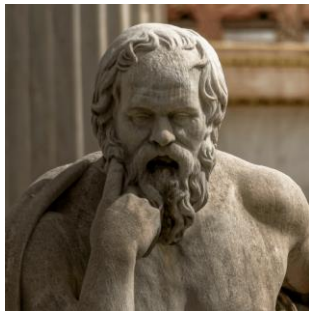


**In the Groundbreaking Greeks project we will:**

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.

## Groundbreaking Greeks Year 5 Summer



**In RE the children will:**

**Buddhism**

Learn about key aspects of the Buddhist faith. The children will work creatively to enhance their learning experience. They will find out where Buddhism originated, about special places linked to Buddhism and about key festivals in Buddhist life. The children will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.

**The Journey of Life and Death**

We will be investigating beliefs about life and life after death and encouraging the children to reflect on and express their hopes for the future. They will share their feelings of loss caused by separation, learn about how faith can provide believers with answers to life's most challenging and ultimate questions, and also how faith challenges our attitudes, values and commitments in life. They will learn the importance of celebrating the lives of those they have lost and how remembering can help the healing process. They will examine their attitudes, values and commitments in the light of this learning.



**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 a 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.  
Compare 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. They will look at the significance of city states and how they influenced the way that people lived and 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:**

This topic we will be continuing with.

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

Explain why personal hygiene is important during puberty.

Describe the process of human reproduction.



## **Groundbreaking Greeks Year 5 Summer**



## **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.

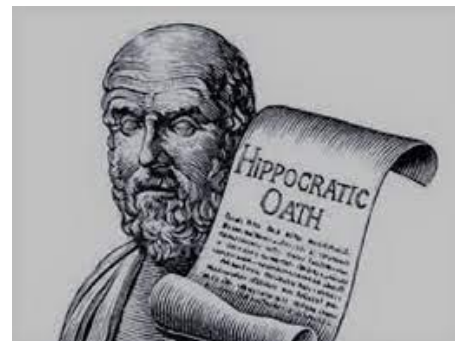
Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.

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 (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent.



# Groundbreaking Greeks Year 5 Summer

## Art and Design

We will look at the artwork produced by the Ancient Greeks from the elaborately decorated vases, to the magnificent buildings they constructed, to the frescos and tiled artwork they produced containing repeating patterns and have a go at producing our own version of these things.



## 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, 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 about 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

## Groundbreaking Greeks Year 5 Summer



### 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.

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ρ	σ	τ	υ	φ	χ	ψ	ω	μ
100	200	300	400	500	600	700	800	900