



Girton Glebe Primary School Curriculum Inquiry

Willow Class (Y5) – Autumn 2

<p>English:</p> <p>In English we will continue reading 'Who Let the Gods Out?' by Maz Evans.</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> Narrative fiction (including setting and character descriptions). Non-chronological reports. Balanced arguments. Punctuating direct speech. Relative clauses and omitted relative pronouns. Using commas to clarify meaning. Mixed suffixes and verb prefixes. Discussing the writer's use of language, structure and presentation, considering the impact on the reader. Identifying how language, structure and presentation contribute to meaning. Drawing inferences such as inferring character's feelings, thoughts and motives and justifying inferences with evidence. Retrieving information from texts. 	<p>Where we are in time and place</p> <p>Central Idea: Innovation underpins progress.</p> <p>Lines of Inquiry: How did the four main types of government in ancient Greece work? (function) What was daily life like in ancient Greece? (form) Why did the ancient Greeks develop ideas about identity and responsibility? (causation)</p> <p>Key Vocabulary</p>			<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number – Multiplication and Division:</p> <ul style="list-style-type: none"> Prime numbers Square and cube numbers Multiplying and dividing by 10, 100 and 1,000 Multiplying and dividing in multiples of 10, 100 and 1,000 <p>Number – Fractions:</p> <ul style="list-style-type: none"> Recognising and finding equivalent fractions to unit and non-unit fractions. Converting improper fractions to mixed numbers and vice versa. Comparing and ordering fractions Adding fractions Subtracting fractions
<p>Key Concepts:</p> <ul style="list-style-type: none"> Function: How does it work? Form: What is it like? Causation: Why is it like this? 	<p>acropolis</p> <p>poleis</p> <p>agora</p> <p>Spartan</p>	<p>Athenian</p> <p>civilisation</p> <p>citizen</p> <p>Hellenic Hellenistic</p>	<p>citadel</p> <p>mythology</p> <p>democracy</p> <p>Classical</p>	<p>Approaches to Learning:</p> <ul style="list-style-type: none"> Research – Considering online perspectives, consuming and processing. Thinking - Generating novel ideas, considering new perspectives, application. Social – Supporting others, respecting others, social intelligence.



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Line of Inquiry: An inquiry into how the four main types of government in ancient Greece worked. (Function)

In this Line of Inquiry, we will cover the following concepts:

In History (Groundbreaking Greeks):

- Tyranny, Democracy, Oligarchy, Monarchy, City States

In DT:

- Study architecture over time from prehistoric to postmodern. Focus on ancient Greek and modern sustainable architecture. Architectural links to modern buildings.

Line of Inquiry: An inquiry into what daily life was like in ancient Greece. (Form)

In this Line of Inquiry, we will cover the following concepts:

In History (Groundbreaking Greeks):

- Roles of Men and Women in Athens -Social Hierarchy

Line of Inquiry: An inquiry into why the ancient Greeks developed ideas about identity and responsibility. (Causation)

In this Line of Inquiry, we will cover the following concepts:

In History (Groundbreaking Greeks):

- -Roles of Men & Women in Athens – Social Hierarchy in Athens – Significant Athenians

In Science (Earth and Space)

- -Historical views of the solar system.

In PSHE (Celebrating Difference):

- Respect for similarity and difference. How does being a citizen with responsibilities today compare with ancient Greek hierarchy?



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<p>Science</p> <p>The topic this half-term will be Earth and Space.</p> <p>During this topic we will cover the following knowledge and skills:</p> <ul style="list-style-type: none"> • The Solar System • The Sun • The planets • The Earth • The Moon • Phases of the moon • Models of the solar system • Beliefs about the shape of Earth • Daytime and night-time • Day length and seasons • Times around the world • Solar and lunar eclipses • Describing the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describing the Sun, Earth and Moon as approximately spherical bodies and using this knowledge to understand the phases of the Moon and eclipse • Using the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Describing the movement of the Moon relative to the Earth. 	<p>Art/DT</p> <p>The topic this term will be 'How did the architecture of the past influence the architecture of today?'.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Cut, shape and score materials with some degree of accuracy. • Assemble, join and combine material and components with some degree of accuracy. • Use a range of tools and equipment safely. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. 	<p>R.E:</p> <p>This half term we will look at Islam.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
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<p>Music:</p> <p>This half term, Willow will be learning Topical songs, Major and minor pentatonic tonality, drones and ostinato, seasonal songs and performances, structure in music – ternary & episodes.</p>	<p>PSHE:</p> <p>Through our PSHE scheme, Jigsaw, we will be exploring the theme of “Celebrating Difference” each Thursday this half term.</p> <p><i>We will cover the following topics:</i></p> <ul style="list-style-type: none"> • Different Cultures • Racism • Rumours & Name-calling • Types of Bullying 	<p>PE:</p> <p>Outdoor PE this half-term will be focused on Handball.</p> <p><i>Skills that will be covered:</i></p> <p>Communicating with a team and moving into space to keep possession and score.</p> <p>Passing, receiving and shooting the ball with some control under pressure.</p> <p>Using, and intercepting when playing in defence.</p>
<p>Computing:</p> <p>In computing this half term we will be looking at Video Production.</p> <p><i>Skills that will be covered:</i></p> <ul style="list-style-type: none"> • Use different camera angles • Use plan, tilt and zoom • Identify features of a video recording device or application • Combine filming techniques for a given purpose • Determine what scenes will convey your idea • Decide what changes I will make when editing • Choose to reshoot a scene or improve later through editing <p>Use split, trim and crop to edit a video</p>	<p>French:</p> <p>We will be continuing to learn French as a modern foreign language this half-term, using Language Angels to practise these skills in school. Our second unit will focus on pets and the class will learn to:</p> <ul style="list-style-type: none"> • Know the nouns and indefinite articles for 8 common pets. • Ask somebody if they have a pet and give an answer back. • Say in French what pet we have/do not have and give our pet’s name. • Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. 	<p>Knowing what position one is playing and how to contribute when attacking and defending.</p> <p>Understanding the need for tactics and identifying when to use them in different situations.</p> <p>Understanding the rules of the game and using them to play fairly and honestly.</p> <p>Indoor PE this half term will be focused on Gymnastics.</p> <p><i>Skills that will be covered:</i></p> <p>Developing balancing, rolling, jumping and inverted movements.</p> <p>Explore partner relationships such as canon, synchronisation, matching and mirroring.</p> <p>Developing performance skills and considering the quality and control of their actions.</p> <p>Providing feedback to others using key terminology.</p> <p>Using feedback provided to improve work.</p>