

## Autumn 1 : Plan

Saturn class: Mrs Derham & Mrs Drakeley

Democracy: Ancient Greece



### History

#### Democracy: Ancient Greece

- Place events, artefacts and historical figures on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Compare some of the times studies with those of other areas of interest around the world.
- Place events, artefacts and historical figures on a timeline using dates.



### Maths

#### Place Value

- Know properties of place value for four/ up to seven digit numbers.
- Know the rule of rounding
- Know efficient methods for mental addition subtraction include four digit numbers.
- Know efficient written algorithms for addition subtraction dependent on number in questions.
- Know and apply table facts for recall multiplication and division.
- Know composite and prime numbers.
- Know factor pairs.
- Know how to multiply and divide 3 digit by 1 digit numbers using expanded or formal method.
- Know efficient written methods for long and short multiplication.

#### Geometry

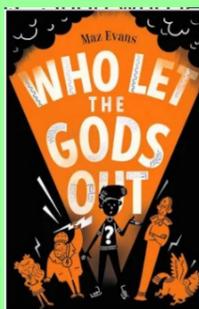
- Know describe and classify shapes of properties, parallel lines and right angles.
- Convert between units and how to use place value, multiplication and division facts between standard units

### Art and design - Sketch books/ Drawing

#### Portraits:

- Develop ideas from starting points throughout the curriculum.
- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use of scale, proportion and perspective more accurate.

### Core Texts



### Computing - Computer Systems and Networks

- What is a computer?
- Recognise that you can organise files using folders.
- Explain what a good file name would look like.
- Delete and move files.
- Use key parts of a keyboard effectively, e.g. shift, arrow keys, delete).
- Know how to copy and paste text or images in a document.
- Crop an image and apply simple filters.

### PSHE (Health and well being)

#### Relationships:

How can I be a good friend?

.Make choices about their own behaviour because they understand how rewards and consequences feel.

.Understand that their actions affect them and others.

.Understand how an individual's behaviour can impact on a group.

.Contribute to the group and understand how they can function best as a whole.

.Tell about some of their hopes and dreams. Know how it feels to have hopes and dreams. Know how it feels to have hopes and dreams.

How do we treat each other with respect?

How can friends communicate safely?

### Music : How does music bring us together?

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression I
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### PE— Fitness

- Fitness:
- The different components of fitness and how to test them.
- How different activities can benefit their physical health.
- Analyse their fitness data to identify areas of improvement
- Encourage and motivate others to work to their personal best.
- Choose the best pace for a running event and maintain speed.
- Understand what their maximum effort looks and feels like, and they are determined to achieve it.

### RE- Islam

- Identify some beliefs about God in Islam, expressed in Surah
- How God is worth worshipping.
- Describe what is involved in celebrations.
- Make links between the Muslim idea of harmony and the creator.

### Design technology Greek food for a feast.

- Know that food ingredients can be fresh, pre-cooked and processed. (dried beans)
- Prepare ingredients hygienically using appropriate utensils.
- Measure ingredients to the nearest gram accurately.
- Follow a recipe.
- Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques including, where appropriate, the use of a heat source.



### Reading

Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).

Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Retrieve, record and present information from non-fiction texts.

Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Core texts: Who let the Gods Out!

#### Spellings:

Year 5: cious,iou,tious, short I, y, long I, homophones.

Year 4:au,augh,in-prefix,im-prefix, il/ir prefix, homophones, sion.

### Science Rocks and Fossils:

- How to compare and group together different kinds of rocks on the basis of appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make systematic and careful observations.
- Record findings using simple scientific language, drawings and labelled diagrams.

### Writing: Plan, edit and present a range of independent piece of writing

#### Plan writing:

Plan for audience

Plan writing by discussing the structure, vocab and grammar of similar writing .

Discuss and record ideas. Planning key vocabulary and punctuation.

#### Draft and write:

Compose and rehearse formal sentences orally

Build a varied and rich vocabulary .

Build an increasing range of sentence structures (short sentence and descriptions)

In non-narrative use simple organisational devices such as script.

#### Evaluate and edit:

Assess the effectiveness of own and others' writing

Propose changes to grammar and vocabulary to improve consistency (formal)

Proof-read for spelling and punctuation errors (capital letters and full stops).

Writing Genre's to cover: Character description, film introduction (suspense),

Trips, visits and Special Days  
Greek feast and celebrations day (dress up and food may-be music)