

Science

Space- Our Solar System

Children will be able to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Spoken Language

Developing their scientific vocabulary

Articulating scientific concepts clearly and precisely

Making their thinking clear, both to themselves and others

Build secure foundations by using discussion to probe and remedy their misconceptions

Working Scientifically

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Using test results to make predictions to set up further comparative and fair tests Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identifying scientific evidence that has been used to support or refute ideas or arguments.

Music

Music based on the topic Ancient Greeks

Pupils should be taught to play and perform in solo and ensemble contexts, use their voices and playing musical instruments with increasing accuracy, fluency, control and expression and listen with attention to detail and recall sounds with increasing aural memory. Children will use rhythm sticks and notes to keep a beat. Some children will continue their learning of clarinets.

Computing

Children will use technology to:

Online Safety

Understand the terms plagiarism and copyright and be aware of the implications of copying and sharing content without permission.

Information Literacy

Research and being discerning in evaluating content Multimedia, communicating and publishing

Understanding networks

Opportunities they offer for collaboration.

Languages Arabic/French

Introductions:

- myself, my family and my home
- home life
- daily routine and hobbies
- asking questions
- likes and dislikes.

Revisiting previous learning to build sentences even further.

Art and Design / Design and Technology

Art and Design

Greek Art/ architecture and its legacy today.

create sketch books to record observations

developing techniques

use of materials, experimentation:

create drawings using a range of media collage, pastels and pencils

use sketch books to collect, review and revisit ideas.

Design and Technology

Design and make their own Pandora's Box with a working hinge.

Religious Education

Symbols and Symbolism in Islam, Christianity and Hinduism

Key words: Sacred, Specialness and Family

Children will be:

*exploring symbols within the religion in focus

*discussing what symbols are important to ourselves

*discussing why symbols are sacred.

*understand the significance of key writings and teachings.

*understand and make connections between key teachings in religious and non-religious worldviews

*understand some of the ways in which believers interpret story and symbolism and use language and ritual to convey meaning.

Big Question

Should everyone have the same beliefs?

English

Reading / Comprehension

VIPERS

Each week focusing on a specific strand with a range of resources to embed the skill.

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views.

Writing

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling

NC- know and spell words with silent letters

NC- use further suffixes and understand how to add them

NC- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Handwriting

Year 5

Write legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Choosing the writing implement that is best suited for a task.

Grammar and punctuation

Word types

Clauses and phrases

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Examine the role of the narrator as the story teller

Select and use appropriate registers for effective communication

Analyse the importance of characters

Examining the difference between oral and written story telling

Analyse and evaluate instructions Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Participate in discussions, presentations, performances, role play, and improvisations

History and Geography

History

Classical Athens –

- Ancient Greek life
- Trade and democracy
- empire
- Ancient Greek Gods
- Olympics now and then.

Why was Alexandra the Great so significant?

Geography – Google Earth

Geographical skills

Where is Greece in relation to the rest of the world?

How the geographical features affected Ancient Greece's trade.

Physical education

Freddie Fit

- Stamina/Fitness
- Conditioning
- Knowledge of muscles
- Flexibility

Team games

To increase competence, confidence, connections, character, and care for one another.

Mathematics

Unit 1: Whole Numbers

Children will be learning to:

- count on in ten thousands to 1 million
- identify the value and place of each digit in a 6- and 7-digit number
- state which number is greater or smaller using the strategy of comparing the values of their digits from the left
- arrange a set of numbers in order
- round numbers to the nearest thousand identify the pattern in a number sequence
- recognise and use the symbol '≈'

Unit 2: Whole Numbers 2

Children will be learning to:

- use a calculator
- become fluent in the four operations
- multiply a number by 10, 100 or 1000
- divide a number by 10, 100 or 1000
- order of operations
- the order of operations in a number sentence which has brackets
- apply our learning to word problems.

NC- decimals, multiplication formal method, division bus stop method

The inverse of the two, fluency and pattern spotting.

CLIC and Mental Maths fortnightly

Multiplication and Division

Year 4 -

Revision in times tables up to 12 x 12

Year 5 -

Multiplication and addition, division and subtraction 8,9,12, and 25 times table.

PSHCE

Spiritual

- The Ancient Greeks believed in oracles and were superstitious; do superstitions still have a place in the modern world?

Moral

- Cost of hosting the Olympics / Commonwealth games / World cup.
- Weighing the monetary costs and benefits against the physical costs and benefits for different people
- How would you ensure you stay safe during P.E.?
- How would the lack of P.E. equipment affect training for the Olympics?

Social – SEAL - New beginnings

- Relating to the new bids taking place to host the next Olympics

Cultural

- What can we learn about other cultures when we host / attend a major sporting event?

Celebrating Strengths

Love of Learning

Creativity

Leadership

Enthusiasm

British Values

Democracy

- Democracy in Ancient Greece and today, how has democracy changed?

Rule of Law

- Law and order in Ancient Greece. How were laws put in place in Ancient Greece and the link to today?

Individual Liberty

- A right to education - a privilege for the rich? Hierarchy of the Ancient Greek world, rights of different people. Were all people valued and respected?

Mutual Respect

- Olympic Games – How can we encourage respect in sport today?

Tolerance of Different Faiths and Beliefs

- How do we live and work together in a competitive environment?