

**Year 5 Curriculum 2023**  
**Autumn 1– The Ancient Greeks**

**English: Greek myths - narrative 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 punctuate speech correctly.
- 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 select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
- To assess the effectiveness of own and others' writing.
- To adapt writing to suit purpose and audience.
- To use knowledge of etymology in spelling.
- 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.
- To spell using the suffixes -ious, -cious, -cial, -tial and -ant.

**Mathematics: Place value, addition and subtraction, multiplication and division, fractions.**

- To identify roman numerals to 1000.
- To identify 1000s, 100s, 10s and 1s in numbers up to 1 million.
- To read and write numbers up to one million.
- To compare and order numbers to 100 000.
- To round numbers within 100 000.
- To count in 10s, 100s, 1000s, 10 000s and 100 000s.
- To compare and order number to one million.
- To round numbers to one million.
- To develop understanding of negative numbers and Roman numerals.
- To mentally calculate sums and differences using partitioning.
- To add and subtract two 4-digit numbers with one and more than one exchange.
- To add and subtract whole numbers with more than 4-digits.
- To round to estimate and approximate.
- To perform inverse operations (addition and subtraction).
- To solve multi-step addition and subtraction word problems.
- To compare calculations.
- To find missing numbers.
- To understand that a multiple of a number is any number that is in its times tables.
- To find common multiples of any pair of numbers.
- To find factors of a number.
- To understand that a common factor is a factor shared by two or more numbers.
- To learn that numbers with exactly two factors are called prime number.
- To establish whether a number up to 100 is prime and recall prime numbers up to 19.
- To understand that a square number is a result of a number multiplied by itself.
- To learn that a cube number is the result of multiplying a whole number by itself and then by itself again.
- To use physical manipulatives to explore cubed numbers.
- To multiply whole numbers by 10, 100, 1000.
- To find fractions equivalent to a unit fraction.
- To find fractions that are equivalent to a non-unit fraction.
- To recognise equivalent fractions.
- To convert improper fractions to mixed numbers.
- To convert mixed numbers to improper fractions.
- To compare and order fractions less than and greater than one.

**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 – focus on clothing.
- To know some Greek Gods and Goddesses and their roles.

#### **Art: Formal elements of art (Greek Architecture)**

- To improve mastery of art and design techniques, including drawing.
- 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 renowned artists, architects and designers in history.
- To design a building based on an architectural style.

#### **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.
- To play an instrument with a song.
- To improvise with a song.
- To compose and perform a song.
- To master musical skills acquired.

#### **Religious Education:**

- Enquiry question: What can we learn about the meaning of life from the great philosophers?

#### **PSHE: Me and my relationships.**

- To demonstrate how to respond to a wide range of feelings in others.
- To give examples of key qualities of friendship.
- To identify what makes a relationship unhealthy.
- To identify who you can talk to if you need help.
- To recognize basic emotional needs and understand they change according to circumstance.
- To identify risk factors in each situation.
- To explain what collaboration means.
- Give examples of how they worked collaboratively.
- Describe the attributes needed to work collaboratively.

#### **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 accepted.
- 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: Gymnastics

- To be able to perform forwards rolls with a range of entrances and exits.
- To be able to perform backwards rolls with a range of entrances and exits.
- To perform a range of routines with rolling.
- To be able to safely perform cat springs.
- To be able to vault safely.
- To be able to vault safely with a range of entrances and exits.

#### 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**'.