



Half term plan 2026

Teacher: J Oldfield
Date: Autumn 1 2026

Year group: 5

Topic: It's All Greek To Me

English 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.

Maths Objectives

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.

To write effective instructions. To use appropriate instruction vocabulary. To evaluate the effectiveness and improve instructions. To use appropriate adverbs and adverbial phrases. <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. <u>Alan Peat</u> De: De O.(I.) Noun, which, who, where. <u>Reading</u> Weekly program of 1 x fluency, 1 x close and 1 x extended. Kensuke's Kingdom/The Girl of Ink and Stars	
Science Objectives <u>Earth and Space</u> L1: Know the main bodies that are found in our solar system are the Sun, Moon, Earth and 8 planets and that they are all spherical. L2: Know that the planets rotate around the Sun. Know that one orbit is called a year. L3: Know that the Sun appears to move east to west in an arc across the sky from sunrise to sunset. Know how to make a shadow clock. Use the results to make conclusions about the Earth's rotation. L4: Know that the Earth rotates, which is why we have day and night and explains the apparent movement of the Sun across	Computing objectives <u>Teach Computing – Systems and Searching (Taught by BC)</u> L1: To explain that computers can be connected together to form systems. L2: To recognise the role of computer systems in our lives. L3: To identify how to use a search engine. L4: To describe how search engines select results. L5: To explain how search results are ranked. L6: To recognise why the order of results is important, and to whom.

the sky. L5: Know how the moon moves around the Earth and on its own axis. Know that over time Scientists' ideas about the Sun, planets and moon have changed and discuss why this might be. L6: Know how to interpret scatter graphs and identify patterns from them about planets. (Activities to include: researching planets, brusho art of planets, investigation into the suns position in the sky, investigation of the moon's movements, interpreting graph work about planets. INTERACTIVE ROOM: Journey to Space)	
Art objectives L1: 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. L2: Know how to research ideas to help design an Ancient Greek Lekanis pot and plate depicting a black figure design from the Ancient Olympics. L3/4: 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. L5: 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.E objectives <u>Netball (Taught by RP)</u> L1: To develop passing and moving to maintain possession. L2: To use a variety of attacking skills to lose a defender. L3: To move into and create space to support a teammate. L4: To use defending skills to gain possession. L5: To develop accuracy in the shooting action under pressure. L6: To use and apply skills, principles and tactics to a game situation. <u>Fitness (Taught by JO)</u> L1: To understand how speed helps me in other activities and apply this. L2: To understand how strength helps me in other activities and apply this. L3: To understand how agility helps me in other activities and apply this. L4: To understand how balance helps me in other activities and apply this. L5: To understand how co-ordination helps me in other activities and apply this. L6: To understand how stamina helps me in other activities and apply this.

History

L1: Know where the Ancient Greek civilisation is on a timeline of other civilisations. Know how to order BCE and AD times on a timeline.

L2/3: Know the differences in social hierarchy daily life for the city states of Athens and Sparta. Make decisions and justifications based on this knowledge.

L4/5: Know the armour, weaponry, boats and formations that Greek hoplites would use.

L6: Know the differences between the Athenian and Persian armies and why the Athenians were not expected to win. Know the events of the Battle of Marathon and know that the word is still in use today. Make decisions and justifications based on this knowledge.

L7: To know the Greeks worshipped several God/Goddesses and that Zeus was king of the Gods. 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).

L8: Know how to use artefacts such as pottery 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 impacts on the modern day Olympics.

L9: 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.

L10: Know the food Greeks ate and what routines they had at meal times. Know that only rich Greeks ate meat. (Activities to include: Who were the ancient Greeks? Ancient Greek timeline, Greek buildings: homes and theatres, Aspects of the way of life:

Geography

L1: Know where Greece is on a European map and the countries that border it.

L2: Know the capital city of Greece along with other major European capital cities e.g. England, France, Germany, Ireland, Italy, Northern Ireland, Scotland, Spain and Wales.

L3: Know that Greece has a Mediterranean climate with hot, dry summers and mild, wet winters but with heavy snowfall in mountainous regions.

L3: 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.

L4: Know about the population of Greece in comparison to the UK.

L4: Know that Greece has had problems with its economy in recent years and its main source of income is tourism. Know that Greeks have lots of natural resources to trade with petroleum and food (fish, olive oil, tomato based products and wine) being their largest exports. (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)

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)	
French (KS2) <u>Salut Unit J (Taught by BC)</u> To pick out familiar words and phrases from spoken words and sentences. To understand the main points and some of the detail from a short spoken passage that includes some unfamiliar language. To join in with short continuous conversation. To adapt simple sentences by changing a few words. To prepare a short talk on a topic about a person, place or thing. To read and pronounce unfamiliar French words using knowledge of French phonics. I can read aloud with accurate pronunciation so others can understand me. To complete a written sentence by adding letter, words or phrases. To use simple sentence structures that differ from English.	DT 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.)
Music Charanga - Autumn 1 Melody and Harmony in Music	R.E. <u>Unit U2.9 Why is the Torah so important to Jewish People?</u> (Taught by BC) L1: To investigate Jewish communities and how they differ. L2: To know what Jews believe about God. L3: To know how Jews remember their belief in God. L4: To know about a Sefer Torah and how it is used. L5: To know rules around what Jewish people can eat. L6: To know what happens during worship at a Synagogue.
PSHE – Dimensions Program <u>Unit 1 Rules and Responsibilities (Taught by BC)</u>	Dance/ Drama To experiment to establish different characters, with control over

L1: To understand how we are all connected by our similarities. L2: 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. L3: 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> L4: 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. L5: To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age. L6: To learn about and reflect on their own spending habits / choices. To understand why financial management and planning is important from a young age.	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)
Visits/visitors	Enrichment Activities/ Topic Days/ Role-play Thursday 15th October – Parental Engagement Session