



<p><b>English</b></p> <p><u>Persuasion</u> This term the children will plan and write a voiceover in order to persuade people to watch a Disney film. They will then write a short piece for a radio advert persuading people to come to Greece.</p> <p><u>Writing Skills</u> During this unit the children will explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. They will select the appropriate language and structures for audience and purpose. They will explore and use persuasive techniques such as exaggeration, strong adjectives, bold statements and will suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p><u>Poems with Structure</u> During this second unit, the children will write a structured poem about the Victorian way of life using TWas the Night Before Christmas.</p> <p><u>Writing Skills:</u> The children will look at the specific structure of this poem, before identifying its audience and purpose. They will then write their own poems using the same structure based on Victorian life. The children will focus on vocabulary to enhance effects and use personification, similes and metaphors.</p> <p><u>Historical Narrative (This unit will be continued in the Spring Term)</u> In this unit, Year 5 will begin to write a new chapter to A Christmas Carol (to include another ghost).</p> <p><u>Writing Skills</u> As the children write, they will create and punctuate complex sentences using -ing openers. The children will select the appropriate language and structures and think about how authors develop characters and settings in books. They will then suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p><u>Spellings</u> Year 5 will be focussing on the next 10 words in the Year 5 list and recapping the first 10 words from last half term. They will also be looking at rules for plurals, adding '-s', '-es' and 'ies'. The children will then revise the use of the apostrophe for contraction and possession. They will also be looking at the use of the hyphen within words. Finally they will use a dictionary to support learning word roots, derivations and spelling patterns.</p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li><b>Mental Strategies</b> Year 5 will be exploring strategies to add, subtract, multiply and divide numbers mentally</li> <li><b>Fractions</b> Year 5 will be finding amounts using fractions and applying the correct vocabulary. Also they will be identifying equivalent fractions and ordering these compared to decimals and percentages.</li> <li><b>Multiplication</b> They will also be learning to multiply numbers up to 4 digits by 1 or 2 digits, using formal written methods.</li> <li><b>Division</b> The children will learn to divide numbers up to 4 digits by 1 digit and then interpret remainders</li> <li><b>Measures</b> The children will calculate and compare the area of rectangles and estimate the area of irregular shapes using standard units.</li> <li><b>Time</b> We will continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. We will also complete, read and interpret information in tables, including timetables and solve problems involving converting between units of time.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li><b>Properties of materials</b> Year 5 will continue to investigate different properties of materials.</li> <li><b>Reversible Changes</b> The children will use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They will also demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li><b>Irreversible Changes</b> They will also be looking at how some changes result in the formation of new materials, and that this kind of change is not usually reversible.</li> </ul>	<p><b>Computing</b></p> <p><b>Programming</b> Children will:-</p> <ul style="list-style-type: none"> <li>Use a variable to increase programming possibilities</li> <li>Use 'if' and 'then' commands to select an action</li> <li>Use logical reasoning to detect and debug mistakes in a program</li> <li>Change an input to a program to achieve a different output.</li> <li>Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</li> <li>Build understanding of variables and use them to count in Scratch</li> <li>Use Scratch to count in Roman Numerals</li> </ul> <p><b>Technology in our lives</b> Children will:-</p> <ul style="list-style-type: none"> <li>Describe different parts of the Internet e.g. how information is stored</li> <li>Recognise and evaluate different types of information on the World Wide Web.</li> <li>Search for sound effects to add to a piece of writing</li> <li>Learn how computer scientists find information</li> </ul> <p><b>Handling Data and Multimedia</b> Children will:-</p> <ul style="list-style-type: none"> <li>Choose an appropriate tool to help collect data</li> <li>Talk about mistakes in data and suggest how it could be checked</li> <li>Present data in an appropriate way</li> <li>Select, use and combine the appropriate technology tools to create effects that will have an impact on others</li> <li>Review and improve own work and support others to improve their work</li> <li>Use datalogging equipment to investigate sound levels.</li> <li>Use datalogging equipment to record traffic and similar noises as they pass the children/school</li> <li>Consider the effect of sound on a story</li> <li>Record a story, adding sound effects</li> </ul>	<p><b>RE</b></p> <p><b>Christianity</b></p> <p><i>Key Question - What different kind of writings and story are important to Christianity?</i></p> <ul style="list-style-type: none"> <li>Children to explore stories that have meaning.</li> <li>Consider which stories are special to them and Why?</li> <li>Develop an understanding where people go for guidance on living their lives</li> <li>Explore different gospels</li> <li>Find similarities and differences between Gospels</li> <li>Consider why is the Christmas story is important to Christians</li> <li>Know the meanings behind some parables</li> </ul>
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**AUTUMN TERM - IT'S ALL GREEK TO ME**

<p><b>History</b></p> <p>Following our trip to Liverpool, Year 5 will look <i>at the influence of the Greeks on the western world</i>. They will look at the impact the Greeks had on Liverpool and how this was evident in the architecture.</p> <p><i>Through choosing relevant sources of evidence to support particular lines of enquiry</i> the children will look at various artefacts highlighting the Greek culture and importance of Gods within the era. They will then research this further creating detailed information about each God.</p> <p>To conclude this topic, the children will take part in a Greek Day, which will include clues of what Greek life was like (slave auction, art trades and role plays).</p>	<p><b>Geography</b></p> <p>The children will use <i>a range of maps and other sources of geographical information</i> (maps, pictures and atlases) to compare and contrast Ancient Greece to modern day Greece, focusing on the environmental features which were relevant to the era. They will then complete a comparison map of both showing the differences.</p> <p>They will also highlight the major city states and offer an understanding of why each one was considered important during this time.</p>	<p><b>Art and Design</b></p> <p>Year 5 will be planning and designing a Greek pot, which symbolises Greek culture. This will include detailed drawings, shadings and scales showing why and how they are going to make it.</p> <p>They will also be planning and designing a Greek mask, which will capture the culture of Ancient Greece (Gods, theatre and mythical beasts). Again this will involve precise scaled drawings and designs showing their ideas.</p>	<p><b>Design Technology</b></p> <p>The children will be creating their Greek pots using clay and a particular rolling method. They will learn to handle and manipulate the clay to form a pot which matches their designs brief.</p> <p>They will also use paper mache to layer the outline of their Greek mask. This will then require shaping, moulding and cutting to create facial features.</p> <p>Finally, we will also be following food safety hygiene procedures when preparing and eating our Greek food during our Greek Day.</p>	<p><b>Spanish</b></p> <p>During this half term through <b>speaking and listening, reading and writing activities</b> we will be learning about 'Sports and Hobbies'. Pupils will continue to <b>listen and respond</b> to a wider variety of questions about themselves with <b>growing accuracy</b>. They will <b>speak in sentences using the vocabulary</b> for sports and hobbies and will progress to expressing more complex opinions about the activities using the <b>correct grammar</b>. Pupils will learn to <b>respond to questions</b> about how often they participate in activities and they will be able to express this in writing. Pupils will work towards <b>writing and presenting a short description</b> of themselves to the class using the vocabulary they have learned this term.</p>	<p><b>Music</b></p> <p>Year 5 will be looking at traditional Greek music this term: Zorba's Dance. During our lessons we will be listening to the music and understanding its geographical origin. They will be finding the correct pulse, rhythm and pitch. Year 5 will also be learning certain moves to the dance and how it evokes emotions and feelings through its quick and slow movements. They will also be using percussion instruments to improvise and compose a section of the music too. <i>In addition, the children will also be learning, practising and performing songs for the Christmas production.</i></p>
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