

# Year 5

## Pentecost Term

### RSHE

UKS2 Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, learning on money and careers is concluded, using previous learning from the module to understand God's call to live generously.

<https://www.tentenresources.co.uk/parent-portal/>

Username—st-joseph-le16

Password—blue-door-4

### English

This term in English, pupils will complete a range of extended writing tasks while developing their understanding of key grammar skills. Children will begin by writing their own story openings, using dialogue to move the action forward and showing an awareness of the passing of time. They will then move on to writing and performing a play script, which may include elements of monologue, with a focus on using adverbs for stage directions and expanded noun phrases to add detail. Later in the term, pupils will write a clear set of instructions, learning how to organise their writing using time connectives and subordinate clauses. These writing tasks will be taught through high quality class texts, including Who Let the Gods Out? by Maz Evans and poetry from Final Year by Matt Goodfellow, which will support pupils in understanding language, structure and authorial style.

### Maths

This term in maths, pupils will revisit and extend their understanding of decimals, learning to read, write, compare and use them in practical contexts such as money and measures. They will then explore percentages, making clear links between fractions, decimals and percentages and applying these to simple calculations. In geometry, children will identify and describe the properties of shapes, including angles, and use accurate mathematical language. Work on position and movement will involve describing positions using co-ordinates and understanding translations and rotations. Pupils will also develop confidence in measurement, using standard units and choosing appropriate measuring tools, before applying these skills to calculate area and perimeter. Learning will then extend to volume, where children will measure and compare 3D shapes. To finish the term, pupils will learn to read and write Roman numerals, developing their understanding of number systems and how these connect to our own.

### Homework Project -

Due Monday 15th June

#### 1. Create a Timeline of Ancient Greece

Pupils create a timeline showing key periods and events in Ancient Greek history. Each event should be placed in the correct order with a short explanation of what happened and why it was important.

#### 2. Research a Significant Ancient Greek Figure

Pupils choose one important Ancient Greek person to research and present as a fact file, poster or booklet. The project should explain who they were, what they did, and why they are still remembered today.

#### 3. Life in Ancient Greece: Then and Now

Compare daily life in Ancient Greece with life today. They may focus on areas such as homes, food, education, hobbies, clothing or transport. Children should include facts, illustrations and a short explanation of similarities and differences.

## History—Ancient Greece

### Key question:

What impact did the Ancient Greeks have on civilisation today?

In this topic, which will continue into the summer term, children explore Ancient Greece and consider its lasting impact on the world today. They learn about the six key periods of ancient Greek history, from the Minoan civilisation to the end of the Hellenistic period, and how Greek society developed over time.

Children study important civilisations and events, including the Minoans and Mycenaeans, the growth of art, trade and government, and the achievements of the Classical and Hellenistic periods. They learn about democracy in Athens, social hierarchy, the Olympic Games, and the influence of Greek art, architecture, theatre and literature.

The topic also explores Alexander the Great and how Greek ideas spread widely after his conquests and through the Roman Empire. By the end of the unit, children will use their learning to answer an essay question on how Ancient Greece has influenced civilisation today.

Ancient Greece - KS2 History - BBC Bitesize

## Geography—Fieldwork

### Key question:

Which new shop do we need on the high street?

Pupils will explore Market Harborough High Street to understand what shops and services are available and how the area meets the needs of the local community. They will identify and group different types of shops, collect and analyse data, and create a detailed map with a key. Children will compare historical and present-day maps to see how the high street has changed over time, looking at both human and physical features such as buildings, roads, trees, parks and car parks. They will use this learning to think about the identity of the high street, what services are important for local people, and suggest a new shop that could be added, explaining where it should go and why.

## Science—Earth and Space

### Key question:

***Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.***

**In this unit, pupils learn about the Earth, the Sun, the Moon and the wider Solar System. They explore how the Earth moves, including how it rotates to create day and night and orbits the Sun to create a year. Children will understand why the Sun appears to move across the sky and how the tilt of the Earth causes different seasons in each hemisphere. They also learn key facts about the Moon, including its orbit, phases and eclipses. By the end of the topic, pupils will use their knowledge to create a leaflet clearly explaining Earth's rotation, day and night, and the apparent movement of the Sun.**

## Computing

## **Programming—Selection in Physical Computing**

Pupils will learn what a vector is and how vector drawings are created using digital drawing tools. They will explore how different tools and shapes can be combined to produce a desired effect, understanding that vector images are made up of layers. Children will practise grouping objects to make their work easier to manage and apply their skills to design and create their own vector drawing by the end of the unit.