenth and whole number</li> <li>• Multiply 3-digit and 4-digit numbers incl. decimals by whole 1-digit numbers and solve word problems involving multiplication of money and measures;</li> </ul> <p>Percentages and their equivalence to fractions</p> <ul style="list-style-type: none"> <li>• revise finding percentages of numbers, converting fractions, decimals and percentages and making comparisons using percentages</li> </ul> <p>Mental addition and subtraction Mental multiplication and Division Written addition and subtraction Written Multiplication and Division Fractions, ratio and proportion</p>

- bi-
- aero-
- oct-

**Comprehension**

- (extend vocabulary; inference; predict; explain; retrieve; summarise)
- Ancient Greek Mythologies and Heroes:
- Theseus and the Minotaur
- How Zeus Became King of the Gods
- Odysseus and Cyclops

- Revise scaling, using mental strategies for multiplying and dividing;
  - Revise solving problems involving rate;
- Problem solving  
Reasoning and algebra
- revise solving missing number problems using inverse operations
  - revise using trial and improvement to solve
- Geometry: properties of shapes  
BIDMAS
- revise how brackets can be used in calculation problems, revise the order of operations for calculations involving the four operations
- Positive and Negative Numbers
- revise comparing and ordering negative numbers incl. calculating differences between negative numbers and positive and negative numbers

**Art**

**Clay work**

- Use designs in history to inform own ideas
- Know that the state of clay is essential for the moulding process
- Make an indent in the centre of the clay to create a hollow
- Using pinching, smoothing and pulling to widen the hollow and manipulate clay
- Explore how to create curves with clay
- Add features, such as handles through joining, strengthening and stiffening parts of the structure

**Humanities**

**Ancient Greece**

- Who and where were the ancient Greeks?
  - Place the ancient Greeks on a timeline and locate Greece on a map
  - Finding out what city states were in ancient Greece
  - Exploring similarities and differences between Athens and Sparta e.g. in government, trade, women, education, etc.
  - Using artefacts to find out about warfare in ancient Greece and exploring the types of armour, weapons, ships, etc., that were used
  - Explore what the ancient Greeks believed in
  - Finding out who the Olympian gods and goddesses were - Exploring how Greek myths show beliefs about their gods
  - Use a variety of sources of information to research what daily life was like for the citizens of Greece
  - What impact did the ancient Greek civilisation have on the world?
- Exploring how the ancient Greeks affected future civilisations - Exploring which ancient Greek inventions and developments

<b>Relationships and Health</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>•Money</li> <li>•about the role money plays in their own and others’ lives, incl. the impact it can have on people’s feelings and emotions</li> <li>•about risks associated with money incl. different ways money can be won/lost through gambling-related activities (incl online) and the impact this has on health, wellbeing and future aspirations</li> </ul> <p>Jobs and careers</p> <ul style="list-style-type: none"> <li>•about enterprise and the skills that make someone ‘enterprising’</li> <li>•that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</li> <li>•to identify the kind of job they might like to do when they are older</li> <li>•to recognise a variety of routes into careers (e.g., college, apprenticeship, university)</li> </ul>	<b>Forest School</b>	<ul style="list-style-type: none"> <li>• Story : Tamlin – peacefulness in the woods. Make homes for solitary bees. Conkers for laundry cleaning. Continue sawing, drilling. Learn the spiral cut for decorative bark. Dance the rotation of earth in relation to sun/summer</li> <li>• Pupils identify more flora and fauna, consider needs of fauna and undertake projects for these.</li> <li>• Use tools with more confidence, make simple knots.</li> <li>• Widen scientific vocabulary and work well as a class team.</li> <li>• Children expand their environmental awareness in terms of conservation of the Morden Hall Park.</li> <li>• Children taken on leadership roles with Forest school days with younger children</li> </ul>
<b>Design and technology / Woodwork</b>	<p><b>STRUCTURES – PARTHENON</b></p> <ul style="list-style-type: none"> <li>• Explore the purpose of columns in Greek architecture</li> <li>• Know that columns support the roof, give buildings a feeling of order, strength and balance and have intricate detail &amp; symmetry</li> <li>• Know the difference between 3 key Greek designs (Doric, Ionic and Corinthian) and know that these are also called ‘orders’</li> <li>• Know what a frieze and pediment is and how they relate to Greek structures &amp; designs</li> <li>• Use the influence of historical structures to create own design templates</li> <li>• Use prototypes, cross- sectional diagrams and computer aided designs to represent designs making continual refinements</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>• Cut materials with precision and refine the finish with appropriate tools</li> </ul> <ul style="list-style-type: none"> <li>• Critically evaluate the design structure in relation to the purpose in history and in today’s society</li> </ul> <ul style="list-style-type: none"> <li>• Wood work projects connected WW 1 in addition to projects derived from pupil interests</li> </ul>	<b>Science</b>	<p><b>BIOLOGY – ANIMALS INCL. HUMANS</b></p> <ul style="list-style-type: none"> <li>• Name the main parts of the digestive system and know its function.</li> <li>• Know the different types of teeth in humans and their function.</li> <li>• Describe the changes as humans develop to old age.</li> <li>• Construct and interpret food chains, identifying producers, predators and prey.</li> </ul>
<b>Religious Studies</b>	<p><b>JUDAISM (BELIEFS &amp; CELEBRATIONS)</b></p> <ul style="list-style-type: none"> <li>• Learn about the beliefs exemplified through The Shema, the first four of the Ten Commandments,</li> </ul>	<b>PE</b>	<b>PE SAILING</b>

- Know the significance of The Torah: the Sefer Torah (scroll) and the work of the scribe and Chumash (Torah in book form); God giving the Torah on Mount Sinai; the contents – laws (Mitzvot), sayings and stories; the importance of regular reading and study of the Torah; special treatment of the scrolls (e.g. covering, use of pointer (yad); use of Hebrew.
- Know the significance of the Tenakh: its contents – law/teaching (Torah), prophets (Nevi'im) and writings (Ketuvim); examples of writings (eg Psalms and Proverbs).

The importance of repentance and forgiveness: Rosh Hashanah, Yom Kippur and The Book of Life.

Can identify the different parts of a boat. Can control the boats movement using the sail and the rudder for direction. Be able to answer questions about boat safety.

### STRIKE & FIELD

Can strike a static ball and ball travelling towards forward with equipment (bat) and good timing. Can use sport specific sending skills and apply in practise and the game. Can strike and travel with purpose and to stay in the game whilst using simple striking and fielding strategies.

## French

- To learn names of planets in French
- Learn other key words about solar system
- To make up story about aliens
- To re-cap what has been learned

## Music

### Music

- Pupils will develop their performing, composing and listening skills
- Pupils will learn about the interrelated dimensions of music
- Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.
- Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.
- Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

#### Exploring Sound Ideas

- Dynamics
- Duration
- Tempo
- Pitch
- Timbre
- Texture
- Structure
- Singing

## Trips and/ or events

## ICT

### COMMUNICATING & PRESENTING

- Talk about audience, atmosphere and structure when planning a particular outcome.
- Confidently identify the potential of unfamiliar technology to increase my creativity.

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• Describe why a particular online tool is selected for a specific purpose.  
Be digitally discerning when evaluating the effectiveness of my work/ work of others.

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