

Reading:

Core skills covered

We will be discussing texts and expanding our vocabulary and its meaning, in addition to looking at how authors use language, structure and presentation to create meaning in texts. We will be looking at the difference between fact and opinion and will also look at different themes and conventions across books.

How it fits with our project:

We will continue to look at a wide range of texts including myths and traditional stories from the Ancient Greek times.

We will also learn technical vocabulary to do with Ancient Greece, looking up words in a dictionary linked to the project.

Writing:

Core Skills covered

Children will learn to write a warning story based upon the tale of Icarus and Daedalus and will also create a journalistic recount based on the same story. We will be focusing on a range of grammar structures, including the use of modal verbs (should, could, would, might, will etc) and how to create cohesion between paragraphs to ensure there is a flow to their writing.

Punctuation and sentence

We will expand our understanding of sentence construction through the use of subordinate clauses and interesting openers (-ed, -ing and -ly openers).

How to make it interesting (Composition and effect)

A wider range of vocabulary will be used, in addition to consolidating our use of personification and metaphor.

Maths:

Core skills for mental maths

- add and subtract numbers mentally with increasingly large numbers
- multiply and divide numbers mentally drawing upon known facts

Written methods including:

- compare and order fractions where the denominators are different
- recognise and convert improper and mixed fractions
- add, subtract and multiply fractions
- read and write fractions as decimal numbers
- order and compare decimal numbers
- round decimals
- recognise the percent symbol and write percentages as a fraction over 100 and as decimals

How we will use maths in our project:

Already, we have formed timelines and had opportunities to answer questions about the timeline

We will be measuring and comparing units of time when experimenting with the rate objects fall. We will also be measuring length when creating an Archimedes screw.

Project

Our driving question is: 'What have the Greeks ever done for us?' Our end product will be a computer game, based on a Greek myth and programmed using Scratch. It will have been critiqued and improved as part of the design process. We will also be developing Art skills by exploring Ancient Greek artefacts and using these to create and paint our own Greek vases using a range of sculpting skills. These are the questions we will use to drive our learning:

- *How ancient is ancient?*
- *Who were the Ancient Greeks?*
- *What did democracy do for the Greeks What has it done for us?*
- *Would you rather have been an Athenian or a Spartan?*
- *What caused thunder and lightning in Ancient Greece?*
- *How did one person win the Battle of Marathon?*
- *What might have surprised Usain Bolt in the first Olympic Games?*
- *What did Archimedes do for us?*
- *Does a picture paint a thousand words?*

Other learning

Science

We will continue to investigate forces, following on from our Science learning during our Space project. We will be investigating magnets and designing experiments to explore magnetism, including describing magnets as having two poles.

We will identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces and will investigate why moving objects that are not driven tend to slow down. As part of our investigation into Greek inventors, we will explore the idea that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

PE

Indoor PE will focus on dance skills where children will choreograph and perform their own Greek battle dance. Outdoor PE will be focused around the fielding and striking skills used in sports such as cricket.

PSHE

We have already started learning about democracy and will explore this notion in the frame of rights and responsibilities. We will also be thinking about our own learning styles.

Please help by:

- Finding out information about Ancient Greece and Forces with your child.
- Supporting your child's reading by frequently listening to them read and discussing the text with them.
- Helping your child with learning log tasks.
- Encouraging neat presentation of any written learning.
- Going through their times tables.
- Continuing to support your child with their targets.
- Encouraging your child to use Mathletics, the DB platform and Reading Eggs.

Learning logs: Learning Logs will be given out on a Friday and should be returned to school no later than the following Wednesday, unless stated otherwise. Learning Logs will be linked to our learning in maths, literacy or topic.

Reading books: Reading books will be changed weekly. New books will be given out on a Friday afternoon. It would be helpful if books could be returned by Wednesday to enable them to be changed on time. Please could you also ensure that your child's reading record is signed by an adult.

PE: Year 5 PE days are Monday (indoor) and Thursday (outdoor) for both Lilac and Larch. Please ensure that your child has a PE kit in school on the appropriate days, including suitable outdoor footwear and clothing. Please can long hair be tied back for PE.

Food and drink: Please ensure your child has a bottle of water in school every day. Children are also encouraged to bring a piece of fruit or a healthy snack for morning break.

Having returned refreshed and rejuvenated from our Christmas break, the children have settled down with focus and enthusiasm as we continue our learning journey together. We look forward to continuing with another term full of interesting and challenging learning experiences.

Miss Hill, Mrs Davies, Miss Meehan and Miss Mushtaq

Year 5 team