

### Year 5

Term – Autumn 2

#### Science

In Science we use investigations to deepen our understanding of Science and how the world works. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

#### **How can we prove an irreversible change has produced a gas?**

In order to answer this question they will be learning:

- What properties common materials have ?
- How we choose which materials are most suited for different purposes
- How evaporation and condensation can be used to change the state of a material.
- Which changes can be reversed
- What happens to materials when they are irreversibly changed.

### This term we will be learning about... **Ancient Greece**



The week beginning the 27th November will be Work week. This is a week for the children to learn about and explore careers in a variety of fields. Part of this week are trips to visit workplaces or workshops. Further details will be shared with you nearer the time.

#### History

Attached to this newsletter is a copy of our fact organiser for the year 5 History topic about Ancient Greece. It shows, in detail, the questions the children will be investigating and learning about. There are links to helpful websites about the topic which you can use to support your child's learning about the topic. There is also a list of the key vocabulary your children should be able to use to explain their thinking.

We hope you find this helpful.

#### RSHE

This half term, our big idea for RSHE is 'My learning'. We will:

- What jobs are available.
- What clothes can teach us about our future ambitions
- What I know about myself now
- What is my learning plan for future achievements
- What support do I have to achieve my ambitions
- How can I enlist support for my plans.

# Curriculum Overview

## Portway Primary School

### English

In Writing pupils will be reflecting on their school trip experiences and writing articles for our school newspaper : The Portway Post.

We will continue to practice writing sentences using coordinating and subordinating conjunctions to link sentences. We will also continue to practice using parentheses to add extra detail to our sentences. We will begin to write sentences using literary features to add effect such as onomatopoeia, alliteration and metaphors. We will also learn how to write sentences using modal verbs.

**Our focus texts are: Percy Jackson and the Lightning thief**

### RE

This term our focus question is ` How Christmas is celebrated around the world`.

We will be comparing and contrasting the accounts of Jesus birth recorded in Matthew and Luke, what happens during advent, what an epiphany is and how it is celebrated around the world and how Christmas traditions vary around the world.

### Mathematics

In Maths, we will be learning how to solve addition and subtraction word problems involving more than one step. We will also be learning how to read and interpret graphs and tables.

We will also be learning about multiplication and division. We will learn what multiples and factors are and how to identify the multiples and factors of different numbers. We will also learn how to multiply and divide whole numbers by 100, 1000 or 10 000.

### Computing

In Computing, we will be learning how to create short videos in groups or pairs. During our lessons, we will learn about different techniques that we can use to edit , manipulate and create videos. We will also continue to learn ow we can keep ourselves safe online.

## You might like to join in with our learning at home by:

### Reading

- **Read everyday and record this in the reading record - try a range of text types.**

### Watching




- <https://www.natgeokids.com/uk/discover/geography/countries/facts-about-scotland/>
- <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

### Doing

- **Create a fact file on a Greek God or Goddess.**
- **Practice mental addition and subtraction strategies**



# Year 5- History. Final Enquiry: What should be included in a museum about Ancient Greece?

| Theme  | Learning Goal   | Key Questions to be asked   | Answers   |
|--|---|---|---|
|  | The Anglo-Saxons came from many different places to settle in Britain for a variety of reasons.         | When was Britain Anglo-Saxon?<br>Where did the Anglo-Saxons live?<br>How do we know the Anglo-Saxons were here?                             | 2 Anglo Saxons called Hengist and Horsa settled in Britain in AD449 to help the Britons fight the Picts.<br>They were mainly farmers so they settled on the East coast of Britain where the land was fertile.<br>Many places that the Anglo-Saxons settled still carry their Saxon names today.                 |
|  | Anglo-Saxon society was hierarchical with different groups of people granted different levels of power. | How was Anglo-Saxon society structured?<br>How did your social class affect your life?<br>What evidence do we have to support our thinking? | The level of power you had was determined by birth with no mobility. Kings ruled small kingdoms.<br>Slaves were the lowest members. Women have different roles to men. There was no changing your position.<br>This was the dark ages so little written evidence exists. Finds like Sutton Hoo are our sources. |
|  | Anglo-Saxon pagans became some of the earliest Christians.  | How do we know King Redwald was a pagan?<br>Why did the Saxons become Christian?<br>How do we know about the early Christians?              | He was buried in a traditional pagan manner surrounded by his worldly goods at Sutton Hoo.<br>The pope sent Saint Augustine to travel Britain and convert the pagan kings to Christianity.<br>Monks published many texts the most famous of which were written by Bede who was also an historian.               |

| Timeline of Key events |  |
|------------------------|--|
| 1065                   | Manor of Plaiz named                               |
| 1353                   | Area given to the church                           |
| 1553                   | Sir Roger Cholmeley acquires land                  |
| 1730                   | Dick Turpin begins crime spree by stealing 2 oxen. |
| 1752                   | Black Lion opens                                   |
| 1839                   | Plaistow station opens                             |
| 1844                   | Plaistow public school opens                       |
| 1918                   | Slum clearance plan begins                         |
| 1939-45                | WW2 - Plaistow heavily bombed.                     |
| 1974                   | First mosque opens                                 |
| 2005                   | London awarded the Olympics.                       |
| 2007                   | Development begins                                 |
| 2012                   | London Olympics                                    |

| Key Person                     | Reason   |
|--------------------------------|--|
| <b>Philippa de Montfitchet</b> | Named the area of modern Plaistow as the Manor of Plaiz.   |
| <b>Sir Roger Cholmeley</b>     | Gained procession of Plaistow from the church. Founder of Highgate school born to an aristocratic family and member of parliament. |
| <b>Dick Turpin</b>             | An English highwayman whose exploits were romanticised following his execution in York. Stole 2 Oxen from his Plaistow employer.   |
| <b>Bobby Moore</b>             | English footballer who frequented the oldest building in Plaistow - The Black Lion pub.  |
| <b>Boris Johnson</b>           | Former PM and mayor of London during the lead up to the Olympics.  |

| Key Vocabulary |           |
|----------------|-----------|
| pagan          | justice   |
| luxury         | revenge   |
| settlement     | loyalty   |
| retreat        | Runes     |
| hazard         | language  |
| village        | purge     |
| lifestyle      |           |
| prayer         | invasion  |
| burial         | belief    |
| saints         | influence |



| Useful websites   |
|---|
| <a href="https://eastsidech.wixsite.com/growingupinplaistow/history-of-plaistow">https://eastsidech.wixsite.com/growingupinplaistow/history-of-plaistow</a> |
| <a href="https://www.coolgeography.co.uk/qcsen/London_Regeneration.php">https://www.coolgeography.co.uk/qcsen/London_Regeneration.php</a>                   |
| <a href="https://www.british-history.ac.uk/vch/essex/vol6/pp43-50">https://www.british-history.ac.uk/vch/essex/vol6/pp43-50</a>                             |
| <a href="https://www.queenelizabetholympicpark.co.uk/">https://www.queenelizabetholympicpark.co.uk/</a>   |
| <a href="https://www.londonsscreenarchives.org.uk/title/3939/">https://www.londonsscreenarchives.org.uk/title/3939/</a>                                     |
| <a href="https://www.britishpathe.com/search/query/plaistow">https://www.britishpathe.com/search/query/plaistow</a>   |

| Historical skills (Disciplinary Knowledge)                                       |
|--|
| <b>Chronology</b>  |
| Name significant events from the past.   |
| Justify the order of my timeline by comparing artefacts from 2 different eras.   |
| Create a timeline with all previous civilisations studied                        |
| Place ancient civilisations on a map.  |
| <b>Interpretation</b>  |
| Explain the beliefs that result in differences for different members of a group. |
| Explain why things happened the way they did.                                    |
| Use evidence to compare 2 different things.                                      |
| List key similarities and differences between 2 different events.                |