

Y5

SEEKING THE GREEK



Our topic is **Seeking the Greek**. We will be travelling to Ancient Greece to find out about the extraordinary achievements of this civilisation and its legacy today. We will learn about Greeks Gods and mythology and deepen this understanding by exploring *The Adventures of Odysseus*. Examining amphorae art will allow us to see how and why particular images were used.

AUTUMN TERM 1

SCIENCE		HISTORY		
<p>Understanding Animals</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics. <p>Key scientist: Sir David Attenborough/Sylvia Earle</p>		Ancient Greece		
		<p>The children study the legacies of Ancient Greece and begin to develop critical analysis of historians and sources themselves.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Investigate and interpret the past Build an overview of world history Understand chronology Communicate Historically 		
		ENGLISH		
		<p>We will be reading <i>The Adventures of Odysseus</i> by Hugh Lupton, Daniel Morden and Christina Balit. In this retelling of Homer's epic poem, we travel with Odysseus as he returns home to Ithica from fighting in the Trojan wars. His journey is beset by danger, challenges and tragedy. The book covers themes of good and evil, the nature of heroism, taking responsibility for our actions within a classic voyage and return narrative.</p>		
MATHS		PSHE	ART	RE
<p>Unit 1: Reasoning with larger whole numbers</p> <p>Pupils represent 5-digit numbers in a variety of ways including with place value counters and in words. Using Dienes to build and imagine representations of larger integers supports understanding of the magnitude and relationships between these values. They identify the value of each digit and write the sum of its place value parts. Pupils will extend their understanding of the number system and place value to 6-digit whole numbers, finding 1, 10, 100, 1000 and 10 000 more or less. Pupils generate 5- and 6-digit numbers before comparing and ordering. Number lines are used to position numbers and identify other values based on their relative position, developing pupils' number sense. Pupils continue to develop their understanding of rounding by extending this to 6-digit numbers.</p> <p>Unit 2: Integer addition and subtraction</p> <p>The unit starts by exploring calculation strategies for addition and subtraction of 2-digit and 3-digit numbers. This is an opportunity to review strategies from previous years with a strong focus on clearly explaining, using equipment, sketches and jottings, to demonstrate the understanding. There is a focus is on using known facts to calculate with large numbers, supporting pupils to realise how much they can do with number bonds to 20, and highlighting the importance of being fluent in the recall of these facts. Formal written method of addition and subtraction are the focus of the next sequence of lessons. Pupils have used these methods in Year 4 and now extend to work with 5-</p>		<p>Being me in my world</p> <p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, Participating</p>	<p>Children will explore the shapes and images of Greek amphorae. They will learn how to draw 3-D objects and use shading..</p>	<p>In RE we engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The key question for this term will be: Why do some people think God exists? Children will compare the belief systems of Christians and people who are non-religious (e.g. Humanists)?.</p>

digit and 6-digit numbers as well as adding more than two numbers. Place value counters are used alongside the written method as a tool for explaining how the procedure works and focusing attention on what is happening as each step is carried out.

MFL

Spanish

PE

Invasion Games
(Football)

Invasion Games
(Basketball)

MUSIC

Charanga music scheme

COMPUTING

Computer systems and networks
Children will learn about the role of
computer systems, how information is
shared and how this can help us to
work together.