



Year 5

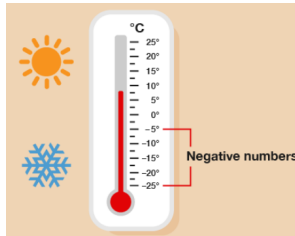
Spring 1

How to support your child's learning.  
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### Mathematics

We will complete our lessons on negative numbers, leading onto multiplication and division methods.

At home, you could look out for negative numbers, e.g. on the freezer,



the weather, thermometers, maps. You could ask your child to work out the difference in temperature over certain days.

100s	10s	1s
	3	2
x		4
	1	2
		8

Can you find examples of multiplication at home? E.g. if it takes

you 25 minutes to walk home and you walk home three times a week, how long do you spend walking home every week? How many ways can you work out the answer? Which is the most efficient?

### Reading

We are reading *The Odyssey* by Homer this half term to link to our work with Greek Myths and Ancient Greece. We are looking at the wonderfully illustrated Gillian Cross version to inspire our writing. The best thing at home this whole term would be to soak up as many wonderful Greek myths as possible - in any form but particularly in written stories that you can enjoy together. Discuss the myths you have read. Who is the better hero: Perseus or Theseus? Who is the most powerful creature?

### Spelling

We are learning about words ending in -tial and -cial.

'-cial' words		
official	commercial	glacial
special	facial	social
artificial	financial	racial
'-tial' words		
partial	confidential	essential
influential	substantial	torrential
preferential	residential	quintessential

You could keep a list of words that end with tial/cial. Do they all follow the rule?

Don't forget to practice your spelling words, which are sent home on a Friday.

### Writing

In our fiction writing, we will be writing a mythical adventure story. The children will choose a problem suited to a myth and then build the story around that. Discuss with the children which story they are writing in English. Did they go for evil magic or a terrifying beast to conquer? Maybe they decided their main character would have to escape a trap like Odysseus in the cyclops' cave.

Our non-fiction work will be a discussion text focussing on the on-going debate about the Parthenon Marbles and whether they should be returned to Greece or not. Have your own debate at home about the reasons for and against:

[Elgin Marbles: Why are people saying this art was 'stolen' by the UK? - BBC Newsround](#)

## Science

We are finding out about materials.

You could investigate which solutes dissolve in

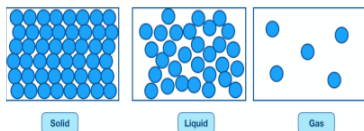


different solvents at home. Which form a solution? How long do they take to dissolve? Does the temperature of the solvent affect how long it takes to dissolve?



Can you find examples of when you might need to separate materials using at home? E.g. pasta from water, toys from a sand pit. What methods could you use? Could you use filtering, sieving or evaporating?

At home, can you find examples of solids, liquid and gases? You could investigate what happens when you melt certain solids, e.g. ice, chocolate.



## History

In history, we will be learning about Ancient Greece. The children will be developing a range of historical enquiry skills on this varied and fascinating topic. Some of the areas to look at together at home are:

- The similarities of the city states Athens and Sparta.
- What impact the ancient Greek world still has on society today.
- The role of religion and the Olympians in ancient Greece.
- The importance of some famous people from the time (Archimedes/Alexander the Great/ Hippocrates).
- The birth of the Olympic games.

The children could make notes on these areas or create a concept map to link the ideas together.

## Art

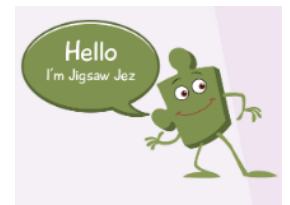
We are studying the sculpture of Giuseppe Penone. The children will explore the materials which he used to create his masterpieces. Could you gather natural materials at home and make



a sculpture in the same style? How does their sculpture make them feel? What would they change if they made it again?

## Jigsaw

The theme this half term is Dreams and Goals.



The children could think about what they would like their life to be like as they grow up and what they could do to achieve this.

Do you have goals or aspirations as a family? You could work together to break it down into the small steps needed to achieve this goal.