



Half term plan 2022

Teacher: J Oldfield
Date: Autumn 1 2022

Year group: 5

Topic: It's All Greek To Me

Literacy Objectives

Week of basic revision

Write Stuff

Narrative – I Believe in Unicorns by Michael Morpurgo

Non-Fiction – Instructions

Grammar

To add phrases to make sentences more precise

To use a range of sentence openers for impact.

To link clauses with subordinating and coordinating conjunctions

To use relative clauses beginning with who, which, whose.

To link clauses in sentences using subordinating and co-ordinating conjunctions.

To consistently organise into paragraphs.

Alan Peat

De: De

O.(I.)

Noun, which, who, where.

Guided Reading

Reading Rainbow – Kensuke's Kingdom

Lighthouse Reading

RML Phonic Group

Science Objectives

Earth and Beyond

Numeracy Objectives

Week of basic revision

White Rose Maths

Place Value (3 week block)

Addition and Subtraction (2 week block)

Multiplication and Division A (3 week block) – to be completed after half term.

Computing objectives

Computing Systems and Networks

<p>WK1: To describe the shapes, positions and movement of the planets in the solar system and some of the differences between these and stars.</p> <p>Wk2: To use a model to describe and compare the movements of different planets in space.</p> <p>WK3: To use a model or diagram to explain the effect of the Earth's rotation in space.</p> <p>WK4: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>WK5: To use a model to explain why sunrise and sunset occur at different moments in time in different parts of the world.</p> <p>WK6: To be able to explain how the Earth's tilt affects the times of sunrise and sunset in different places at different times of the year.</p> <p>WK7: To identify the phases of the Moon and explain why these occur. (Activities to include: researching planets , brusho art of planets, graph work on sunset and sunrise, investigation into the suns position in the sky, investigation of the moon's cycle.)</p>	<p>WK1: To explain that computers can be connected together to form systems.</p> <p>WK2: To recognise the role of computer systems in our lives.</p> <p>WK3: To recognise how information is transferred over the internet.</p> <p>WK4: To explain how sharing information online lets people in different places work together.</p> <p>WK5: To contribute to a shared project online.</p> <p>WK6: To evaluate different ways of working together online. (Activities to include: investigating digital systems, how they work and how they help us; transferring information; working with others in different locations; online shared project; evaluation of the project.)</p>
<p>Art objectives</p> <p>Know how to mix watercolours to making varying shades to paint a portrait of a Greek God or Goddess. To use a grid to ensure accurate size and proportion.</p> <p>Know how to research ideas to help design an Ancient Greek Lekanis pot and plate depicting a black figure design from the Ancient Olympics.</p> <p>Know how to use the pinching method to create pot and lip from clay. Know how to join pieces of clay together to make handles and a base for a pot.</p> <p>Know how to evaluate my Greek pot against my design criteria. (Activities to include: portraits of Greek Gods/Goddesses, designing Greek vases, Greek pottery vase, Greek pottery paper plate)</p>	<p>P.E objectives</p> <p><u>Gymnastics</u></p> <p>To know the effect on our bodies from warming up and cooling down.</p> <p>To explore balances and other actions showing twisted shapes.</p> <p>To combine and link two balances, twisted and not, with travelling actions.</p> <p>To choose a pathway to perform a sequence on</p> <p>To improve their performance using self-assessment.</p> <p>To explore mirroring a partner using different actions on the floor and apparatus</p> <p>To select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus</p> <p>To replicate a partner's sequence</p>

	<p>To identify their own focus for improvement.</p> <p>To explore using different actions moving into the same and different balances.</p> <p>To select and combine three different actions into three different balances.</p> <p>To transfer their learning onto the apparatus.</p> <p>To interpret another's record of their sequence on the floor or apparatus.</p> <p>Perform a handstand action at their own stage of progression</p> <p>Understand the technique of a good handstand</p> <p>Work with a partner to move into and out of their hand standing activities</p> <p>Perform a sequence containing inversion skills of hand standing and cartwheeling with rolling and contrast in body shapes.</p> <p>To put all of the knowledge learnt into a sequence.</p> <p>To complete a circuit in groups.</p>
<p>History</p> <p>Know where the Ancient Greek civilisation is on a timeline of other civilisations. Know how to order BCE and AD times on a timeline.</p> <p>Know the differences in daily life for the city states of Athens and Sparta. Make decisions and justifications based on this knowledge.</p> <p>Know the armour, weaponry, boats and formations that Greek hoplites would use.</p> <p>Know the differences between the Athenian and Persian armies and the events of the Battle of Marathon. Make decisions and justifications based on this knowledge.</p> <p>Know how to research and present knowledge (what they were God/Goddess of, symbols and powers) about Greek Gods and Goddesses (Zeus, Poseidon, Aphrodite, Hades, Apollo and Athena).</p>	<p>Geography</p> <p>Know where Greece is on a European map. Know the location of other countries within Europe.</p> <p>Know the European capital cities of England, France, Germany, Greece, Ireland, Italy, The Netherlands, Northern Ireland, Portugal, Scotland, Spain and Wales.</p> <p>Know that Greece has a Mediterranean climate with hot, dry summers and mild, wet winters but with heavy snowfall in mountainous regions.</p> <p>Know that Greece's landscape is made up of the third longest coastline in Europe with thousands of islands but also has rugged mountains, forests and lakes on the mainland.</p> <p>Know about the population of Greece in comparison to other European countries. Know that Greece has had problems with its economy in recent year and its main source of income is tourism. Know that Greeks have lots of natural resources to</p>

<p>Know how to use artefacts to learn about the different events (Wrestling, Boxing, Pankration, Trumpeting, Pentathlon, Running, Chariot racing, Horse racing, and Race in armour) from the ancient Olympic games. Know how the ancient Olympic games were organised.</p> <p>Know that theatre played an important role in Greek life. Know the layout of a Greek theatre, Know about the use of masks in Greek theatre and how they conveyed the characters to the audience.</p> <p>Know the food Greeks ate and what routines they had at meal times.</p> <p>(Activities to include: Who were the ancient Greeks? Ancient Greek timeline, Greek buildings: homes and theatres, Aspects of the way of life: arts and architecture, cities and buildings; citizens and slaves; education; language; medicine, health and hygiene; INTERACTIVE ROOM - games and leisure including the Olympic Games; plays and theatre; ships and trading; soldiers and warfare)</p>	<p>trade with petroleum and food (fish, olive oil, tomato based products and wine) being their largest exports.</p> <p>(Activities to include: Mapping areas of Greece and surrounding countries, Greek buildings: homes and theatres, Aspects of the way of life: arts and architecture, cities and buildings; citizens and slaves; education; language; medicine, health and hygiene; games and leisure including the Olympic Games (Interactive room); plays and theatre; ships and trading; soldiers and warfare)</p>
<p>French (KS2) Salut Unit J</p> <p>To pick out familiar words and phrases from spoken words and sentences.</p> <p>To understand the main points and some of the detail from a short spoken passage that includes some unfamiliar language.</p> <p>To join in with short continuous conversation.</p> <p>To adapt simple sentences by changing a few words.</p> <p>To prepare a short talk on a topic about a person, place or thing.</p> <p>To read and pronounce unfamiliar French words using knowledge of French phonics.</p> <p>I can read aloud with accurate pronunciation so others can understand me.</p> <p>To complete a written sentence by adding letter, words or</p>	<p>DT</p> <p>Prepare food for a purpose, taste food and take into consideration sensory vocabulary.</p> <p>Cut and shape ingredients using appropriate tools</p> <p>Show an awareness of a healthy diet.</p> <p>(Activities to include: literacy link – make vegetable soup to link to instructional writing.)</p>

<p>phrases. To use simple sentence structures that differ from English.</p>	
<p>Music Charanga</p>	<p>R.E <u>People of Faith</u> WK1: To know and be able to describe the characteristics of a person of faith. To be able to interpret Bible stories and explain how that story answers questions about what it means to have faith. WK2: To research the lives of people of faith and be able to link their choices, values and actions to their beliefs. To use an increasingly wide religious vocabulary to explain what motivates people of faith and in what ways inspire others. WK3: To be able to express what they feel would be the opinion of a Christian on an issue discussed i.e. Fairtrade. WK4: To be able to raise and suggest answers to big questions. WK5: To be able to explain in what ways the people of faith they researched inspire them. WK6: To express and explain their own opinion on an issue such as Fairtrade or slavery. WK7: To be able to talk about who inspires them and why.</p>
<p>PSCHE – Dimensions Program <u>Unit 1 Rules and Responsibilities</u> WK1: To understand how we are all connected by our similarities. WK2: To know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. To know and understand how the make-up of family units can differ. WK3: To understand and appreciate the range of different cultures and religions represented within school. To learn about the need for tolerance for those of different faiths and beliefs. <u>Healthy Relationships</u></p>	<p>Dance/ Drama To experiment to establish different characters, with control over movement and voice. To work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes. To comment on performances constructively, using appropriate language, both in and out of role. (Activities to include: work linking to literacy, work on the Greek theatre)</p>

<p>WK4: To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To understand the term 'diversity' and appreciate diversity within school.</p> <p>WK5: To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age.</p> <p>WK6: To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age.</p>	
<p>Visits/visitors</p>	<p>Enrichment Activities/ Topic Days/ Role-play</p>