

# Ancient Greece

## Year 5

### Spring Term 2020

### Mathematics

#### **Multiplication and Division**

Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.

Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context

To recognise and use square numbers and cube numbers

To solve problems involving multiplication and division.

#### **Shape**

To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.

To identify: angles at a point and 1 whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90°

To distinguish between regular and irregular polygons based on reasoning about equal sides and angles

#### **Fractions**

To compare and order fractions whose denominators are all multiples of the same number

To recognise mixed numbers and improper fractions and convert from one form to the other

To add and subtract fractions with the same denominator and denominators which are multiples of the same number

To read and write decimal numbers as fractions

Convert between units of measure, including using common decimals and fractions

Find equivalent fractions and understand that they have the same value and the same position in the linear number system

#### **Perimeter and Area**

To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres

Compare areas and calculate the area of rectangles (including squares) using standard units.

### RSHE

Recognise that there are positive and negative risks

Explain how to weigh up risk factors when making a decision

Demonstrate strategies to deal with both face-to-face and online bullying

Demonstrate strategies and skills for supporting others who are bullied

Recognise which situations are risky;

Explore and share their views about decision making when faced with a risky situation;

Suggest what someone should do when faced with a risky situation

Make recommendations on an issue concerning health and wellbeing

Understand the difference between a fact and an opinion

Define the differences between responsibilities, rights and duties

Define the terms loan, credit, debt and interest

Suggest advice for a range of situations involving personal finance

### Literacy

To compare different characters from a text.

To discuss a character's feelings and emotions across a text/narrative.

To write contrasting setting descriptions.

To write an innovated Greek myth.

**Grammar Learning:** Adverbs identifying degrees of possibility, Modal verbs, Editing work to extend use of connectives, complex sentences, vocabulary, Adverbials of time, place and manner, Adapting writing (vocab, tone and sentence) for different purposes.

**Reading VIPERS Skills:** Retrieval, Inference, Vocabulary, Prediction, Sequence, Explain.

### D&T / Art

#### **Art:**

##### **Painting**

Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours

Create imaginative work from a variety of sources

##### **Printing**

Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing

Build up layers and colours/textures

Organise work in terms of pattern, repetition, symmetry or random printing styles

##### **DT**

##### **Construction**

Use hand drill to drill tight and loose fit holes.

Cut strip wood, dowel, square section wood accurately.

Join materials using appropriate methods.

Incorporate motor and a switch into a model.

Control a model using an ICT control programme.

Use a cam to make an up and down mechanism.

Use a glue gun with close supervision.

Choose materials based on their functional properties and aesthetic qualities.

### P.E.

To throw a rugby ball whilst travelling with accuracy.

To pass the ball backwards in a line of players.

To select the best ways to attack and defend the opposing team.

To select the best ways to attack.

To select the best ways to attack and defend.

### History

Find out about everyday lives of people in Ancient Greece and compare with our life today.

Identify reasons for and results of people's actions.

Understand why people may have wanted to do something.

### Science

#### **Forces**

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, which act between moving surfaces

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

#### **Animals including humans**

Describe the changes as humans develop to old age

Know the life cycle of different living things, e.g. Mammal, amphibian, insect, bird

Know the differences between different life cycles

Know the process of reproduction in plants

Know the process of reproduction in animals

### Geography

To study human and physical geography of a region of the United Kingdom,

Identify significant places and environments

Identify and describe where places are around the world.

Compare and contrast areas within the UK.

### Computing

#### **Computer Science**

I can write code that performs calculations with variables.

I can create code that acts on multiple inputs.

I can create code that acts on multiple outputs.

#### **Digital Literacy**

I can explain how and why some people may present 'opinions' as 'facts'.

I can demonstrate the use of search tools to find and access online content, which can be reused by others.

I can edit and improve onscreen writing, including spell-check and thesaurus use.

### Music

To use and understand staff and other musical notations.

To listen with attention to detail and recall sounds with increasing aural memory.

### Religious Education

**Why do Christians believe Jesus was the Messiah?**

Explain the place of Incarnation and Messiah within the 'big story' of the Bible.

Identify Gospel and prophecy texts.

Explain connections between biblical texts, Incarnation and Messiah.

Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways.

Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

**Why is the Torah so important to Jewish people? (God/Torah)**

Identify and explain Jewish beliefs about God.

Give examples of some texts that say what God is like and explain how Jewish people interpret them.

Make clear connections between Jewish beliefs about the Torah and how they use and treat it.