

Ancient Greeks    Class Teacher: Mr Fisk

Subject	Information	
English	<p>Throughout the first half-term, we will have an emphasis on enhancing our vocabulary choices, including the use of a dictionary and thesaurus. Creative writing in English will be focussed on our theme of 'Ancient Greece'. As well as some narrative writing based on Myths, we will also be doing some discursive writing about whether Pandora should have opened the box! Spelling, grammar and punctuation sessions will happen daily throughout the week with taught spelling sessions happening regularly. Spellings to practise will be mainly be our statutory Y5 spellings. There will be target spellings throughout a term which children will be tested on regularly to check progress so <i>please help your child to practise these regularly</i>. We will also usually have a focus sound &amp; spelling patterns, e.g.-ough, ible/able, ous etc. Reading will also happen with children having a guided reading session either with an onus on our class reader 'Who Let the Gods Out?' (Maz Evans), or as a more focused group or individual read with either the teacher or TA.</p>	<p>We use the acronym P.E.E. in school (yes they find it funny): It stands for Point, Evidence, Explain. Please question your child about their reading (there are sample questions in the middle of their Reading Records) and insist that they have to prove what they are saying (point to their evidence in the text). Please ensure children are regularly practising their Year 5 spellings (there's an overview for the year in their Learning Log) and being given lots of opportunities to read, write and say these words at home.</p>
Maths	<p>We will start with place value, which in Year 5 includes going from three decimal places (thousandths) to millions. We will then move on to calculation using models (bar, part-whole, etc.) and formal or standard methods, e.g. columnar addition and subtraction. Encourage your child to count and calculate whenever they can, for example: see if they can keep a rough or rounded track of how much you've spent so far and in total when shopping. Learn the Key Instant Recall Facts (KIRFs) by doing regular daily practise for short amounts of time, i.e. 5-10 minutes. By the end of Year 4, children are supposed to know all the times tables and the related division facts, e.g. <math>132 \div 12 = 11</math>; it is essential that these are practised on a daily basis until they are secure. After that, the Key Instant Recall Facts for Year 5 that they will need to know are:</p> <ul style="list-style-type: none"> <li>• Factor pairs of a number, e.g. 56 has 1&amp;56, 2&amp;28, 4&amp;14, 7&amp;8 as factor pairs</li> <li>• Learn prime numbers to 30</li> <li>• Learn square numbers to 12x12</li> </ul>	<p>Please learn all the times tables and the related division facts. All calculation methods mean that children have to learn a process, i.e. I need to do this, and then I need to put that number there, and so on. If your child cannot do their times tables quickly and reliably, they are immediately double-disadvantaged: firstly, they are much less likely to get each of the steps in a calculation correct or will simply not be able to do it independently; secondly, more of what they are having to think about (working memory) will be taken up with trying to work out the times table, rather than on the whole</p>

	<ul style="list-style-type: none"> <li>• Decimal number bonds to 1 and 10, e.g. <math>0.2 + 0.8 = 1</math>, or <math>10 - 0.6 = 9.4</math></li> <li>• Learn metric conversion: <ul style="list-style-type: none"> <li>○ <math>10\text{mm} = 1\text{cm}</math>; <math>100\text{cm} = 1\text{m}</math>; <math>1000\text{m} = 1\text{km}</math></li> <li>○ <math>1000\text{ml} = 1\text{L}</math></li> <li>○ <math>1000\text{g} = 1\text{kg}</math></li> <li>○ How to convert different amounts, e.g. <math>227\text{ millilitres} = 0.227\text{ litres}</math></li> </ul> </li> </ul>	<p>calculation they're trying to do, which leads to confusion and errors.</p>
History	<p>The Ancient Greeks. In this topic, children will use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they will find out about; the city states of Athens and Sparta; warfare and seamanship; everyday life, beliefs and culture; Greek mythology and some of the key events and individuals from this period. They will look at the continuing legacy of the Ancient Greeks and then explore their influence on education, language, architecture, government and the Olympic Games. Links will be made with other ancient civilisations and societies they have studied. The emphasis throughout the topic is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p>	<p>Children are often excited about the certain aspects of ancient Greece: some children like the stories about gods, monsters or heroes; some like finding out about the military aspects; some like finding out about the cultural aspects, e.g. clothing, food, architecture. This is often a good way of them reading, building their vocabulary and comprehension skills in a more subtle and directly applicable way. Obviously books are good, but safe sites like BBC KS2 Bitesize can be really good as well: <a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a></p>
Personal, Health & Social Education	<p>Being me in my world. Using our PSHE Jigsaw scheme of work, we shall be using a range of activities to explore what it means to face new goals, understand their and other people's rights and responsibilities in their country and their school and how their choices and behaviour have consequences.</p>	<p>Talk about their rights and responsibilities as a citizen. Do they understand about democracy and rights, not just theirs but how they can affect other people's rights?</p>
Science	<p>Throughout this term, we shall look at a range of different forces: gravity, air resistance, water resistance and friction. In doing so, children will develop an understanding of balanced and unbalanced forces and their effects. We shall also investigate how mechanisms, like levers, pulleys and gears, help us to use smaller forces.</p>	<p>Can they find any real-life applications of like levers, pulleys and gears around the home or outside? Do they have a bike with gears on? How do they work? What are some gears smaller/larger?</p>
RE	<p>This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p>	<p>Talk to your child about places that are special to them, to you, family or friends. They can have spiritual connotations, but also can be something that holds more emotional meaning to them, for example visiting a particular</p>

		place with family or friends on holiday or a peaceful place to walk to, e.g. the woods on the Chevin.
Art and Design	Greek myths vases: building scenes and creating geometric borders – pencil to clay pot fragments (with simple tools) to paints. Children will design and make their own narrative design on a 'fragment of an ancient clay jar', taking inspiration from Ancient Greek storytelling artefacts and ceramics artist Clarice Cliff.	Does your child do anything that is creative and that involves manipulating materials, either with their hands or with tools? They could use any modelling materials they already have or there are easy recipes for making play dough online.

Tuesdays & Fridays – PE

Please can your child continue to come to school in their PE kit on those days.

Please could you check that your child has a full PE kit (including a bobble for long hair): trainers, shorts, T-shirt, warm top, e.g. a hoody, warm bottoms e.g. joggers.

We will be going outside as much as possible, even on the bad weather days, so please make sure your child has a waterproof coat with a hood every day.

Children can change their reading book on any day - they just need to let me know.

I'm in the playground every morning at 9.00am and at the end of the school day (except Wednesdays & Fridays). If you need anything beyond a quick word, either ring or email the school office and I'll get back to you as soon as I can.