

## KS2 Spring Half-Term 2

### 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?

#### English

#### Reading

These objectives will be visible across the curriculum, not solely in English lessons.

*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.*

#### Word Reading

- ✓ Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

#### Being a Reader

- ✓ 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

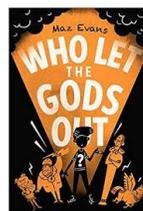
#### Reading Comprehension

- ✓ 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

#### Being a Reader

- ✓ 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**



#### English

#### Writing

These objectives will be visible across the curriculum, not solely in English lessons.

#### Genre - Text Types

##### Writing to Entertain:

- ✓ Fables and stories from Ancient Greece/comparison with other cultures
- ✓ Poetry

##### Writing to Inform:

- ✓ Non-chronological reports

#### Planning, Composing and Evaluating

- ✓ 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

#### Grammar, Punctuation and Vocabulary

- ✓ 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

			<ul style="list-style-type: none"> <li>✓ Orchestrate a range of sentence structures</li> <li>✓ Ensure correct subject verb agreement</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>✓ Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary</li> <li>✓ Use etymology to aid spelling</li> <li>✓ Spell words ending in -ant, -ance and -ancy</li> <li>✓ Spell words ending in -ent, -ence and -ency</li> <li>✓ Spell diminutives using mini-, micro-, -ette and -ling</li> <li>✓ Spell words with the prefix bi-</li> <li>✓ Spell words with the prefix trans-</li> <li>✓ Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable</li> <li>✓ Choose the correct spelling by using a visual strategy ('Does it look right?')</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>✓ Increase the speed of handwriting without losing legibility</li> <li>✓ Use features of layout, presentation and organisation effectively in written and on-screen media</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>✓ Plan and manage a group task over time</li> <li>✓ Use a range of question types in discussion and conversation</li> <li>✓ Vary voice for dramatic effect e.g. by using volume, tone and pitch</li> <li>✓ Analyse techniques designed to engage the listener</li> <li>✓ Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</li> </ul>
<p><b>Science</b></p>	<p><i>Children will complete a range of investigations about mechanisms, pulleys and how resistance works under different stimuli and will plan, carry out and report on their own enquiries.</i></p> <ul style="list-style-type: none"> <li>✓ I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>✓ I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>✓ I can present findings in written form, displays and other presentations.</li> <li>✓ I can use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<p><b>Computing</b></p>	<p><b>Data Handling - Databases</b></p> <p><i>Children will investigate databases 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"> <li>✓ I can discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns.</li> <li>✓ I can collect and record information using spreadsheets and databases.</li> <li>✓ I can carry out complex searches (e.g. using and/or; <math>\leq</math> / <math>\geq</math>).</li> <li>✓ I can solve problems and present answers using data tools.</li> <li>✓ I can analyse information and question data.</li> <li>✓ I can select appropriate use of a data logger for an investigation and interpret the findings.</li> </ul>
<p><b>History</b></p>	<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>	<p><b>Geography</b></p>	<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"> <li>✓ I can use evidence to build up a picture of a past event.</li> <li>✓ I can begin to consider the reliability of primary and secondary sources.</li> <li>✓ I can use the library and internet for research with increasing confidence</li> <li>✓ I can compare accounts of events from different sources – fact or fiction.</li> <li>✓ I can offer some reasons for different versions of events.</li> <li>✓ I can examine causes and results of great events and the impact on people.</li> <li>✓ I can compare life in early and late 'times' studied.</li> <li>✓ I can sequence key events of time studied.</li> </ul>		<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</li> <li>✓ I can draw a sketch map using symbols and a key.</li> <li>✓ I can use/recognise OS map symbols.</li> </ul>
<b>RE</b>		<b>MfL: French</b>	<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><b>Family and Friends</b></p> <ul style="list-style-type: none"> <li>✓ I can present a picture of family members using possessive adjectives.</li> <li>✓ I can match subject and verb correctly when talking about pets.</li> <li>✓ I can recognise and repeat sounds and words with increasing accuracy.</li> <li>✓ I can use a range of vocabulary to create different sentences.</li> <li>✓ I can use French pronunciation of the alphabet to spell words.</li> <li>✓ I can make new sentences about homes by substituting different vocabulary.</li> </ul>
<b>PSHE/ Citizenship</b>	<p><i>Children will learn about their rights and responsibilities in society and school. They will also learn about basic finance and the actions they should manage as consumers.</i></p> <p><b>PSHE &amp; RSE</b></p> <p><b>What are my Rights &amp; Responsibilities?</b></p> <ul style="list-style-type: none"> <li>✓ I can identify and discuss issues in the media about health and wellbeing.</li> <li>✓ I can describe and explain the difference between fact and opinion.</li> <li>✓ I can define and discuss what responsibilities, rights and duties are.</li> <li>✓ I can define and describe the language of personal finance.</li> <li>✓ I can manage my actions as a consumer.</li> </ul> <p><b>British Values/Citizenship</b></p> <ul style="list-style-type: none"> <li>✓ I can describe and discuss the life of a famous British writer and their most important works.</li> </ul>	<b>Art/DT</b>	<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 a working cam toy; design a working Trojan Horse model; investigate the use of light and shadows to create a shadow puppet theatre and help prepare a meal that would have been eaten in Ancient Greece.</i></p> <ul style="list-style-type: none"> <li>✓ I can draw up a specification for their design.</li> <li>✓ 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.</li> <li>✓ I can select appropriate materials, tools and techniques.</li> <li>✓ I can measure and mark out accurately.</li> <li>✓ I can use skills in using different tools and equipment safely and accurately.</li> <li>✓ I can weigh and measure accurately (time, dry ingredients, liquids).</li> <li>✓ I can apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</li> <li>✓ I can cut and join with accuracy to ensure a good-quality finish to the product.</li> <li>✓ I can evaluate a product against the original design specification.</li> <li>✓ I can evaluate it personally and seek evaluation from others.</li> </ul>
<b>PE</b>	<p><b>Outdoor (1)</b> Invasion Games – Netball</p> <p><b>Outdoor (2)</b> Field Games – Rounders</p>	<b>Music</b>	<p><i>Children will use the BBC plus Charanga.</i></p> <ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ I can recognise the Holst's Planets Suite (links to Roman names for the planets).</li> </ul>

<b>Visits</b>		<b>Topic Days</b>	<b>Day 1</b> – Greek Food (parents invited?) <b>Day 2</b> – Mini Olympics
<b>Useful websites and books to support learning at home</b>			
<p><b>Mathematics</b>  Times Table Rock Stars (TTRS) - <a href="https://trockstars.com/">https://trockstars.com/</a>  Hit the Button - <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><b>English/Reading/Spelling</b>  Inspiration for writing and reading - <a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a>  Listen to a story and follow along - <a href="https://www.storynory.com/">https://www.storynory.com/</a></p> <p><b>Books to read to support our topic</b></p> <ul style="list-style-type: none"> <li>• Percy Jackson and the Lightning Thief – Rick Riordan</li> <li>• Fleeced! An Aries Adventure – Julia Wills</li> <li>• Ancient Myths Collection – Geraldine McCraughan &amp; Tony Ross</li> <li>• Iliad and the Odyssey – Marcia Williams</li> <li>• The Mark of the Cyclops: An Ancient Greek Mystery – Saviour Pirotta</li> </ul> <p><b>French</b>  <a href="http://www.crickweb.co.uk/ks2french.html">http://www.crickweb.co.uk/ks2french.html</a></p>		<p><b>Topic</b>  Ancient Greece <a href="http://primaryhomeworkhelp.co.uk/Greece.html">http://primaryhomeworkhelp.co.uk/Greece.html</a>  <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a>  <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece</a></p> <p><b>Science</b>  <a href="https://www.bbc.co.uk/bitesize/topics/zryyqdm">https://www.bbc.co.uk/bitesize/topics/zryyqdm</a></p> <p><b>RE</b>  Christianity <a href="https://www.bbc.co.uk/bitesize/topics/ztkxpv4">https://www.bbc.co.uk/bitesize/topics/ztkxpv4</a>  <a href="https://www.prayingeachday.org/19subeducationsites.html">https://www.prayingeachday.org/19subeducationsites.html</a></p> <p><b>Music</b>  <a href="https://www.outoftheark.co.uk/ootam-at-home/">https://www.outoftheark.co.uk/ootam-at-home/</a>  <a href="https://www.singup.org/singupathome">https://www.singup.org/singupathome</a>  <a href="https://www.bbc.co.uk/teach/ten-pieces/watch-this-do-this-weekly-activities/zjy3382">https://www.bbc.co.uk/teach/ten-pieces/watch-this-do-this-weekly-activities/zjy3382</a></p> <p><b>Art</b>  Origami <a href="https://safeyoutube.net/w/PpJE">https://safeyoutube.net/w/PpJE</a>  <a href="https://www.artforkidshub.com/">https://www.artforkidshub.com/</a></p>	