

Literacy

Book: *The Adventures of Odysseus*

National Curriculum

- Understanding what is being read by predicting and using inference.
- Plan writing for audience and purpose.
- write using appropriate form
- Choose appropriate grammar and vocabulary.
- Edit work for spelling and punctuation errors, grammar and vocabulary.

Key Skills:

- Summarising the main ideas from a text and identifying the key details that support the main ideas to write a diary entry
- Retell the main events of a story orally and written.
- Write their own adventure about Odysseus in the style of a myth.

Ivrit

Topic: *Daily Routine*

National Curriculum:

- Take part in conversations and express simple opinions giving reasons.
- Gain an overall understanding of an extended spoken text which includes some familiar language.
- Use dictionaries to extend vocabulary on a given topic.
- Write phrases and some simple sentences from memory and write a short text with support form a word / phrase bank.

Key Skills:

- Learn to tell the time in Ivrit
- .Read a story about daily routine.
- Class survey about daily routine.
- Comparing their daily routine with Israeli children.

Computing

Topic: *Logic*

National curriculum:

- Design, write and debug programs that accomplish specific goals.
 - Use sequence, selection and repetition in programs.
 - Use logical reasoning to explain how simple algorithms work and correct errors.
- Key skills:**
- Children create a game which has a timer and a score pad.
 - Children use sketching to design a program.

Science

Topic: *Living Things and their Habitats*

National Curriculum:

- 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 the changes as humans develop to old age.

Key Skills:

- Drawing diagrams to explain the reproductive organs of a plant.

- Identify the difference between sexual and asexual reproduction of a plant.
- Compare the life cycles of mammals, amphibians, insects and birds.

Autumn Term 2 Year 5 2020/21

PE

Topic: *Invasion games*

Key Skills:

- Play competitive games and apply attacking and defending rules.

- Develop strength, flexibility, balance and control.
- Ideas:**
- Learn Tag Rugby skills
- Use skills in a competitive game.

Humanities (History)

Humanities (History/Geography)

Topic: *How the Ancient Greeks have influenced us.*

National Curriculum:

- Place in chronological order
- Use a variety of sources for evidence
- Compare sources of information to study the past.

Key Skills:

- Comparing English language and alphabet with Ancient Greek

- Compare our schools with Ancient Greek schools
- Investigate Greek architecture to see how it has influenced ours.
- Find out about Ancient Greek scholars
- Compare Olympic games

Maths

Topics: *Multiplication and Division, Perimeter and Area*

National Curriculum:

- Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Measuring and calculating perimeter of rectilinear shapes.
- Area of rectangles, compound shapes and irregular shapes.

Key skills:

- Different ways of showing prime numbers, square and cubed numbers using concrete and pictorial methods.
- Practical activities to find area and perimeter.

PSHE

Topic: *Heads Up*

Key Skills:

- Create an emotional language in the classroom to enable the children to express their feelings and feel confident to do so, building resilience and problem-solving skills to create a positive outlook..
 - Supporting children to become a community and link the ideas of gratitude and kindness to encourage this.
 - Supporting each other
- when we work together and making space for others in a social circle (inclusion and exclusion)
Active listening skills and exploring misunderstandings when communication goes wrong.