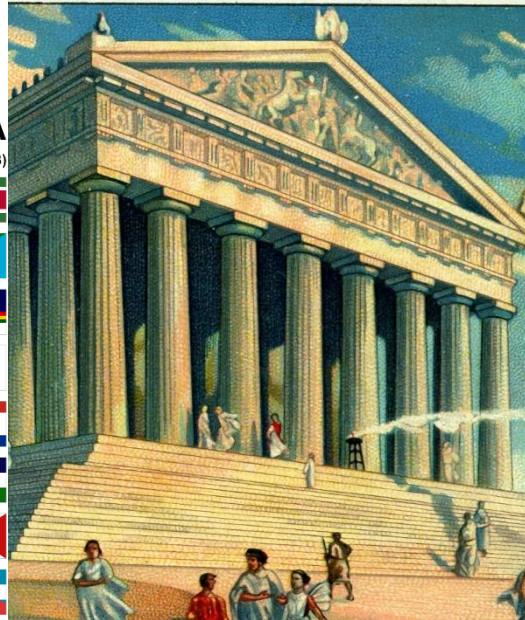


## SOUTH AMERICA



**SOUTH AMERICA**  
POLITICAL MAP (2013)



Summer Term  
2024

## ANCIENT GREECE

**GEOGRAPHY:** The theme for the first half of this term is the Continent of South America – which takes in far more than just Brazil – it is a sweeping overview of the continent and the importance and impact of the River Amazon. We will be looking at the climate, and physical and human geography of this vast and dynamic part of the world.

**HISTORY:** The second half of the term will see us examining the Ancient Greek Civilisation and comparing to others civilisations we have studied. We will also look at the legacy of these people on society, language and philosophy.

<b>Science</b>	Materials - Reversible and irreversible changes - melting, rusting, freezing etc.	<b>Art</b>	Inspired by the work of Gustav Klimt, we will produce collaged portraits based on the Greek Gods.
<b>French</b>	En Ville - directions, shopping, what we do and don't like	<b>RE</b>	Buddhism
<b>Computing</b>	Flat File Databases	<b>Writing</b>	Poetry, Brochure writing, myths and reports.
<b>D&amp;T</b>	Healthy eating - planning, budgeting for and cooking a healthy meal.	<b>P E</b>	Athletics with SCS coaching staff (Thursday) and Rounders (Mondays)

## Welcome Back to the third term of Year 5!

I hope you have all had a wonderful Easter break and are ready for the summer term ahead! Firstly, thank you for your kindness and generosity at the end of last term. Your kind wishes for my recovery post-operation are very much appreciated. By the time you read this, all should be over and I will be recuperating. I will still be keeping in touch with the children and involved in what they are doing.

Mrs B x

## The class team...

**Mrs Baker** will be out of class during the first half of the term, and **Mrs R Dickeson (Deputy Head Teacher)** will be joining year 5 to cover the lessons in the mornings. **Mrs Angier** will continue to provide support to the whole class and knows the children and routines well. Afternoon lessons will be covered by **Ms Pope** and she also knows the children very well.

We appreciate that this change to routine may be a little worrying for the children, but we will do everything in our power to ensure a smooth transition until Mrs Baker returns. I am sure you will wish Mrs Dickeson a happy and successful time with your children. Mrs Baker has planned the schedule of work and topics and will be hoping to visit, virtually and in person, when possible.

We will begin by building on previous learning in maths and knowing all your times tables thoroughly for quick recall is essential from now on. Please help your child at home by going over times tables, a little at a time and often. Hit the button is an app that can be a fun way of securing the times tables. We will be using our arithmetic knowledge in practical ways, addressing statistics.

In writing we will be covering a variety of fiction and non-fiction writing, based on a broad range of stimuli, starting with poetry, which will link to previous history themes. Reading will be delivered following the Success for All format, encouraging the children to read for meaning and analyse a variety of texts, to answer a mix of question styles, debate and discuss texts. On Fridays, comprehension paper practice will take place.

Your child's progress can only benefit by you being involved and being an active partner with the teaching team. We welcome your communications but would request that you **arrange a meeting with the class teacher via the school office in advance, as your first point of contact**. Messages via the planners are a quick and simple form of contact for less sensitive issues (just tell your child to show it to me, please!).

## How you can help at home...

You can help to support your child's education in the following ways:

**Sleep** – plenty of it and preceded by a quiet and calm atmosphere, without any electronic gadgets, - a shared bedtime story is so much better! It has been proven that after watching any screen (including TV) it can take up to an hour for a child's brain activity to slow back down to normal levels, ready for sleeping.

**Helping your child to be independent** and get their own belongings ready for each school day will encourage the right mind-set while at school too, as well as making mornings calm. Star charts and lists can really help. Arriving promptly at school in the mornings will help the children to prepare for the day and be ready to learn, sitting in their seats, by 8.50am to do their Early Work. Please make sure that they arrive at the school gate in time to facilitate this.

Reading: Listening to your child read at least 3 times a week is still vital – even for the able readers. It is an opportunity to share some quality down (non-screen) time. Get the children to bring you up to speed with where they are at with their chosen book and talk about what they like and what they predict will happen next. Please sign the planner to say you have heard them read. If they have read to themselves, then we ask them to write a summary of the part they have just read in their planners to evidence this. Reading at school will be monitored in a class reading log. We are fortunate to have two volunteers for the summer term, who will listen to children read on an individual basis, and I hope this will help encourage reading and the sharing of books.

Try to seize any small pockets of time for **spellings or times tables practice**. A little and often is so much better than one long session and can be worked easily around normal family routines. Spelling homework is issued weekly with a few opportunities to use the words each week in class to help retain their new spellings. Spellings may vary between children, as they will be generated by monitoring your child's work during their literacy group, in addition to the National Curriculum lists for year 5.

**Please note: Children must not bring any items into school, in order to help keep everyone as safe and healthy as possible, unless the teacher is informed in advance and it is for educational purposes.**

## Timetable

Please be aware, due to the nature of all that goes on at a primary school, timetables may change! Science, computing and humanities are included in afternoon sessions. PE will be on Mondays (Rounders) and on Thursdays (with SCS coaching – athletics). On these days, PE is in the morning and so maths will be taught by Ms Pope in the afternoons.

Children should come in full school uniform on PE days, with their PE kit in a bag. Boys and girls will change separately at the beginning and end of each lesson.

Rainbow Maths (the homework posted on Seesaw) will be tested on Friday mornings, so that updates (where appropriate) can be posted on Seesaw on Friday afternoons, allowing practice over the weekend.

## Things to remember...

- Be ready for PE on Mondays (Rounders) and Thursdays with SCS Coaching (athletics), both on the school field unless too wet.
- Spelling Homework is set on Monday and is to be completed by the next Monday lunchtime.
- Maths homework is posted via Seesaw to inform you of the sheet your child should be working towards from the Rainbow Maths scheme. This will be updated after testing on Fridays.
- Snacks should be of **fruit only** – fresh or dried – but not processed foods. Please ensure that they are in a separate container from any packed lunch box/bag and **small** enough to be stored easily in the locker.
- If the weather becomes warmer, we will make more use of the school field during lunchtimes. Please consider preparing your children with sun hat and sun cream and with layers of clothing to adapt quickly to British weather! Staying active and outdoors whenever possible will be our goal.
- If your child has hay fever or other seasonal allergies, please ensure medications are named and the school office informed of timings of when these should be administered in writing.

## Projects for Home Learning

### First Half Term ....

- Research different explorers who ventured in South America.
- Make a cake to look like a South American flag!
- Make a poem to help you learn all the countries of the continent of South America
- Make some “Top Trump” style cards on cities of South America.
- Have a go at learning a Latin Dance – show us your moves or film them to share.

### Second Half Term...

- Research different islands of Greece.
- Make a Greek themed meal and bring in photos! (Or the food!)
- Make up a limerick about one of the Greek Gods!

# GOTHAM CITY NEWSLETTER



## Reading to complement our Themes:

(Adults may want to check the content of books first, as some story lines may have challenging scenes/language for some readers – you know your child best)

Horrible Histories      Groovy Greeks  
Dorling Kindersley      Many books on Greeks  
Journey to the River Sea    by Eva Ibbotson  
The Explorer    by Katherine Rundell  
AS Kids Guide to South America    by Jack Roberts  
Not for Parents South America    by Lonely Planet  
Mapping South America (Close-up Continents)    by Paul Rockett  
Who Let the Gods Out Series    by Maz Evans  
A Kid's Guide to South America    by Jack L Roberts and Michael Owens  
Waiting for the Biblioburro    by Monica Brown and John Parra  
The Great Kapok Tree: A Tale of the Amazon Rain Forest    by Lynne Cherry  
Love and Roast Chicken: A Trickster Tale from the Andes Mountains    by Barbara Knutson  
Ada's Violin  
Up and Down the Andes  
For the Love of Soccer  
Petey    by Ben Mikaelson  
Boyhood Days: Book 2    by Dennis E. Adonis  
Nina Bonita    by Ana Maria Machado  
Red-Beans and Rice: An Anansi Story    by Ismene Krishnadath and Gerold Slijngard  
Percy Jackson and Heroes of Olympus series of books, both    by Rick Riordan  
Heroes, Gods and Monsters of the Greek Myths    by Bernard Evslin, Todd Haberkorn, et al.  
Cursed Academy by Holly Hook (older/more able readers)  
Girl, goddess, Queen    by Bea Fitzgerald (older/more able readers)  
Myth-o-Mania    by Kate McCullen  
Tales of Brave and Brilliant Girls from the Greek Myths    by Rosie Dickins

## And finally...

There is a worry box in the class for children to put notes in, if they want to be anonymous while informing us of any concerns and/or issues. Children should be encouraged to voice any issues directly themselves in a timely manner so that a speedy solution can be sought. We also introduced a “check-in” at the beginning of the day where children can indicate how they are feeling.

We will take a mixed approach of addressing gaps and progressing forwards in all our subjects, with low level quick quizzes to monitor the children. If you have any questions or concerns, please do not hesitate to get in touch via the office for an appointment.

**Mrs Baker, Mrs Angier, Mrs Dickeson and Ms Pope**