

Message from Mrs Cross

Hello, Year 5!

What amazing weather we have had so far! I hope you had the chance to get out and about a bit more to enjoy the activities prevented by rain last week. Well done to those who sent their work into me, and well done to those of you still busy, working quietly at home. I know it is getting harder to stay motivated now – this grid marks 12 weeks of home-learning! – but we are very proud of you all and hope that you have taken the time to reflect on how well you have done in very difficult circumstances. We will need to add this year to our history timelines in school! It is amazing to think that children in the future will be learning about an event you have lived through – you will be able to tell them all about your experiences, and how the country went wild and bought up all the toilet paper! But you will also be able to tell them about clapping for the NHS on Thursdays and how the new sounds outside your home were full of birdsong instead of roaring traffic. What new skills did you learn? What have you learned about yourself?



Dear Mrs Cross,

I am writing this letter to help you form your own opinion on Sparta and Athens because we both compete as well as we would agree that you need all the information before forming an opinion.

**The positives about Sparta in Sparta**

Sparta was extremely powerful and had the best army. They were known for their strength and their army. Sparta conquered other cities to gain wealth and power. Women had more rights except the right to vote & own land. Women had the most rights in Sparta than in any other Greek city.

**The negatives about Sparta in Sparta**

Boys were expected to see if they were healthy. If they weren't healthy they were left in the hills to die. Only men could be legal citizens. Boys were sent away for military training at the age of 7. Sparta was taken very seriously and if you couldn't do something you'd be whipped. Women had to chase their heads to prepare for marriage. Women were hated by most people because of the way they dressed. People believed that women should only have sons or they could grow up to be good soldiers. People would live in very harsh conditions to make them stay the best soldiers.

**The positives about Athens in Athens**

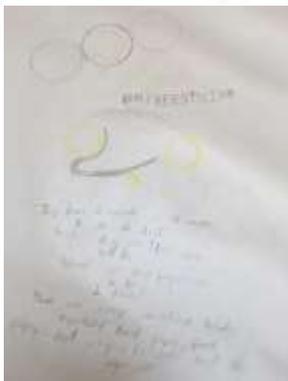
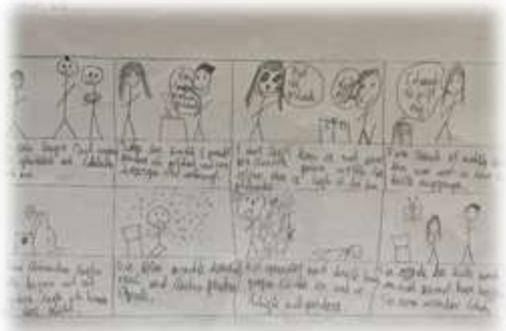
Athens was the most powerful Greek city. Unlike Sparta it was solely focused on giving kids a good education. Athens became the world's first democracy around 500 B.C. Also women in Athens and girls were taught at home. Athenians eventually discovered slavery. Athenian people were encouraged to develop artistic skills and talents. They were able to win their battles.

**The negatives about Athens in Athens**

Men were not allowed to wear skirts. Women, people both outside of Athens, and slaves could not vote. Slaves were treated as property & had no rights.

Hi, it's probably after school or home. I'm sure someone at school as you should have made their opinion by now.

Your dedicated student, Emma



Looking forward to seeing you, or hearing from you, next week. Keep smiling!



## Maths

Online Maths lessons can be found on Week 9, Summer Term, percentages:

<https://whiterosemaths.com/homelearning/year-5/>

Or, if you chose this last week, now look at lessons 10-14 from NCETM- Upper Key Stage 2 (Number, Addition and Subtraction).

<https://www.ncetm.org.uk/resources/54454> This is a good series of lessons to help keep your deeper maths understanding in tip-top condition.

Keep practising your times tables regularly, and as divisions. These help you in so many different areas of mathematics – a speedy and accurate recall of these facts help you to focus on the learning in those different areas.

## Topic – Ancient Greece mini-project

I hope your mini-project is going well. This week you will need to think about how you are going to bring all your research together. If you are looking for a little extra to include, perhaps you could find out about the Battle of Marathon – can you see any clues in the title?

## Art

Find out more about Ancient Greek pottery. You can have a giggle now to get it over and done with – Ancient Greeks did not see anything strange in the nude form; their sculptures, many of the images on vases and friezes, were often naked. We would have visited the British Museum to see the Ancient Greek artefacts on display. Have a look at these sites to find out more.

[http://www.ancientgreece.co.uk/dailylife/explore/exp\\_set.html](http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html)

[https://artsandculture.google.com/streetview/british-museum/AwEp68JO4NECkQ?sv\\_h=27.451739270497562&sv\\_p=6.059186142328258&sv\\_pid=3ZY017kvN9l4bCB0BK6Rmw&sv\\_lid=3582009757710443819&sv\\_lng=-0.1273871346515421&sv\\_lat=51.51856938917452&sv\\_z=0.6158686808497834](https://artsandculture.google.com/streetview/british-museum/AwEp68JO4NECkQ?sv_h=27.451739270497562&sv_p=6.059186142328258&sv_pid=3ZY017kvN9l4bCB0BK6Rmw&sv_lid=3582009757710443819&sv_lng=-0.1273871346515421&sv_lat=51.51856938917452&sv_z=0.6158686808497834)

(virtual tour of pottery in gallery – fun, but tricky to control!)

<https://www.dkfindout.com/uk/history/ancient-greece/ancient-greek-art/>

<https://www.youtube.com/watch?v=0GJsUfXQWSU>

Here are some ideas for designing and decorating your own ancient Greek vase on paper. You are NOT expected to include naked images on your vase design – talk to your parents about what you could do. You could focus on the different geometric patterns and fill your vase with these or recreate part of one of the myths you liked. You could design a vase that shows an Olympic sport or an everyday activity. Your choice!

<https://www.youtube.com/watch?v=WpXTZRwTyY>

## Writing

You should have finished your booklet option by now from 2 weeks ago. Here are two new ones to choose from: 'Wonderful Wizards' or 'Meet the Rhi-swano-zeb-tah'. 'Meet the Rhi-swano-zeb-tah' is non-fiction based whilst Wonderful Wizards has a wide mix of genres including some poetry! They both have a reading comprehension for you to explore the text features and practise your retrieval, inference and deduction skills.

<https://www.talk4writing.com/home-school-units/>

## Grammar, punctuation & spelling

Remember to use ETW for your written work and check that you have used punctuation accurately throughout your work. The booklets explore spellings through looking at rich vocabulary and give specific punctuation and grammar to practise ('Meet the Rhi-swano-zeb-tah' – brackets for parenthesis, adverbs and adverbs to add-on extra information; 'Wonderful Wizards' – imperative verbs, time and place adverbial phrases and using inverted commas).

## Physical activity

Use the Fitter Futures website and have a go at the workouts. Remember to mix up the type of exercise you do, so you complete a balance of cardio and core strength activities. Get out and about for your daily exercise. Enjoy your family walk or run and keep up all those activities in your garden.

## Science

### Eureka!

Find out about this famous Greek scientist and mathematician – Archimedes. Create a fact file or poster about his life and achievements – you might find that some of his inventions had an impact on the designs of machines we use today.

<https://www.theschoolrun.com/homework-help/archimedes>

<https://kids.britannica.com/kids/article/Archimedes/624952>

There is a science experiment for you at the bottom of this grid. It suggests interlocking cubes (you could use lego for this), but any items of the same size and weight can be used, e.g. 2p coins or marbles. Remember to keep your test fair by only changing how many of the items you use, not the type.

Challenge: can you make your own Archimedes Screw?

## Other learning

### Music

Watch and listen to the clips on BBC Ten Pieces



<https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>

**Week nine: Write your own story inspired by a mythical creature...**

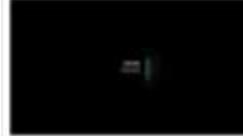
Children's author Neil Gaiman asks us to imagine up your own story and mythical creature. Let The cover of *Monsters*, inspired by the BBC *Singalong* Orchestra, inspire your writing.

**First...**

I went about *Monsters* because I don't do that bit of writing of the kind of *Monsters* that we and ourselves. Let's imagine together how the world can be a more creative place and powerful perhaps to our imagination.

**Then...**

Let's see what we can imagine our very own mythical creature and story alongside the BBC *Singalong* Orchestra. What does your creature look like? How do they move? What problems do they face?



You could write a short story; create a piece of art; write a poem; try to compose your own palindromic piece of music – your choice.

## Daily basic skills and online learning

- Practise times tables regularly, and as divisions. Use TT Rockstars for 10 minutes a day.
- Practise your spellings as handwriting, using the LetterJoin information and login sent home in the Autumn Term to help you. 10 - 15 minutes daily
- Reading – independent, or with an adult, 30 minutes daily.
- Reading Eggspress – up to 30 minutes, 4x weekly
- Practise spellings from Y5/6 words list and high frequency words. 10 - 15 mins.

### Keep a diary of the activities you do every day.

- Do not forget to use our ETW rules – Every time we write we:
  - o take pride in our presentation
  - o say it, write it, read it
  - o punctuate each sentence correctly
  - o check that High Frequency Words are spelled accurately.
  - o

### Websites.

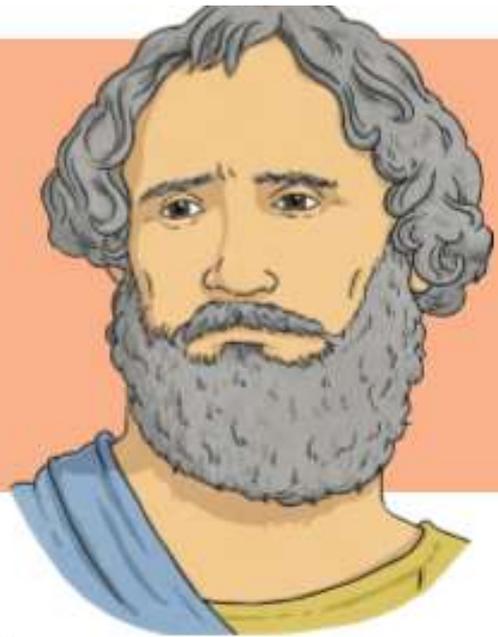
email address for queries about logins, and to send examples of your work to:

[year5@lea-pri.herts.sch.uk](mailto:year5@lea-pri.herts.sch.uk)

- Reading Eggspress <https://readingeggspress.co.uk>
- TT Rockstars <https://play.ttrockstars.com>
- Education City <https://ec1.educationcity.com>
- Fitter Futures <https://app.fitterfuture.com/student/auth/login>
- LetterJoin <https://www.letterjoin.co.uk/>

You will need:

- A measuring jug
- Interlocking cubes or building bricks
- Coloured pencils
- Water



Method:

1. Pour 500ml of water into the measuring jug.
2. Fasten 20 bricks or cubes together and place them into the water. Record the water level in red on the diagram below. Add a label such as "water level with 20 cubes."
3. Remove the cubes and check that the water level returns to 500ml.
4. Make a different shape using the same number of cubes. How far does the water level rise this time?
5. Repeat the experiment with just 10 cubes. What do you notice? Record your results in green on the diagram on the next page and add a label such as "water level with 10 cubes."
6. Estimate how much the water level will rise if you use 25 and 30 cubes. Mark your estimates on the diagram below using different coloured pencils and adding labels.
7. Were your estimates correct? Mark on the actual water levels and label them for 25 and 30 cubes.

