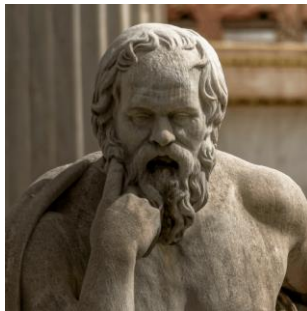


In the Groundbreaking Greeks project we will:

learn about developments and changes over six periods of ancient Greek history, focusing on the citystate of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

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In RE the children will:

How did belief in God affect the actions of the people in the Old Testament

Show that they understand how the story of the Judgement of Solomon can have an impact on Christians today;

Describe the similarities and differences between the way Jonah and Daniel reacted to God's command;

Make links between David's faith in God and his ability to overcome the doubts of others;

Use the evidence from the Bible to show they understand how Ruth showed her devotion to God;

Describe similarities and differences between the story of Jonah and Moses and the Burning Bush;

Show how Abraham's decision to follow God impacted on him and his family.

What Do Sikhs Believe

Reflect on the Sikh statements of belief and compare with those of other faiths. Know about Guru Nanak and his importance in the Sikh faith. Reflect on the qualities needed to be a good leader. Know the story of the founding of the Khalsa. Reflect on the beliefs that Sikhs have about joining the Khalsa and compare to their own experiences of belonging. Know about the Amrit ceremony. Ask questions about what it means to belong to a religion and suggest answers that a Sikh might give and that they would give. Learn the symbolism of the 5 Ks and their importance for Sikhs. Express some commitments that they have made personally and relate them to what they are learning about Sikh commitments.

In History the children will:

Sequence and make connections between periods of world history on a timeline.

Use a range of historical sources or artefacts to build a picture of an historical event or person - Alexander the Great.

Find evidence from different sources, identify bias and form balanced arguments.

Learn about the Minoan Civilisation, framing historically valid questions about continuity and change and constructing informed responses.

Comparing the Minoans and Mycenaeans - comparing and contrasting an aspect of history across two or more periods and explaining how everyday life in an ancient civilisation changed or continued during different periods.

Discuss and compare the chronology, place and duration of the Greek Dark Age and Archaic period.

Study a feature of a past civilisation or society - the city state of Athens and its social hierarchy.

Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy, learning about democracy in Athens.

Articulate and organise important information and detailed historical accounts using topic related vocabulary, learning about Athenian society and the roles of men and women and what the Acropolis tells us about the Ancient Athenians.

Describe the achievements and influence of the ancient Greeks on the wider world:

Greek philosophy, Greek mathematics, the Olympic Games, Greek arts and culture

Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way, learning about Hippocrates his work and his influence.



In Design and Technology the children will:

Explain how the design of a product has been influenced by the culture or society in which it was designed or made.

Describe the social influence of a significant designer or inventor.

Discuss the main features of Greek architecture, including the materials used, the three orders (Ionic, Doric and Corinthian) and other features of Greek buildings, such as the pediment and frieze.

Build a framework using a range of materials to support mechanisms.

In Geography the children will:

Analyse and compare a place, or places, using aerial photographs. atlases and maps.

Look at the significance of city states and how they influenced the way that people lived. Find out about the city state of Athens.

In English the children will:

Study the novel *Who Let the Gods Out?*

A troubled boy's life is turned upside down when an immortal crashes out of the sky onto his barn. They go on adventures together but accidentally release a daemon. With help from the gods, they begin a quest to save the world that takes them to incredible places on Earth and beyond.

Discovering ancient Greece – Greek myths.

Explore the meaning of words, including figurative language.

Use a wide range of devices to build cohesion within paragraphs.

Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.

Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.

Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.

Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.

Use relative clauses to give more information about the noun.

Life in Athens during the Classical period – Balanced arguments.

Listen to and build on the contributions of others in discussions and debates.

Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener.

Present opinions, points of view and arguments related to a topic or debate.

Select increasingly appropriate vocabulary and sentence structures for the genre of writing.

Use a wide range of devices to build cohesion within paragraphs.

Write key information drawn from more than one paragraph, including some details that support the main idea of the text.

Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).

Ancient Greeks' influence on the world – Playscripts.

Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.

Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear.

Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.

Perform their own compositions with appropriate intonation and volume, and some consideration of movement.

Human Reproduction and Ageing - Science:

In this topic we will be continuing with:

Describing the changes as humans develop from birth to old age.

Explaining why personal hygiene is important during puberty.

Describing the process of human reproduction.



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Properties and Changes of Materials - Science:

Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).

Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism.

Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass.

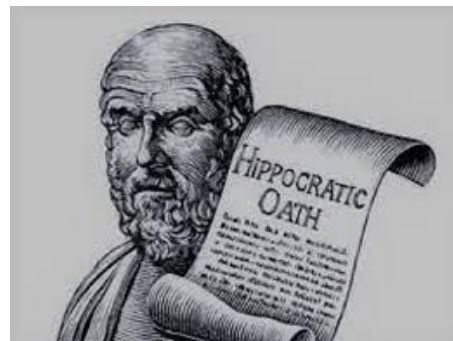
Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.

Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.

Take increasingly accurate measurements in standard units, using a range of chosen equipment.

Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.

Explain, following observation, that some substances (solute) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent.



Art and Design

Mixed Media:

Make and use paper to explore traditional crafting techniques.

Investigate and develop artwork using the characteristics of an artistic movement - paper collage.

Combine stitches and fabrics with imagination to create a mixed media collage.

Use applique to add decoration to a product or artwork.

Expression:

Explore and create expression in portraiture.

Describe and discuss how different artists and cultures have used a range of visual elements in their work - Edvard Munch.

Mix and use tints and shades of colours using a range of different materials, including paint.

Add text or printed materials to a photographic background.

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In Computing children will learn:

To use simple operations to calculate bit patterns.

To represent binary as text.

To understand how bit patterns represent images as pixels.

To explain how the data for digital images can be compressed.

To identify and explain the 'fetch, decode, execute' cycle.

To create a safe online profile and tinker with 3D design software.

To modify the design of a 3D object using CAD software.

In PE the children will:

Be working on developing their dynamic balance and agility through a range of activities through real PE on a Tuesday, as well as developing skills of fielding and catching within the games of rounders and cricket.

In Spanish children will:

Be continuing to learn vocabulary, pronunciation and how to write basic sentences about everyday life and objects.



In Well-Being the children will learn:

How to eat a healthy diet and the benefits of nutritionally rich foods.

How the lack of physical activity can affect health and wellbeing.

How medicines can contribute to health and how allergies can be managed.

That some diseases can be prevented by vaccinations and immunisations.

That bacteria and viruses can affect health.

How they can prevent the spread of bacteria and viruses with everyday hygiene routines.

To recognise the shared responsibility of keeping a clean environment.

Ways to boost their mood and improve emotional well-being.

About the link between participating in interests, hobbies and community groups and mental wellbeing.

How sleep contributes to a healthy lifestyle.

Healthy sleep strategies and how to maintain them.

About the benefits of being outdoors and in the sun for physical and mental health.

How to manage risk in relation to sun exposure, including skin damage and heat stroke.

Positive strategies for managing feelings.

That there are situations when someone may experience mixed or conflicting feelings.

How feelings can often be helpful, whilst recognising that they sometimes need to be overcome.

To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.

Identify where they and others can ask for help and support with mental wellbeing in and outside school.

To identify jobs that they might like to do in the future.

About the role ambition can play in achieving a future career.

How or why someone might choose a certain career.

About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.

The importance of diversity and inclusion to promote people's career opportunities.

About stereotyping in the workplace, its impact and how to challenge it.

That there is a variety of routes into work e.g. college, apprenticeships, university, training.

To recognise some of the changes as they grow up.

Identify the links between love, committed relationships and conception.

What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.

How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.

About the responsibilities of being a parent or carer and how having a baby changes someone's life.

To recognise some of the changes as they grow up e.g. increasing independence.

About what being more independent might be like, including how it may feel.

In Maths:

Number - Decimals:

Adding decimals within 1
Subtracting decimals within 1
Complements to 1
Adding decimals – crossing the whole
Adding decimals with the same number of decimal places
Subtracting decimals with the same number of decimal places
Adding decimals with a different number of decimal places
Subtracting decimals with a different number of decimal places
Adding and subtracting wholes and decimals
Decimal sequences
Multiplying decimals by 10, 100 and 1,000
Dividing decimals by 10, 100 and 1,000



In Maths:

Properties of Shape:

Measuring angles in degrees
Measuring with a protractor (1)
Measuring with a protractor (2)
Drawing lines and angles accurately
Calculating angles on a straight line
Calculating angles around a point
Calculating lengths and angles in shapes
Regular and irregular polygons
Reasoning about 3-D shapes

In Maths:

Measurement - Volume:

What is volume?
Compare volume.
Estimate volume.
Estimate capacity.

In Maths:

Geometry - Position & Direction:

Position in the first quadrant
Reflection
Reflection with coordinates
Translation
Translation with coordinates

In Maths:

Measurement - Converting Units:

Kilograms and kilometres
Milligrams and millilitres
Metric units
Imperial units
Converting units of time
Timetables

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How can you help?

Please read and discuss your child's reading book with them, at least three times per week and sign their planner. Ask your child to answer questions, retrieve evidence and make inferences about the story they have read.

Please support them in completing their homework and handing it on time.

Encourage them to undertake TTRockstars (30 mins per week) as frequently as possible, small chunks daily are more effective.

Encourage them to check Google Classroom and ensure they have completed all the homework tasks set.

Please sign their planners at the end of the week.

Ensure they are wearing the correct uniform and PE kit.

Encourage them to speak with us before the deadline day if they do not understand their homework and need help.

Tell us if there is anything worrying or upsetting your child.

P	Σ	T	Y	Φ	X	Ψ	Ω	Μ
ρ	σ	τ	υ	φ	χ	ψ	ω	μ
100	200	300	400	500	600	700	800	900