

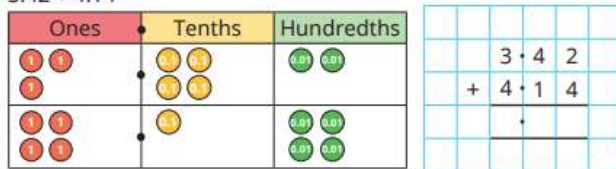
Mathematics

In mathematics this term we will explore decimals, negative numbers and converting units.

Decimals

Children add and subtract decimals, first of all within 1, then crossing 1. They will then move on to using a formal method to add and subtract decimals. E.g.

Use the place value chart and the column method to work out $3.42 + 4.14$



We finish the unit exploring dividing integers and decimal numbers by 10, 100 and 1,000. This builds on their learning from Year 4, where they learned to divide 1- and 2-digit numbers by 10. Children should begin to recognise the links with multiplying by 10, 100 and 1,000 and notice the inverse relationship.

Useful links:

Decimals recap:

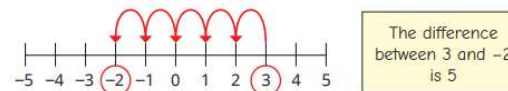
<https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/zsbd7p3>

Negative numbers:

Numbers don't just stop at **zero**. When you count **backwards** from **zero**, you go into **negative numbers**. Positive numbers are more than zero: 1, 2, 3, 4, 5, etc. Negative numbers are less than zero: -1, -2, -3, -4, -5, etc. Zero, 0, is neither positive nor negative.

Children will explore negative numbers before comparing, ordering and finding the difference between them.

Max is finding the difference between 3 and -2



Use Max's method to find the differences between the pairs of numbers.

Useful links:

<https://www.bbc.co.uk/bitesize/topics/znwj6sg/articles/zxthnbk#:~:text=Negative%20numbers%20are%20less%20than,is%20neither%20po>

Converting units:

The children will work on kilograms and kilometres, millimetres and millilitres. They will convert units of length including between metric and imperial units. Finally, they will convert units of time and calculate with timetables.

Example question:

Write <, > or = to compare the measurements.

- 55 mm ○ 6 cm
- 100 m ○ 1 cm
- 6.8 cm ○ 7 mm
- 0.25 m ○ 300 mm

Useful links:

Converting metric units:

[Converting metric units - Maths - Learning with BBC Bitesize - BBC Bitesize](#)

Imperial measurements:

<https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zwbndxs>

Please continue to practice times tables on TTRockstars

<https://play.ttrockstars.com/auth/school/student/42278> and watch out for some battles!

English

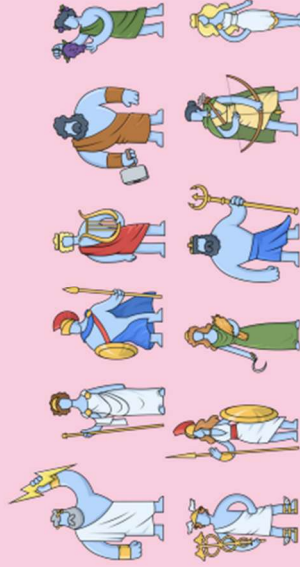
In English our three main writing genres will be Greek-style myths, instruction and an information text writing.

Writing Genre:	Greek myths	Instructions	Information texts
Works:	Year 5 pupils will start by reading a variety of Greek myths. They will analyse characters, setting and the themes involved, as well as the reasons these myths were told. They will then be planning and writing their own Greek-style myths.	Pupils will be looking at instructions, focusing on when and why they are used and on what they need to include in order to be clear and easy to follow. Our instruction-writing will be Greek themed; the children will be considering how to write a set of instructions to make a typically Greek dish.	Year 5 will be summarising their learning about the Ancient Greeks by writing an information text.
Main skills covered	This will be the final piece of narrative writing for the year, so a chance to show off all the skills they have been practicing in Year 5. Fronted adverbials, relative clauses, correct use of tense, punctuation (including for speech dialogue) and use of adventurous vocabulary will all be recapped and hopefully included in the myths.	The children will recap on the use of imperative verbs, time sequence words, bullet points/numbers to organise their steps, and adverbs to add detail to their instructions. They will use their re-reading, editing and improving skills to ensure their instructions are clear for the reader to follow.	Children will need to carefully consider the layout, headings, sub-headings, photographs/illustrations they use. The pupils will practice writing factually and will use formal conjunctions to support their writing i.e. although, however, in addition etc.
Ways to help at home:	Relative clauses: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt Fronted adverbials: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3	Using imperative verbs in instructions: https://www.bbc.co.uk/bitesize/topics/z2yyjcdm/articles/zbxgn9q	Ask your child what aspects of their learning they have chosen to write about and support them in researching these areas together.
Reading and Spelling:	Guided Reading	Our weekly Spelling patterns:	
	This term we are looking at a range of Greek myths. These will be from books such as Geraldine McCaughrean's 'Greek Myths' as well as from video clips.	We will be focusing on words ending in -tious (e.g. cautious), -cial (e.g. artificial) and -tial (e.g. initial), as well as practicing the Year 5/6 words.	Please continue to encourage reading every night and practice spellings.

Year 5 - What did the Greeks ever do for us?

achievement	Something reached through hard work or effort.	direct democracy	A system of government in ancient Greece which gave all men the right to vote.
assembly	A democratic organisation in ancient Athens where all men could vote on laws.	oligarchy	A system of government in ancient Greece in which only a few people held power.
Athens	The largest and one of the most influential city-states in ancient Greece.	philosophy	The 'love of wisdom' in which people think and ask basic questions about human life.
city-state	A city or town that, with the surrounding countryside, is an independent state.	Sparta	One of the most powerful city-states in ancient Greece, known for its fierce army.
Classical Golden Period	The period from 480 BC to 323 BC in which the Greeks built temples, created democracy and made scientific discoveries.	Zeus	In Greek mythology, the god of the sky and the supreme ruler of the Olympian gods.

Gods and goddesses



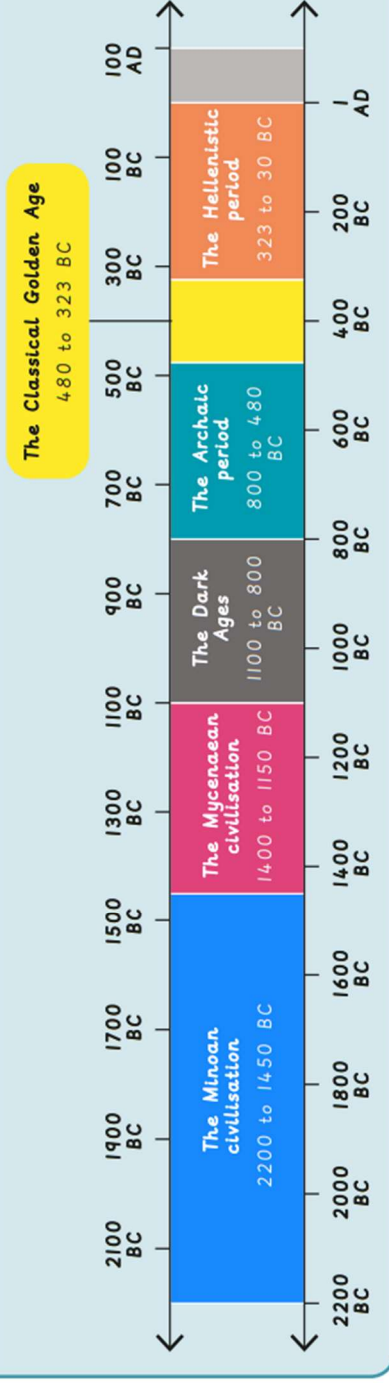
The ancient Greeks believed 12 gods and goddesses lived on Mount Olympus. The Greeks prayed to them at home and in temples and ran sporting events and festivals in their honour. They believed that if something went wrong, the gods were unhappy with them. The characters, images and abilities of the Greek gods and goddesses have influenced modern-day movies, animations, books, comics and video games.

Democracy



Athenian democracy was one of the first in the world. It was a direct democracy in which the citizens themselves voted for laws in the assembly. Modern Britain has a representative democracy where people elect a representative (Member of Parliament) to make decisions on their behalf. Citizens over 18 can vote in Britain; however, in ancient Athens, only adult males born in Athens could vote.

Timeline of ancient Greece

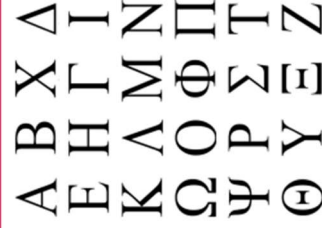


Philosophy



Philosophy (meaning 'love of wisdom') was developed by the ancient Greeks. Famous philosophers such as Pythagoras, Socrates, Plato and Aristotle still influence our thinking today: Pythagoras created the first maths formula, Socrates developed the Socratic method used to discuss ideas, Plato's ideas on ethics are still debated today, and Aristotle laid the foundations for modern science.

The English language



Many words in the English language (such as character, comedy, democracy, dinosaur, drama, planet, geography, and technology) originated from Greek. The Greek alphabet (alphabetum) contributed ten letters to the English language. Moreover, the word alphabet comes from the Greek letters alpha and beta.

Y5 – Living things and their habitats

Prior Learning - Whilst this is a new topic, pupils may benefit from recapping what they have learnt about light as this will help with some concepts

2 I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
I can identify and name a variety of plants and animals in their habitats, including micro-habitats.
I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

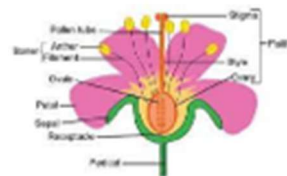
4 I can recognise that living things can be grouped in a variety of ways.
I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
I can recognise that environments can change and that this can sometimes pose dangers to living things.

I can Living things and their habitats - Year 5

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Parts of a flower



Life cycle of a human

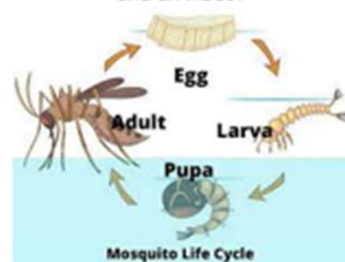


Life cycle of a bird

Oviparity - egg laying animals (bird, fish, reptiles and insects)



Comparing life cycles of an amphibian and an insect



Key Vocabulary

asexual reproduction	To reproduce on your own without a mate.
anther	The part of a stamen that produces and releases the pollen
carpel	The female reproductive organ of a flower, consisting of an ovary, a stigma, and usually a style.
fertilisation	When an egg and pollen (or sperm) meet to form an embryo or seed
germination	If a seed germinates or if it is germinated, it starts to grow
gestation	When a baby animal develops inside its mother.
larva	The young form of some animals which looks very different from its parents.
metamorphosis	A dramatic change in the life cycle of an animal in which it ends up looking totally different.
pollination	To pollinate a plant or tree means to fertilise it with pollen. This is often done by insects.
sexual reproduction	To reproduce with both a male and female
stigma	The top of the centre part of a flower which takes in pollen