

Year 5 – Autumn 2 Planning: The Ancient Greeks

Mathematics:

- To multiply and divide numbers mentally, drawing upon known facts.
- To multiply and divide whole numbers by 10, 100 and 1000.
- To multiply numbers up to 4-digits by a 1 or 2-digit number using a formal method.
- To divide numbers up to 4-digits by a 1-digit number using short division.
- To interpret remainders appropriately.
- To identify multiples and factors, including all factor pairs of a number and common factors of two numbers.
- To recognise and use square numbers and cubed numbers.
- To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes.
- To measure and calculate the perimeter of composite, rectilinear shapes in cm and m.
- To calculate and compare the area of rectangles (inc squares), and including using standard units, cm^2 , m^2 , estimate the area of irregular shapes.
- To solve comparison, sum and difference problems using information presented in a line graph.
- To complete, read and interpret information in tables including time tables.

English:

- To identify features of persuasive writing.
- To recognise vocabulary and structures that are appropriate for formal writing.
- To assess the effectiveness of own and other's writing.
- To note and develop initial ideas, drawing on prior knowledge of persuasive features.
- To identify story structures in familiar stories.
- To select vocabulary to describe a setting.
- To plan and write a story of their own.
- To speak and write with a range of time conjunctions.
- To use dictionaries to check the meaning of words.
- To add appropriate dialogue and action to a scene.
- To interpret characters' emotions.
- To write using a range of sentence types.
- To identify nouns and pronouns in sentences.
- To sequence a story.
- To use persuasive language in an advert.
- To write a diary entry.
- To use adverbs to indicate degrees of possibility.
- To understand the difference between plural and possessive 's'.
- To use inverted commas and other punctuation to indicate direct speech.

Science:

- To understand that unsupported objects fall towards Earth because of gravity
- To research the work of Isaac Newton to deeper understanding about gravity.
- To identify the effects of air resistance, water resistance and friction.
- To identify that some mechanisms such as levers and pulleys and gears allow a smaller force to have a greater effect.
- To reflect on what I have learnt about forces.

Food Technology:

- To weigh dry ingredients using scales, wet ingredients using jugs, mixing and kneading dough.
- To knead and shape dough. Grating ingredients. Sprinkling poppy seeds.
- To roll out dough, 'bridge' chop tomatoes, snipping herbs, grating cheese and folding/sealing bread dough.
- To apply prior knowledge of weighing and measuring ingredients.
- To safely dice chorizo and use a spatula to clean a bowl.
- To mix ingredients to form dough, knead and shape.

Computing:

- To use technology safely, respectfully and responsibly.
- To recognise acceptable/unacceptable behaviour when using technology; identify a range of ways to report concerns about content and contact.
- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts.
- To use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- To touch type accurately and at speed.

History:

- To describe characteristic features of ancient Greek civilisation.
- To construct informed responses by selecting and organising relevant historical information.
- To understand how knowledge of the past is constructed from a range of sources.
- To understand Ancient Greek democracy.
- To develop the appropriate use of historical terms.

- To note connections, contrasts and trends over time.
- To establish clear narratives across periods studied.

Art

- To create sketch books to record observations and use them to review and re-visit ideas.
- To experiment with different grades of pencil to show different shapes and forms.
- To apply tone in a drawing in a simple way.
- To design four authentic Ancient Greek theatre masks.
- To improve their mastery of art and design techniques including sculpture.
- To manipulate clay to desired effect.
- To use paint brush to glaze clay.
- To evaluate my mask and reflect on my learning.

Religious Education:

- To describe how enlightenment changes the Buddha's life.
- To explain why Muhammed is called the Messenger of God.
- To describe the story of Moses and the Burning Bush.
- To explain how Moses may have felt in the story.
- To explain how the Burning Bush may have affected Moses' life.
- To be able to describe the story of Nanak's disappearance; to be able to explain how people may have reacted to this event and to be able to evaluate different responses to this story.
- To describe how the life changing experiences of individuals impact on others.

Physical Education:

Outdoor:

- To become familiar with using the ball with both feet.
- To experience different ways of controlling and passing the ball.
- To practise running with the ball and controlling it.
- To dribble the ball, using both feet.
- To practise turning to create space.
- To practise and improve techniques for ball control.
- To practise shooting a stationary ball.
- To practise shooting a moving ball.
- To improve and develop goal-keeping skills.
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Indoor:

- To perform body shapes and balances accurately.
- To explore symmetrical and asymmetrical body shapes.
- To develop sequences using balancing and linking movements.
- To perform counter balances and incorporate them into their sequences.
- To choose and apply their own compositional ideas to the sequences they create.
- To perform movements in canon and in unison.

PSHE:

- To be able to communicate effectively a wide range of emotions, including mixed emotions.
- To recognise emotions in others and consider the response they might give.
- To recognise their own mood changes and have some strategies to cope.
- To understand that they can be overwhelmed by emotions and recognise this in themselves and others.
- To understand what might cause boredom and have strategies for managing it.
- To recognise their worries and know how to do something about them.
- To be able to describe stress, its causes and expression and begin to develop strategies to manage it.

British Values

We will be continuing to focusing on tolerance this half term through thinking about tolerance of different beliefs and religions.