



## English

This half term Year 5 will be learning about how to write persuasive texts and a myth.

Travel brochure to Greece.

To write persuasively, pupils will use the following techniques:

- Evaluating the contrast between formal and informal persuasive texts.
- Cohesion through choice of techniques.
- Persuasive writing features (e.g. DAFOREST)
- Structured paragraphs linked with adverbials.

To write a myth based upon Theseus and the Minotaur.

- Sequential and non-sequential narratives.
- Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices.
- Action, dialogue and description used to move events forward.

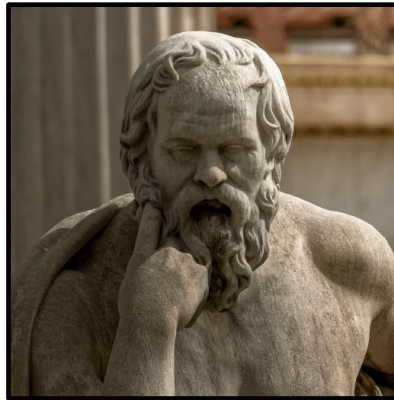
## Spelling

- Homophones revision
- Revisit strategies for learning spellings.
- Building words from root words
- 'ei' and 'ie' words

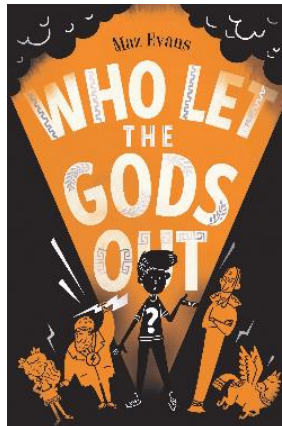
## Grammar

- Modal verbs and adverbs.
- Correct use of colons and commas
- Revision noun phrases.
- Action, dialogue to description to move the action forward.
- Parentheses revision using relative clauses.

## Topic Ancient Greece



## Class Book Who Let the God's Out



## Maths

This half term we are Fractions, Decimals and Percentages. We will be recapping learning from previous years and building on this following these small steps:

- Decimals
- Equivalent fractions and decimals tenths, hundredths and thousandths.
- Order and compare decimals and decimals.
- Rounding decimals.
- Equivalent fractions, decimals and percentages.
- Perimeter and area.
- Line graphs, two-way tables and timetables.

<p style="text-align: center;"><b>Science</b> <b>Materials and Their Properties.</b></p> <p>In this unit the children will build upon their knowledge of solids, liquids and gases to develop their knowledge of materials further.</p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p style="text-align: center;"><b>RE</b> <b>What did Jesus do to save Human Beings?</b></p> <p>We will be learning about Salvation.</p> <ul style="list-style-type: none"> <li>• By the end of this unit, pupils are expected to be able to:</li> <li>• Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>• Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>• Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>• Show how Christians put their beliefs into practice.</li> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul>	<p style="text-align: center;"><b>Computing</b> <b>Flat-File Databases</b></p> <p>This half term we will learn that a flat-file database can be used to organise data in records. Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To use a form to record information.</li> <li>• To compare paper and computer-based databases.</li> <li>• To outline how you can answer questions by grouping and then sorting data.</li> <li>• To explain that tools can be used to select specific data.</li> <li>• To explain that computer programs can be used to compare data visually.</li> <li>• To use a real-world database to answer questions.</li> </ul>
<p style="text-align: center;"><b>Music</b> <b>Ukelele</b></p> <p>The children will be having ukelele lessons with Mr. Oxborrow.</p>	<p style="text-align: center;"><b>PHSE</b> <b>Me and My Safety</b></p> <p>We will be spending time this half-term discussing:</p> <ul style="list-style-type: none"> <li>• Recognise different risks in different situations and decide how to behave responsibly.</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> <li>• To recognise people who are responsible for helping them stay healthy and safe and ways they can help these people.</li> </ul>	<p style="text-align: center;"><b>German</b> <b>Talking about things and things to do</b></p> <p><b>Phonics:</b> the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu   äu] [sch] [sp] [st] [-s] [-s-] [ß] [ss] [-s]</p> <p><b>Vocabulary:</b> nouns for people and objects, verbs and nouns for activities.</p> <p><b>Grammar:</b> Negation with 'kein', feminine person nouns (+in), 'haben' (singular), definite and indefinite articles (singular, accusative), compound nouns, present tense weak verbs (singular), plural noun patterns.</p>

**DT**  
**Textiles – Stuffed toys**

Pupils who are secure will be able to:

- Design a stuffed toy, considering the main component shapes of their toy.
- Create an appropriate template for their stuffed toy.
- Join two pieces of fabric using a blanket stitch.
- Neatly cut out their fabric.
- Use appliqué or decorative stitching to decorate the front of their stuffed toy.
- Use blanket stitch to assemble their stuffed toy, repairing when needed.
- Identify what worked well and areas for improvement.

**History**  
**Ancient Greece**

We are beginning to look at how the Ancient Greeks lived and the impact they had on the world this half-term. Pupils should know:

- Who were the Ancient Greeks?
- What do artefacts tell us about what life was like in Ancient Greece?
- What do some of our buildings tell us about how we view Ancient Greece today?
- How were the Ancient Greeks governed and are there any similarities with how we are governed today?
- How have the Olympic Games changed since they were first held in Ancient Greece?
- Which is the most important legacy of the Ancient Greeks?

**PE**  
**Dance**

In this unit pupils will learn different styles of dance, working individually, in pairs and in groups. Pupils will be taught:

- To create a dance using a random structure and perform the actions showing quality and control.
- To understand and use relationships and space to change how a performance looks.
- To work with a partner to copy and repeat actions keeping in time with the music.
- To work collaboratively with a group to create a dance in a specific style.

**Tag Rugby**

In this unit, pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging.

Pupils will be taught:

- To develop attacking principles, understanding when to run and when to pass.
- To be able to use the 'forward pass' and 'offside' rules.
- To be able to play games using tagging rules.
- To develop dodging skills to lose a defender.
- To develop drawing defence and understanding when to pass.
- To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.