



## 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.

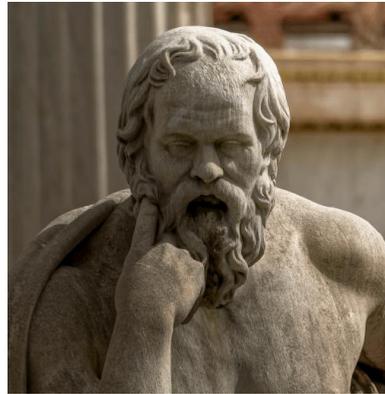
## Spelling

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

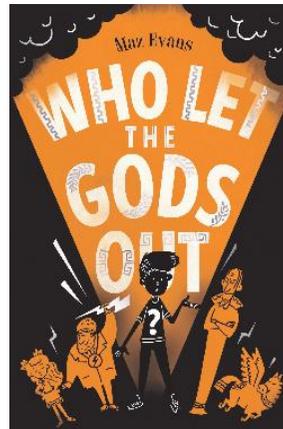
## Grammar

- 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.</li> </ul> <p>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.</p>	<p style="text-align: center;"><b>R.E</b> <b>What does it mean if Christians believe God is Holy and Loving?</b></p> <p>By the end of this unit, pupils are expected to:</p> <ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>• Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul> <p>Pupils will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>	<p style="text-align: center;"><b>PHSE</b> <b>Citizenship</b></p> <p>Within this unit, pupils will be taught:</p> <ul style="list-style-type: none"> <li>• What is breaking the law and its consequences.</li> <li>• Parliament and its functions</li> </ul>
<p style="text-align: center;"><b>Computing</b> <b>Vector Drawing</b></p> <p>This half term we will be creating vector drawings. We will learn how to use different drawing tools to help us create images. Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To identify that drawing tools can be used to produce different outcomes.</li> <li>• To create a vector drawing by combining shapes</li> <li>• To use tools to achieve a desired effect.</li> <li>• To recognise that vector drawings consist of layers.</li> <li>• To group objects to make them easier to work with</li> <li>• To apply and evaluate what I have learned about vector drawings.</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>History</b> <b>Ancient Greece</b></p> <p>We are beginning to look at how the Ancient Greeks lived and the impact they had on the world this half-term. Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Who were the Ancient Greeks?</li> <li>• What do artefacts tell us about what life was like in Ancient Greece?</li> <li>• What do some of our buildings tell us about how we view Ancient Greece today?</li> <li>• How were the Ancient Greeks governed and are there any similarities with how we are governed today?</li> <li>• How have the Olympic Games changed since they were first held in Ancient Greece?</li> <li>• Which is the most important legacy of the Ancient Greeks?</li> </ul>

## 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.

## German Talking about things and things to do

**Phonics:** the SSC (sound-symbol correspondences) taught this term are: [ä] [ö] [ü] [au] [eu | äu] [sch] [sp] [st] [s-] [-s-] [ß] [ss] [-s]

**Vocabulary:** nouns for people and objects, verbs and nouns for activities.

**Grammar:** 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.

## 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.