

Year 5 Curriculum 2020-21
Autumn 1 – The Ancient Greeks

English: Narrative (Greek myths) and persuasive writing

- To identify the audience for and purpose of the writing.
- To increase familiarity with a wide range of books, including myths and legends.
- To adopt, create and sustain a range of roles and respond appropriately to others in role.
- To describe settings, characters and atmosphere and integrating dialogue.
- To plan, write and edit a myth.
- To ask questions to improve understanding.
- To explain and discuss understanding of reading, including debates.
- To assess the effectiveness of own and others' writing.
- To use organisational and presentational devices to structure text.

GPS: relative clauses and modal verbs

- To identify and use fronted adverbials (including the use of commas after fronted adverbials).
- To understand the difference between plural and possessive 's'.
- To use inverted commas and other punctuation to indicate direct speech.
- To select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
- To use relative clauses beginning with who, which, where, whose, that or with an implied relative pronoun.
- To use modal verbs to indicate degrees of possibility.

Spelling

- To review the year 4 spelling rules.
- To spell using the –ough letter string.
- To spell using the suffixes –cious, –tious and –cial.

Mathematics: number

- 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 solve number problems and practical problems that involve place value.
- To add and subtract numbers mentally with increasingly large numbers.
- To add and subtract whole numbers with more than 4 digits, including using formal written methods.
- To use rounding to check answers to calculations.
- To solve multi-step problems in context, deciding which operations and methods to use and why.

Science: the Earth, Sun and Moon

- To describe the Sun, Earth and Moon as approximate spherical bodies.
- 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 use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
- To show understanding through carefully drawn scientific diagrams with labels.
- To begin to identify scientific evidence that has been used to support or refute ideas.

Computing: e-safety and databases

- To recall and understand the SMART e-safety rules.
- To use technology safely and responsibly.
- To recognise acceptable and unacceptable behaviour when using technology.
- To understand how to report e-safety concerns by talking to a trusted adult; contacting Childline; reporting to CEOP and contacting the police.
- To understand and identify examples of 'netiquette'.
- To use software to accomplish a given goal, including presenting information.

- To create a database and use the search function.
- To touch type accurately and at speed.

History: Ancient Greece

- To continue to develop chronologically secure knowledge of history.
- 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

Art: formal elements of architecture

- To improve mastery of art and design techniques, including drawing.
- To successfully draw a picture of a Greek artifact from observation.
- To develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketchbooks to record their observations and use them to review and revisit ideas.
- To learn about great artists, architects and designers in history.

Music: Livin' On A Prayer

- To find the pulse of a song.
- To discuss the different sections of the song.
- To use musical language.
- To begin to recognise the basic style indicators of Classic Rock music.
- To compare similarities and differences between two Classic Rock songs.

Religious Education: life changing experiences

- 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 (Buddhism).

PSHE: TEAM

- To know that their actions affect themselves and others.
- To work collaboratively towards shared goals.
- To listen and respond respectfully to a wide range of people, to feel confident to raise own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.
- To recognise and respond appropriately to a wider range of feelings in others.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

Outdoor PE: netball

- 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 know which end of the court to start and where their position is allowed.
- To be able to get into a space when attacking.
- To know how and what an interception is.
- To choose, combine and perform skills more fluently and effectively in games.

Indoor PE: dance

- To create and perform dances that communicate moods and feelings and show an awareness of different times, places and cultures.
- To perform dances expressively.
- To analyse the effectiveness of movement.

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**'.