

KS2 Spring Half-Term 1

Skills and Objectives MTP 2020-2021



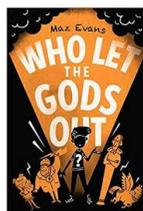
Teachers: Mr Wainford and Mrs Paternoster

Year: 5

Theme: Olympian Times: Who were the Ancient Greeks?

Big Question: Were the Ancient Greeks different to us?

<p>English</p> <p>Reading These objectives will be visible across the curriculum, not solely in English lessons.</p> <p><i>Children will use the novel 'Who Let the Gods Out' as their main stimulus for a range of reading and writing lessons. They will also read and respond to a range of non-fiction texts.</i></p> <p>Word Reading</p> <ul style="list-style-type: none"> ✓ Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <p>Being a Reader</p> <ul style="list-style-type: none"> ✓ Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books ✓ Increase their familiarity with fiction genres including modern fiction ✓ Read for a range of purposes ✓ Use pertinent and technically specific vocabulary when talking about books ✓ Discuss a text confidently with others, responding to their ideas and challenging their views courteously ✓ Recommend an author and explain why <p>Reading Comprehension</p> <ul style="list-style-type: none"> ✓ Check that the text makes sense to them and discuss their understanding ✓ Use imagination and empathy to explore a text beyond the page ✓ Answer questions drawing on information from several places in the text ✓ Predict what may happen using stated and implied details and a wider personal understanding of the world ✓ Discuss and evaluate how authors use language and the impact on the reader ✓ Summarise using an appropriate amount of detail as evidence ✓ Use evidence to both support and challenge conclusions drawn within and from a text ✓ Identify a point in the text where the author has made a structural choice and consider the reasoning behind it ✓ Explain why an author has used figurative language and the effect this has ✓ Comment on a writer's purpose and viewpoint e.g. noting bias <p>Being a Reader</p> <ul style="list-style-type: none"> ✓ Detect bias and distinguish fact from opinion ✓ Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information ✓ Be able to copy, quote and adapt source material 	<p>English</p> <p>Writing These objectives will be visible across the curriculum, not solely in English lessons.</p> <p>Genre - Text Types</p> <p>Writing to Entertain:</p> <ul style="list-style-type: none"> ✓ Myths and Legends ✓ Plays and Playscripts <p>Writing to Inform:</p> <ul style="list-style-type: none"> ✓ Newspapers <p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> ✓ Develop own ideas through reading and research ✓ Use a wide knowledge of text types, forms and styles to inform their writing ✓ Plan and write for a clear purpose and audience ✓ Ensure that the content and style of writing accurately reflects the purpose ✓ Borrow writers' techniques from book, screen and stage ✓ Engage the reader throughout ✓ Structure and organise writing in well linked paragraphs ✓ Ensure cohesion within and between all paragraphs in a text ✓ Use a variety of sentence openers ✓ Carefully select words to create effects, sustain and develop ideas ✓ Use varied vocabulary to sustain and develop ideas ✓ Develop paragraphs creatively using techniques such as contrast, additional detail and explanation ✓ Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning ✓ Proof-read for spelling and punctuation errors ✓ Ensure the consistent and correct use of tense through a longer piece of writing ✓ Change vocabulary and grammar to enhance effects and clarify meaning ✓ Select and use stylistic devices to enhance writing <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> ✓ Use correct grammatical terminology when discussing their writing ✓ Use commas to clarify meaning or avoid ambiguity ✓ Identify relative clauses e.g. beginning with who, which, where, when, whose, that ✓ Use relative clauses to expand sentences ✓ Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text ✓ Experiment with clause position in complex sentences
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Science	<p><i>Children will complete a range of investigations about Gravity and will plan, carry out and report on their own enquiries.</i></p> <ul style="list-style-type: none"> ✓ I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. ✓ I can present findings in written form, displays and other presentations. ✓ I can use test results to make predictions to set up further comparative and fair tests. 	Computing	<p><u>Data Handling</u></p> <p><i>Children will investigate spreadsheets and how to manipulate data and present it to be analysed. This will also include taking account of agreed E-safety rules and copyright.</i></p> <ul style="list-style-type: none"> ✓ I can discuss their own personal use of the Internet and choices they make. ✓ I can discuss how to protect devices from virus threats. ✓ I can collect and record information using spreadsheets and databases. ✓ I can solve problems and present answers using data tools. ✓ I can analyse information and question data.
History	<p><i>Children will study the Ancient Greek religion looking at how they lived, where they lived and how their civilisation evolved and changed over time.</i></p> <ul style="list-style-type: none"> ✓ I can use evidence to build up a picture of a past event. ✓ I can begin to consider the reliability of primary and secondary sources. ✓ I can compare accounts of events from different sources – fact or fiction. 	Geography	<p><i>Children will identify geographical similarities and differences between Greece and the UK; including the climate, physical and human geography.</i></p> <ul style="list-style-type: none"> ✓ I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

	<ul style="list-style-type: none"> ✓ I can study different aspects of different people - differences between men and women. ✓ I can examine causes and results of great events and the impact on people. ✓ I can compare life in early and late 'times' studied. ✓ I can sequence key events of time studied. 		<ul style="list-style-type: none"> ✓ I can investigate places with more emphasis on the larger scale; contrasting and distant places. ✓ I can identify significant places and environments. ✓ I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
RE		MfL: French	<p><i>This is the first year of learning French using a new French scheme so the whole school will be starting with the basics. For a detailed breakdown of progression of skills, see the St Andrew's curriculum document.</i></p> <p>Food, Glorious Food</p> <ul style="list-style-type: none"> ✓ I can follow a familiar story in French. ✓ I can use determiners for identifying quantities in making polite requests. ✓ I can give a preference for or against things. ✓ I can describe the colour(s) of an object by modifying adjectives. ✓ I can begin to understand that adjective spelling depends on number and gender. ✓ I can use a range of grammar structures to practise a set of vocabulary groups.
PSHE/ Citizenship	<p><i>Children will learn about what risks are and how you can protect yourself through choices and decisions and also what support networks are around.</i></p> <p>PSHE & RSE</p> <p>Keeping Safe and Risk-free</p> <ul style="list-style-type: none"> ✓ I can recognise positive and negative risks. ✓ I can explain how to manage dares. ✓ I can recognise and react appropriately when facing risky situations. ✓ I can describe what drugs are and how they are used. ✓ I can describe issues around smoking. <p>British Values/Citizenship</p> <ul style="list-style-type: none"> ✓ I can describe different types and the need to use more renewable sources of energy. ✓ I can recall facts about the London Underground. 	Art/DT	<p><i>Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. They will produce temple designs using charcoal as well as techniques to produce collages using wax relief.</i></p> <ul style="list-style-type: none"> ✓ I can generate ideas through brainstorming and identify a purpose for their product. ✓ I can draw up a specification for their design. ✓ I can create pattern for purpose. ✓ I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. ✓ I can generate ideas through brainstorming and identify a purpose for their product. ✓ I can show the effect of light on objects and people from different directions. ✓ I can interpret the texture of a surface. ✓ I can produce increasingly accurate drawings of people. ✓ I can understand the concept of perspective.
PE	<p>Outdoor (1) Invasion Games – Rugby</p> <p>Indoor (2) – Gymnastics</p>	Music	<p><i>Children will use the BBC plus Charanga.</i></p> <ul style="list-style-type: none"> ✓ I can listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. ✓ I can recognise the Holst's Planets Suite (links to Roman names for the planets).
Visits		Topic Days	<p>Day 1 – Greek Temples</p> <p>Day 2 – Playscripts</p>

Useful websites and books to support learning at home

Mathematics

Times Table Rock Stars (TTRS) - <https://trockstars.com/>

Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>

English/Reading/Spelling

Inspiration for writing and reading - <https://www.onceuponapicture.co.uk/>

Listen to a story and follow along - <https://www.storynory.com/>

Books to read to support our topic

- Percy Jackson and the Lightning Thief – Rick Riordan
- Fleeced! An Aries Adventure – Julia Wills
- Ancient Myths Collection – Geraldine McCraughean & Tony Ross
- Iliad and the Odyssey – Marcia Williams
- The Mark of the Cyclops: An Ancient Greek Mystery – Saviour Pirotta

French

<http://www.crickweb.co.uk/ks2french.html>

Topic

Ancient Greece <http://primaryhomeworkhelp.co.uk/Greece.html>

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>

Science

<https://www.bbc.co.uk/bitesize/topics/zryyedm>

RE

Christianity <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>

<https://www.prayingeachday.org/19subeducationsites.html>

Music

<https://www.outoftheark.co.uk/ootam-at-home/>

<https://www.singup.org/singupathome>

<https://www.bbc.co.uk/teach/ten-pieces/watch-this-do-this-weekly-activities/zjy3382>

Art

Origami <https://safeyoutube.net/w/PpJE>

<https://www.artforkidshub.com/>