



## Half term plan 2018

**Teacher: J Oldfield**  
**Date: Autumn 1 2018**

**Year group: 5**

**Topic: It's All Greek To Me**

### **Literacy Objectives**

Week of basic revision

Narrative – Novels and Stories With Significant Children's

Authors

To compare different types of narrative texts and identify how they are structured.

To make comparisons using evidence from a text.

To adapt sentence construction to different text types, purposes and readers.

To infer writers' perspectives from what is written and from what is implied.

To present using notes designed to cue techniques.

To find information from a text.

To punctuate sentences accurately, including using speech marks and apostrophes.

To identify adverbs.

To write different story openings.

To reflect on reading habits and preferences.

To plan and manage a group task over time using different levels of planning.

To plan and write a 5 part story effectively.

Non-Fiction – Instructions

To identify the features of instructions.

### **Numeracy Objectives**

Week of basic revision

Collins Busy Ant Maths

Unit 1

Number and Place Value

Addition and Subtraction

Properties of shapes

Unit 2

Multiplication and Division

Fractions

Position and Direction

<p>To write effective instructions.          To use appropriate instruction vocabulary.          To evaluate the effectiveness and improve instructions.          To use appropriate adverbs and adverbial phrases.</p> <p><u>Grammar</u>          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.</p> <p><u>Alan Peat</u>          De: De          O.(I.)          Noun, which, who, where.</p> <p><u>Guided Reading</u>          Circle Reading          RML Next Steps</p>	
<p><b>Science Objectives</b>  <u>Earth and Beyond</u>          To describe the shapes, positions and movement of the planets in the solar system and some of the differences between these and stars.          To use a model to describe and compare the movements of different planets in space.          To use a model or diagram to explain the effect of the Earth's rotation in space.          Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.          To use a model to explain why sunrise and sunset occur at different moments in time in different parts of the world.</p>	<p><b>Computing objectives</b>  <u>We Are Bloggers (Switched On Computing)</u>          To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.          To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.          To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range</p>

<p>To use a model to explain why sunrise and sunset occur at different moments in time in different parts of the world.          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.          To identify the phases of the Moon and explain why these occur.          (Activities to include: INTERACTIVE ROOM - 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>of ways to report concerns about content and contact.          To be discerning in evaluating digital content. (Activities to include: <a href="#">blogging linked to Weebly</a>, <a href="#">blogging text and media</a>)</p>
<p><b>Art objectives</b>          To mix a variety of shades to capture the mood.          To join pieces of clay together to make decorations and handles for pots.          (Activities to include: <a href="#">portraits of Greek Gods/Godesses</a>, <a href="#">designing Greek vases</a>, <a href="#">Greek pottery vase</a>, <a href="#">Greek pottery paper plate</a>)</p>	<p><b>P.E objectives</b>  <u>Gymnastics</u>          To know the effect on our bodies from warming up and cooling down.          To explore balances and other actions showing twisted shapes.          To combine and link two balances, twisted and not, with travelling actions.          To choose a pathway to perform a sequence on          To improve their performance using self-assessment.          To explore mirroring a partner using different actions on the floor and apparatus          To select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus          To replicate a partner's sequence          To identify their own focus for improvement.          To explore using different actions moving into the same and different balances.          To select and combine three different actions into three different balances.          To transfer their learning onto the apparatus.          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          Understand the technique of a good handstand          Work with a partner to move into and out of their hand standing activities          Perform a sequence containing inversion skills of hand standing and cartwheeling with rolling and contrast in body shapes.          To put all of the knowledge learnt into a sequence.          To complete a circuit in groups.          Sports Coach – Multi-Sports</p>
<p><b>History</b>          To develop a chronologically secure knowledge and understanding of world history.          To identify connections, contrasts and trends over time and develop the appropriate use of historical terms.          To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.          To use a range of sources to understand how our knowledge of the past is constructed. (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><b>Geography</b>          To locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.          To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.          To describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.          (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</p>

<p><b>French (KS2)</b>          To recap the prior knowledge learnt in year 4.          To recognise some basic French greetings.          To recognise numbers 1-20          To respond to some simple classroom instructions.          To respond to some simple questions when prompted with visual cues.          To recognise basic family vocabulary.          To recognise the days of the week when spoken in sequence.          To understand most of the colours.</p>	<p>warfare)  <b>DT</b>          Prepare food for a purpose, taste food and take into consideration sensory vocabulary.          Cut and shape ingredients using appropriate tools          Show an awareness of a healthy diet.          (Activities to include: literacy link – make vegetable soup to link to instructional writing.)</p>
<p><b>Music</b>          Young Voices</p>	<p><b>R.E</b>  <u>People of Faith – AW to teach</u>          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.          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.          To be able to express what they feel would be the opinion of a Christian on an issue discussed i.e. Fairtrade.          To be able to raise and suggest answers to big questions.          To be able to explain in what ways the people of faith they researched inspire them.          To express and explain their own opinion on an issue such as Fairtrade or slavery.          To be able to talk about who inspires them and why.</p>
<p><b>PSCHE (circle time)</b>          Circle time – based on events arising and current affairs.</p>	<p><b>Dance/ Drama</b>          To experiment to establish different characters, with control over movement and voice.</p>

	<p>To work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes.</p> <p>To comment on performances constructively, using appropriate language, both in and out of role.</p> <p>(Activities to include: work linking to literacy, work on the Greek theatre)</p>
<p><b>Visits/visitors</b>  Healey Dell – 18<sup>th</sup> September  We Are One Launch – Odeon Cinema – 12<sup>th</sup> October</p>	<p><b>Enrichment Activities/ Topic Days/ Role-play</b></p>