

Year 5
Autumn Term: Groovy Greeks

Numeracy

- To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- To count forwards and backwards in steps of powers of 10 for any given number up to 1 000 000.
- To interpret negative numbers in context and count forwards and backwards with positive and negative whole numbers including through zero.
- To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- To read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- To add and subtract numbers mentally with increasingly large numbers.
- To multiply and divide whole numbers by 10, 100 and 1000.
- To identify multiples and factors of whole numbers.
- To recognise and use square numbers and cube numbers.
- To use written methods for addition, subtraction, multiplication and division.
- To use rounding to check answers to calculations.
- To solve multi-step problems in context, deciding which operations and methods to use and why.
- To solve comparison, sum and difference problems using information presented in a line graph.
- To complete, read and interpret information in tables including timetables.

English

- To read and respond to a range of Greek myths.
- To adapt a story, maintaining the theme and moral.
- To write own myth.
- To write a playscript in order to present a performance in front of an audience.
- To identify features of persuasive writing.
- To use persuasive techniques when writing.
- To compose poetry using figurative language.
- To be able to identify some parts of speech (nouns, pronouns, adjectives, verbs, adverbs, etc).
- To punctuate dialogue correctly when writing.
- To apply taught spelling rules when writing independently.

Science

- To describe the movement of the Earth, and other planets, relative to the sun in the solar system.
- To describe the movement of the moon relative to the Earth.
- To name the phases of the moon.
- To appreciate the history in space travel.
- To learn theories about the development of the solar system.
- To understand that unsupported objects fall towards Earth because of Gravity
- To research the work of Isaac Newton to develop a deeper understanding about Gravity.
- To identify the effects of air resistance, water resistance and friction on objects.
- To identify that some mechanisms such as levers, pulleys and gears allow a smaller force to have a greater effect.

Computing

- To use technology safely and responsibly.
- To recognise acceptable and unacceptable behaviour.
- To use software to accomplish a given goal, including presenting information.
- To identify a range of ways to report concerns about online content and conduct.
- To understand how to set values in code to program the speed of an object.
- To understand how to change an object's direction and heading to create a driving game.
- To understand how computers use numbers to represent things.
- To understand how to code a game that uses random numbers to move objects in random directions.

- To practise writing code to move objects in random directions and speeds to create a game.

History

- To place the Ancient Greek civilisation in place and time.
- To recognise that Ancient Greek pottery provides valuable historical information.
- To recognise features of ancient Greek architecture.
- To describe characteristic features of ancient Greek civilisation.
- To know the role of the theatre in ancient Greek society.
- To know how life in Ancient Greece was in different societies – focus on clothing.
- To understand similarities and differences between modern and ancient Olympic games.
- To know some Greek Gods and Goddesses and their roles.
- To compare and contrast education in Ancient Greece with our own education.

Art

- To record observations and use them to review and revisit ideas.
- To learn about famous abstract artists,
- To improve mastery of art and design techniques, including drawing, painting and sculpture.
- To research and design authentic Ancient Greek theatre masks.
- To manipulate clay, using different techniques, to sculpt a mask.
- To evaluate art work and identify areas for improvement.

Music

- To identify different aspects of pulse by clapping and moving.
- To identify and control different ways percussion instruments make sounds.
- To identify rhythmic patterns, instruments and repetition.
- To subdivide the pulse, keeping to a steady beat.
- To explore and perform a cyclic pattern.
- To keep a steady pulse and improvise rhythmic patterns.
- To make improvements to their own work and create develop ideas.

Religious Education

- To describe how lives can change after important milestones.
- To understand what happens when someone is Baptised.
- To understand why Jesus decided to be Baptised.
- To explain what is contained in the Noble Eightfold Path.
- To describe how enlightenment changed the Buddha's life.
- To explain why Muhammad is called the messenger of God.
- To describe the story of Moses and the burning bush.
- To be able to describe the story of Nanak's disappearance.
- To describe how the life changing experiences of individuals impact on others.

Outdoor PE:

- To understand the basic principles of warming up and cooling down and the need to prepare properly for games.
- To practise a range of passing skills.
- To choose, combine and perform skills more fluently and effectively in games.
- To understand and apply basic strategic and tactical principles for defence and attack.
- To watch and evaluate others' work and suggest ways to improve it.
- To dribble the ball, using both feet
- To experience different ways of controlling and passing the ball.

- To practise and improve techniques for ball control.
- To practise shooting a ball at a goal.
- To improve and develop goal-keeping skills.

Indoor PE:

- To create and perform dances that communicate moods and feelings and show an awareness of different times, places and cultures.
- To create and structure motifs and phrases.
- To combine movement ideas fluently and effectively and perform them expressively.
- To practise and refine phrases, sections and the whole dance in preparation for a performance.
- To perform dance movements safely.
- To explore symmetrical and asymmetrical body shapes and perform them accurately.
- To develop sequences using balancing and linking movements.
- To perform counter balances and incorporate them into sequences of movement.
- To perform movements in canon and in unison.

British Values

We will discuss 'Democracy' when holding our class elections for the School Council and the Eco-Team.
Our class focus will be 'Mutual Respect'.