| +Elveden C of E Primary Academy - Medium Term Plan  Autumn 1 - Ancient Greeks | | | | | | | |
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| W/C: | 8th September 2025 | 15th September 2025 | 22nd September 2025 | 29th September 2025 | 6th October 2025 | 13th October 2025 | 20th October 2025 (4 days) |
| English  Reading (VIPERS) | Who Let the Gods Out | Who Let the Gods Out | Who Let the Gods Out | Who Let the Gods Out | Who Let the Gods Out | Who Let the Gods Out | Who Let the Gods Out |
| English Writing | Formal letter of application  (Letter to join the Athenian Army) | Formal letter of application  (Letter to join the Athenian Army) | 3rd Person myths and legends | 3rd person myths and legends | 3rd person myths and legends | Dialogue in narrative | Dialogue in narrative |
| Maths  (White Rose Maths) | Place Value | Place Value | Place Value | Addition & Subtraction | Multiplication & Division A | Multiplication & Division A | Fractions A |
| Science | Lesson 1: What’s in our Solar System?  Learning Objective: I am learning to name the planets in our solar system and describe how they move around the sun. Key Activities:   * Solar system introduction and order * Mnemonics for planet names * Watch simulations and create a model of the solar system | Lesson 2: Planet Paths – Orbits and Movement  Learning Objective: I am learning to explain that planets orbit (travel around) the sun and take different amounts of time to do this. Key Activities:   * Recap orbits and learn about revolution vs rotation * Simulate orbits with balls and string * Introduce terms: orbit, revolve, rotate | Lesson 3: Spheres in Space  Learning Objective:  I am learning to describe the sun, Earth and moon as spherical (ball-shaped) objects. Key Activities:   * Compare space photos and bust myths (flat Earth) * Create spherical planet models * Record observations in science journals | Lesson 4: Spinning Through Time – Rotation and Day/Night  Learning Objective:  I am learning to explain how the Earth’s rotation causes day and night and why the sun appears to move across the sky. Key Activities:   * Globe and torch demonstration * Shadow stick investigation * Drama role-play: pupils act as rotating Earth | Lesson 5: The Moon and its Movements  Learning Objective:  I am learning to describe how the moon moves around the Earth and what causes the moon’s phases. Key Activities:   * Orbit demonstration with ball and torch * Watch time-lapse of moon phases * Create a moon phase flipbook or visual model | Lesson 6: Sun, Earth, and Moon – Putting it All Together  Learning Objective:  I am learning to explain how the sun, Earth and moon move in space and how this affects life on Earth. Key Activities:   * Build a model of the sun–Earth–moon system * Explain eclipses using diagrams or drama * Write a clear explanation of the system | Lesson 7: Mission to Explain – Assessment and Review  Learning Objective:  I am learning to show what I know about the sun, Earth and moon, including how they move and how this affects us. Key Activities:   * End-of-unit quiz or concept map * Mini presentations, posters or videos * Learning reflections: “What I’ve learned about space” |
| Geography | Lesson 1: Locate Greece on a wide range of maps, atlases and globes, including maps at a variety of scales (from city and island to global). What can we infer from these maps about landscape, land use, climate etc?  I am learning to locate Greece on a wide range of maps, atlases, and globes, and to infer information about its landscape, land use, and climate. | Lesson 2: Describe the main ecosystems of Greece (urban / rural / islands) and identify how they have changed over time.  I am learning to describe the main ecosystems of Greece, including urban areas, rural regions, and islands, and identify how they have changed over time. | Lesson 3: Study the weather and compare to Britain. What does this tell us about what life in Greece is likely to be like (eg. tourism).  Learn about daily life, standards of living and culture (using photographs, data, written accounts, travel guides, video clips etc.)  I am learning to study the weather in Greece and compare it with Britain, and explain what this tells us about life there, such as tourism, lifestyle, and clothing. | Lesson 4: Research and describe economic activity and trade.  I am learning to research and describe the main economic activities in Greece and how trade connects the country to the wider world. | Lesson 5: Compare Greece with the UK and other countries studied across KS2 - how is life similar / different. Where would you prefer to live?  I am learning to compare life in Greece with life in the UK and other countries studied, and explain where I would prefer to live. | Lesson 6: End of unit assessment – Quick quiz  I am learning to recall and explain what I have learned about Greece, including its location, ecosystems, weather, daily life, economy, and comparisons with other countries. |  |
| History | Lesson 1:  When and where was Ancient Greece?  LO: I am learning to understand how Ancient Greece fits into history by placing events on a timeline and using historical terms correctly.  Progression statements:  - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line  - Use dates and terms accurately in describing events.  - Develop a timeline using an appropriate scale  - Use previous learning to inform my timeline scale | Lesson 2: What changed in Ancient Greece?  LO: I am learning to describe the main changes in Ancient Greece and use words like political, social, religious, technological and cultural.  Progression statements:  - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). | Lesson 3: How do we know about Ancient Greece?  LO: I am learning to use a range of sources to find out about life in Ancient Greece and explain what I can and can’t tell from it.  Progression statements:  - Use sources of evidence to deduce information about the past.  - Seek out and analyse a wide range of evidence in order to justify claims about the past. | Lesson 4: Who lived in Ancient Greece?  LO: I am learning to describe the different types of people in Ancient Greek society and how their lives were similar or different.  Progression statements:  Describe the social, ethnic, cultural or religious diversity of past society | Lesson 5: How do historians talk about the past?  LO: I am learning to use historical vocabulary to explain my ideas clearly.  Progression statements:  - Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, year, century, decade and legacy | Lesson 6:  How does Ancient Greece compare to other ancient civilisations?  LO: I am learning to compare Ancient Greece with other ancient societies and present what I’ve found in creative ways.  Progression statements:  - Compare some of the times studied with those of the other areas of interest around the world  - Use original ways to present information and ideas  - Use English, Maths and computing skills in order to communicate information about the past. |  |
| DT  (Kapow)  Structures - Bridges | Lesson 1: Arch and beam bridges  LO: I am learning to explore how to reinforce a beam to improve its strength  Success criteria  - I can identify beam and arch bridges.  - I can create a range of beam and arch bridge designs.  - I can identify stronger and weaker structures.  - I can find different ways to reinforce structures. | Lesson 2: Spaghetti truss bridges  LO: I am learning to build a spaghetti truss bridge.  Success criteria  - I can identify arch, beam and truss bridges.  - I can use triangles to create truss bridges and test them.  - I can understand how triangles can be used to reinforce bridges. | Lesson 3: Building a bridge  LO: I am learning to build a wooden truss bridge.  Success Criteria:  - I can measure and mark out accurately on wood.  - I can select appropriate tools and equipment for particular tasks.  - I can follow health and safety rules.  - I can explain why selecting appropriating materials is an important part of the design process. | Lesson 4: Finalising bridges  LO: To complete, reinforce and evaluate my truss bridge.  Success criteria  - I can complete my wooden truss bridge.  - I can identify points of weakness and reinforce them as necessary following testing.  - I can evaluate my truss bridge against a specification | Lesson 5: End of unit assessment  Quick Quiz |  |  |
| Computing  (Teach Computing) | Project Evolve – Internet safety | Project Evolve – Internet safety | Project Evolve – Internet safety | Project Evolve – Internet safety | Project Evolve – Internet safety | Project Evolve – Internet safety | Project Evolve – Internet safety |
| Music – Suffolk Music service/Guitar | Suffolk Music service/Guitar | Suffolk Music service/Guitar | Suffolk Music service/Guitar | Suffolk Music service/Guitar | Suffolk Music service/Guitar | Suffolk Music service/Guitar | Suffolk Music service/Guitar |
| PE | Swimming – Monday  Football – Friday | Swimming – Monday  Football – Friday | Swimming – Monday  Tag Rugby – Friday | Swimming – Monday  Tag Rugby – Friday | Swimming – Monday  Tag Rugby – Friday | Swimming – Monday  Tag Rugby – Friday | Swimming – Monday  Tag Rugby – Friday |
| French  (Language Angels)  *The Olympics* | Lesson 1  LO: I am learning to say 10 Olympic sports in French | Lesson 2  LO: I am learning about the modern Olympic games and the people involved in recent history in French, | Lesson 3  LO: I am learning to introduce 10 French nouns, with their definite article/determiner, for current Olympic sports. | Lesson 4  LO: I am learning to consolidate the 10 Olympic sports in French and use them in full sentences with the 1st person conjugation of the verb ‘faire’(to do) | Lesson 5  LO: I am learning to introduce the 3rd person conjugation of the verb ‘faire’ (to do) to describe which sports the Olympians do in French, as well as the names for the Olympians based on the sports they do. | Lesson 6  LO: I am learning to consolidate all knowledge from the unit and complete the end of unit assessment. | Quick quiz/End of unit assessment. |
| RSHE  (Jigsaw) | Piece 1: My Year Ahead  LO: I am learning to face new challenges positively and know how to set personal goals. | Piece 2: Being a citizen of my country  LO: I am learning to understand my rights and responsibilities as a citizen of my country | Piece 3: Year 5 responsibilities  LO: I am learning to understand my rights and responsibilities as a member of my school | Piece 4: Rewards and consequences  LO: I am learning that I can make choices about my own behaviour because I understand how rewards and consequences feel | Piece 5: Our learning charter  LO: I am learning to understand how an individual’s behaviour can impact on a group. | Piece 6: Owning out learning charter  LO: I am learning to understand how democracy and having a voice benefits the school community and know how to participate in this | Quick Quiz |
| RE  (Emmanuel) | Lesson 1: Engage  LO: I am learning to engage with the idea of ‘good news’ and how and why people want to share it. | Lesson 2: Enquire  LO: I am learning to enquire into why Jesus is good news for Christians | Lesson 3: Explore  LO: I am learning to explore Christian ideas about the gospel in Biblical narrative | Lesson 4: Explore  LO: I am learning to explore how Christians value the gospel in church practice | Lesson 5: Explore  LO: I am learning to explore how Christians value the gospel in Christian living | Lesson 6: Evaluate  LO: I am learning to evaluate our RE learning about a Christian understanding of gospel | Lesson 7: Express  LO: I am learning to Express our RE learning about gospel so that I can share it |