



Year 5/6 Curriculum Information

Spring 1



<p>Home Learning: All children in Year 5/6 are expected to complete a short amount of SATs Companion work per week. This will be set on a Tuesday. We will check that these have been completed the following week and children will be invited to 'home learning club' during break time or lunch time to complete any unfinished work.</p> <p>If you have trouble accessing the internet, for example due to lack of devices, please let your child's class teacher know and arrangements can be made for them to complete this within school.</p>	<p>PE: Lions and Rhinos: PE – Tuesday & Thursday Giraffes and Koalas: PE – Thursday & Friday Outdoor Learning: Lions and Rhinos: This will take place on alternate weeks every Wednesday. Giraffes and Koalas: This will take place on alternate weeks every Tuesday. Library: Lions, Rhinos and Koalas: Monday Giraffes: Friday</p>	<p>Shared Learning/ Theme Outcome: Year 5 - Our theme outcome is from 2:00pm – 3:00pm. Friday 10th January Year 6 - Our theme outcome is from 2:00pm – 3:00pm. Thursday 9th January</p> <p>Year 6 SATs club: Year 6 are going to be given CGP SATs revision books – this is going to be an additional homework to help prepare them for the tests in May. We will be running a SATs club to help complete these tasks and offer extra support – details for this will be in the spring club letter.</p>
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<p style="text-align: center;"><u>English</u></p> <p>The text we will be enjoying as a class is "Who Let the Gods Out" by Maz Evans. Both year groups will also be doing work on "Greek Myths" by Geraldine McCaughrean in preparation for their theme week on Ancient Greece</p> <p>Later in the half term, we will be writing our own version of a Greek Myth, based on the ones we have read and our Theme learning. We will also be writing our own poems using The Jumblies as our inspiration. We will also be continuing our reading skills learning and word study. Please record any reading done at home on your child's bookmark by initialling on it and writing the date.</p>	<p style="text-align: center;"><u>Maths</u></p> <p>The units which will be covered in the first half term include:</p> <p>Year 5: Number and Place Value – negative numbers and rounding; Addition and Subtraction – mental strategies and methods in context; Measures – converting between measures, time; Geometry – drawing and measuring angles; Statistics – reading and interpreting timetables.</p> <p>Year 6: Percentages – converting between fractions, decimals and percentages; Area and Perimeter – area of a triangle, area of a parallelogram, measuring angles; Angles – in triangles, quadrilaterals and polygons; Statistics – Line graphs, dual bar charts, pie charts.</p>	<p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Forces – Resistance</p> <p>Air resistance and water resistance are forces against motion caused by objects having to move air and water out of the way.</p> <p style="text-align: center;"><u>Theme</u></p> <p>We will be learning:</p> <ul style="list-style-type: none"> How this is a long chronological period but this theme will focus on Classical Period 490-350BCE. Being 'Greek' was about a shared culture and language, not about the country you were from. Your citizenship was of the town you were from e.g. you were Athenian first, Greek second. The legacy from the Ancient Greeks!
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Ancient Greece

Traditional Greek food:



Fun facts about the Maya:

- Many people farmed and raised livestock.
- Fishing was a vital industry to the Greeks.
- Greek homes were simple. The door from the street opened onto a courtyard and all rooms opened off from this.
- Women were second class citizens.
- Marriage was an important feature of Greek life, girls married at around 14 and men at 25.
- Many boys were formally educated but only within rich families. Girls received a domestically focused education teaching them skills such as needlework.



Athens VS Sparta

History skills we will be using:

Year 5:

- Convey ideas in a structured way, using dates and specialist terms as appropriate.
- Make links between past societies and periods, understanding how and why these were made, and the impact they had on future time periods.

Year 6:

- Make appropriate use of dates and specialist terms, and choose the best way to communicate ideas, explaining why.
- Identify trends in history, understanding why these occurred and any impact they had on future time periods.