



What is the legacy of Greek civilization?

Year 5 term 4

Writing

Core texts - Theseus and the Minotaur by Hugh Lupton and Daniel Morden (JC)
Ancient Greek Recount by DK Non-fiction

Children will write:

- A myth
- A non-chronological report

Spelling

All children will:

- Learn to use a dictionary, develop strategies for supporting their own learning, create words banks and work through their spellings each week in class and outside school.
- Targeted spellings: words with suffixes where the base word ends in 'fer'
- Words with 'silent' first letters, words with 'silent' letters, challenge words.

Punctuation

Children will: learn to use a colon for a list, apostrophes for possession, dash for parenthesis, apostrophes for plural possession, Speech punctuation, question marks, speech punctuation, comma use, capital use, exclamation use, comma use, apostrophes for possession (with 's') Dash use for clauses, Speech, comma use Contraction, comma use, exclamation, brackets and question marks.

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What is the legacy of Greek civilization?
Core Subjects

Book Talk

Children will read: Theseus and the Minotaur by Hugh Lupton and Daniel Morden (JC) Ancient Greek Recount by DK Non-fiction Recount Ancient Greek. This shall be done using the VIPERS approach: Vocabulary, Infer, Predict, Explain, Retrieve and Summarise.

Grammar

Children will learn to use: adjectives, conjunctions, prepositions, dialogue, alliteration, onomatopoeias, similes and metaphors, fronted adverbials and subordination conjunctions.

Maths

Year 5 children will:

- Identify thousandths as decimals
- Identify thousandths on a place value chart
- Order and compare decimals (same number of decimal places)
- Order and compare any decimals with up to 3 decimal places
- Round to the nearest whole number
- Round to 1 decimal place
- Understand percentages
- Identify Percentages as fractions
- Identify Percentages as decimals
- Find equivalent fractions, decimals and percentages
- Find perimeter of rectangles
- Find the perimeter of rectilinear shapes
- Find the perimeter of polygons
- Find the area of rectangles
- Read and interpret line graphs
- Read and interpret tables
- Read two-way tables
- Read and interpret timetables
- Collect data and draw line graphs
- Read and interpret line graphs- using others' work
- Read and interpret tables- collected from the class,

Science

Animals including humans

Children will learn to:

- Describe the changes as humans develop to old age
- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Computing

E-safety and touch typing.

Children will learn to: develop an understanding of the home row. Consolidate hand position and start to explore other keys using the correct fingers.

Music

Composition to represent the festival of colour
(Theme: Holi festival)

French

Les Jeux olympiques (The Olympic Games)

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Foundation Subjects

Geography

What is the legacy of Greek civilization?

Children will learn to:

- To understand the term “century” and how dating by centuries works. (e.g. the 1500s are known as the 16th century)
- To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.
- To understand how to represent a scale on a timeline.
- To know that members of society standing up for their rights can be the cause of change.
- To understand that there are changes in the nature of society.

RSHE

Focus: My beliefs.

PE

Football – Monday
Basketball - Thursday

D.T

Cooking and nutrition:

developing a recipe

We will: Mix, stir, grate, measure, crush, press and juice in preparation for creating our own version of Bolognese.

RE

Year 5: Creation and Science; conflicting or complementary

Year 5 Unit 34: Creation and science: conflicting or complementary? engages children in a thoughtful exploration of the relationship between religious belief and scientific understanding. The unit focuses particularly on the Christian creation narrative found in Genesis and the scientific theories of the Big Bang and evolution, encourages aging children to reflect on whether these views must be in conflict or can be understood as complementary.

PSHE

Dreams and goals

Children will learn to:

- Distinguish between healthy and unhealthy behaviour, develop understanding of pressure, influence and emergency procedures.