

Year 5 Curriculum 2020
Autumn 2 - The Ancient Greeks

English: narrative and non-narrative

- 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 sequence a story.
- To use persuasive language in an advert.
- To identify story structures in familiar stories.
- To select vocab to describe a setting.
- To plan and write a newspaper report.
- To speak and write with a range of time conjunctions.
- To plan and write a diary.
- To add appropriate dialogue and action to a scene.
- To interpret characters' emotions.
- To write using a range of sentence types.

GPS: adverbs

- 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.
- To propose changes to SPAG to enhance affects and clarify meaning.
- To identify nouns and pronouns in sentences.

Spelling:

- To spell using the -tial and -able suffixes.
- To identify and spell homophones (nouns and verbs).
- To spell words containing double consonants.
- To spell words containing unstressed vowels and consonants.

Mathematics: number, measures and statistics

- 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, cm², m², 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.

Science: forces

- To understand that unsupported objects fall towards Earth because of Gravity acting between the Earth and the falling object.
- To identify the effects of air resistance, water resistance and friction that acts between moving surfaces.
- To identify that some mechanisms such as levers and pulleys and gears allow a smaller force to have a greater effect.
- To start to plan different types of scientific enquiries to answer questions, including recognising and controlling variables.
- With support, takes measurements, using scientific equipment with increasing accuracy and precision.
- To start to understand how to use test results to make predictions to set up further tests.
- To begin to report and present findings from enquiries.
- To begin to record data and results of increasing complexity using scientific diagrams and labels.
- To begin to identify scientific evidence that has been used to support or refute ideas.

Computing: coding

- 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: the Ancient Greeks

- 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.

D&T: mechanical systems – pop up book

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- To generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- To investigate and analyse a range of existing products.

- To evaluate ideas and products against own design criteria and consider the views of others to improve work.
- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- To understand and use mechanical systems in products [for example, gears, pulleys, cams, levers and linkages].
- To remember that an: input is the motion used to start a mechanism; output is the motion that happens as a result of starting the input.
- To know that structures use the movement of the pages to work.
- To know that mechanisms control movement.
- To design a book made up of a front cover and four pages and include a mixture of structures and mechanisms within it.
- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- To select from and use a wider range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- To use paper, card and glue to make my book structure.
- To make mechanisms and/or structures as detailed in my design template by using sliders, pivots and folds to produce movement.
- To complete the mechanisms and structures as detailed in my design template.
- To make my book look neater and more attractive by using layers using spacers to hide relevant parts of my mechanisms.
- To complete the surface decoration of my pop-up book by adding the story through: pictures and captions.
- To know that I need to consider the preferences and needs of the user.
- To know that good quality making should be neat, accurate and securely assembled.

Religious Education: life changing experiences

- To explain what is contained in the Noble Eightfold Path.
- To describe how enlightenment changes the Buddha's life.
- To understand the revelation of the Qur'an to Muhammad.
- 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.
- To be able to evaluate different responses to this story.

Physical Education:

Outdoor: football

- To be able to pass accurately whilst moving.
- To be able to dribble in a game situation.
- To know most of the rules and be able to play them.

Indoor: gym

- To perform actions, body shapes and balances accurately and consistently.
- To explore symmetrical and asymmetrical body shapes.
- To create sequences that meet set conditions.
- To choose shapes, balances and linking movements that they can include in a sequence.
- To adapt their sequence to new situations.
- To choose and apply their own compositional ideas to the sequences they create.
- To perform counter balances and incorporate them into their sequences.
- To perform movements in canon and unison and directions in their work and apply own compositional ideas to the sequences created.
- To perform actions, shapes and balances consistently and fluently.

PSHE: Money Matters

- To learn about the role money plays in own and others' lives, including how to manage money and about how to be a critical consumer.
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax'.

Music: Jazz

- To listen to music and find the pulse.
- To discuss music and answer questions, building on musical vocabulary.
- To learn to play the tune, introducing improvisation.
- To identify similarities and differences with another jazz song.
- To perform and share.

British Values

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