



Girton Glebe Primary School Unit of Inquiry

Willow Class (Y5) – Autumn 1

<p>English:</p> <p>Reading:</p> <p>In our daily 'Book Club' sessions this term we will be applying our VIPERS skills to two different texts 'The Corinthian Girl' by Christina Balit and 'Who Let the Gods Out' by Maz Evans.</p> <div data-bbox="353 550 607 710"> </div> <p>As well as linking to our inquiry through the lens of ancient Greece, they will provide an opportunity for the class to:</p> <p>V – Vocabulary: Understand the meaning of words in context.</p> <p>I – Inference: Read between the lines to figure out what's implied but not directly stated.</p> <p>P – Prediction: Guess what might happen next using clues from the text.</p> <p>E – Explanation: Explain reasons for events, character actions, or the writer's choices.</p> <p>R – Retrieval: Pick out and recall key facts or details directly from the text.</p> <p>S – Summarise/Sequence: Put main ideas in order or give a brief summary of what happened.</p>	<h2 data-bbox="846 320 1339 400">Who we are</h2> <p>Central Idea:</p> <p>Societal beliefs and values influence how people live, learn, and relate to others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> An inquiry into the societal beliefs and values of Ancient Greece. (Form) An inquiry into how an individual's roles and rights were determined by societal beliefs about gender, citizenship and power. (Causation) An inquiry into how ideas from the past continue to influence values and systems today. (Connection) 	<p>Writing:</p> <p>Using the book 'Robot Girl' by Malorie Blackman the class will be given the opportunity to:</p> <ul style="list-style-type: none"> Explore creating effective dialogue to convey character and show feelings through writing emails in role. Make predictions about twists and turns in the story. Create atmospheric setting descriptions and give a character advice about what to do. Write an action scene. Write a book review. Create their own science-fiction narrative inspired by Robot Girl. <div data-bbox="1877 411 2004 598"> </div> <p>Following this, we will be reading 'Hidden Figures' by Margot Lee Shetterly, focusing on the writing outcomes of:</p> <ul style="list-style-type: none"> Non-chronological report on the life and achievements of the women and history of NASA/NACA. Job adverts Formal persuasive letters Informal letters Diary entries Character descriptions Opinion pieces <div data-bbox="1854 879 2004 1066"> </div> <p>Grammar and punctuation will be taught by embedding it within the class literature, using hands-on activities like Grammar Splats and sentence strips for collaborative and contextual learning, rather than through worksheets.</p>
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<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number - Place Value:</p> <ul style="list-style-type: none">Understanding the place value of numbers to 1,000,000.Reading and writing numbers to 1,000,000Comparing and ordering numbers to 1,000,000Rounding to the nearest 10, 100 and 1,000Rounding within 1,000,000 <p>Number – Addition and Subtraction:</p> <ul style="list-style-type: none">Mental strategies for addition and subtractionAdding and subtracting with more than four digitsInverse operationsMulti-step addition and subtraction problemsComparing calculations	<p>Key Vocabulary</p>			<p>Approaches to Learning:</p> <ul style="list-style-type: none">Thinking – Considering new perspectives, analysis, reflectionResearch – Formulating and planning, evaluating and communicating, reliability of sources.Communication – Interpreting, reading, speaking.
	acropolis	Athenian	citadel	<p>Key Concepts:</p> <ul style="list-style-type: none">Connection: <i>How do our rights and roles today connect to those in Ancient Greece? How might learning about Ancient Greece help us understand our own society?</i>Causation: <i>Why were men, women, children, and enslaved people treated differently? Why did citizenship matter so much in Ancient Greece?</i>Form: <i>What did the people of Ancient Greece believe in? What were the main values that shaped their society?</i>
	poleis	civilisation	mythology	
	agora	citizen	democracy	
	Spartan	Hellenic Hellenistic	Classical	
<p>Line of Inquiry: An inquiry into how ideas from the past continue to influence values and systems today. (Connection)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History skills</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <ul style="list-style-type: none">Understand how Ancient Greek achievements continue to influence the western world (democracy, philosophy, mathematics, Olympics, theatre, literature).Establish clear narratives within and across periods studied (e.g. how Greek democracy connects to modern British democracy).Note connections, contrasts, and trends over time (Olympics then vs Olympics now).	<p>Line of Inquiry: An inquiry into how an individual’s roles and rights were determined by societal beliefs about gender, citizenship and power. (Causation)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History skills</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <ul style="list-style-type: none">Understand the nature of Ancient Greek religion and its role in shaping society.Address historically valid questions about cause (Why did beliefs about gods affect rights and roles? Why were women excluded from citizenship?).Understand how people’s lives were shaped by social, cultural, religious, and political structures.			



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<p>DT Skills</p> <ul style="list-style-type: none"> Applying construction techniques to strengthen and reinforce structures; evaluating influence of past designs on modern buildings; Children design and construct their own architectural structures inspired by Greek design, making connections to modern architecture (banks, museums, government buildings). <p>Science Link</p> <ul style="list-style-type: none"> Children will make links to science by exploring how Greek discoveries about friction, gravity, and simple machines continue to shape modern engineering, architecture, and sport, including the Olympic Games. 	<p>DT Skills</p> <ul style="list-style-type: none"> Evaluating how products/structures meet the needs of different groups in society; considering purpose and function in design; children investigate who designed, built, and used Greek structures (e.g. temples, theatres, stadia), and how access to and use of these spaces was shaped by roles, citizenship, and power. <p>Science Link</p> <ul style="list-style-type: none"> Children will make links to science by thinking about how large structures such as temples and theatres depended on an understanding of forces and mechanisms, and how access to this knowledge was connected to power and status in Ancient Greek society.
<p>Line of Inquiry: An inquiry into the societal beliefs and values of Ancient Greece. (Form)</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>History skills</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <ul style="list-style-type: none"> Understand the characteristic features of past societies (social hierarchy, roles of men/women, enslaved people). Compare Ancient Greek society to our own (contrasts between then and now). Use evidence to describe what life was like in Ancient Greece for different groups. Asking historically valid questions about change, cause, similarity/difference, and significance. Constructing informed responses using selected historical information. Understanding how our knowledge of the past comes from a range of sources. <p>DT Skills:</p> <ul style="list-style-type: none"> Research, sketching, modelling decorative features, analysing how design reflected beliefs; children explore the features of Greek architecture (Doric, Ionic, Corinthian columns) and how these reflected Greek values such as beauty, symmetry, and proportion. <p>Science Link</p> <ul style="list-style-type: none"> Children will make links to science by exploring how Greek thinkers such as Archimedes studied forces like gravity and invented mechanisms such as levers and pulleys, showing how curiosity and knowledge were valued in their society. 	



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<p>Science</p> <p>The topic this half-term will be Forces and Mechanisms.</p> <p><i>During this topic we will cover the following knowledge:</i></p> <ul style="list-style-type: none"> • Gravitational forces: gravity, mass and weight and discovery • Frictional forces: friction, air resistance and water resistance. • Mechanisms: levers, pulleys and gears. <p>Skills covered:</p> <ul style="list-style-type: none"> • Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected. They will then identify improvements, further questions and predictions. • Explain that objects fall to Earth due to the force of gravity • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 	<p>Art/DT</p> <p>As part of this half term's inquiry, children will explore:</p> <ul style="list-style-type: none"> • How the ideas and achievements of Ancient Greece continue to shape modern design and architecture. • The features of Greek architecture, with a particular focus on the Parthenon and column styles (Doric, Ionic, Corinthian). • Use of sketching, modelling, and construction techniques to design and create architectural structures, exploring symmetry, proportion, and decorative elements. <p>During this topic we will cover the following skills:</p> <p>Designing</p> <ul style="list-style-type: none"> • Use research (Ancient Greek architecture and design) to inform ideas; Generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional drawings, and prototypes. <p>Making</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks accurately; select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products (Greek architecture, design, and influence on modern buildings).; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>R.E:</p> <p>This half term we will look at Sikhism.</p> <p><i>During this topic the class will cover the following skills:</i></p> <ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.
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<p>Music:</p> <p>This half term, Willow will focus on singing topical songs (through Charanga and Sing Up), as well as looking at drones and ostinato patterns and major and minor tonality. We will use a range of different instruments and the students will have the opportunity to play as part of an ensemble as well as improvise and compose their own ideas.</p>	<p>Computing:</p> <p>In computing this half term we will be looking at Systems and Searching.</p> <p>Skills that will be covered:</p> <ul style="list-style-type: none"> • Describe the input and output of a search engine. • Demonstrate that different search terms produce different results. • Evaluate the results of search terms. 	<p>PE:</p> <p>Outdoor PE this half-term will be focused on Hockey.</p> <p>Skills that will be covered:</p> <p>Communicating with a team and moving into space to keep possession and score.</p> <p>Dribbling, passing, receiving and shooting the ball with some control under pressure.</p> <p>Using, tackling and intercepting when playing in defence.</p> <p>Knowing what position one is playing and how to contribute when attacking and defending.</p> <p>Understanding the need for tactics and identifying when to use them in different situations.</p> <p>Understanding the rules of the game and using them to play fairly and honestly.</p> <p>Indoor PE this half term will be focused on Yoga.</p> <p>Skills that will be covered:</p> <p>Leading others through poses and flows.</p> <p>Creating a yoga flow working safely with a partner.</p> <p>Identifying how different activities can benefit physical health.</p> <p>Move with control from one pose to another demonstrating good balance.</p> <p>Providing feedback to others using key terminology.</p> <p>Using feedback provided to improve work.</p>
<p>PSHE:</p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Being Me In My World” each Thursday this half term.</p> <p>We will cover the following topics:</p> <ul style="list-style-type: none"> • My Year Ahead • Being A Citizen of My Country • Responsibilities • Rewards & Consequences 	<p>French:</p> <p>French will be taught by Madam Holden on Thursdays.</p> <p>We will cover the following topics:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French. 	