Year 5/6
Summer Term 1
Greece Is The Word

Study of Ancient Greece

History

To kick start our 'Greece Is The Word' topic, we travelled back in time and played a game that involved working out what to do in various scenarios in order to 'fit in' with the ancient Greek culture. The children had to decide where Greece was positioned on a world map, what dates in history their civilisation existed and the types of clothing and food that were unique to the Greeks, as well as many more contexts.

Then, in our next lesson, we looked at the typical daily life a civilian in Ancient Greece would have experienced. We then chose an area we were interested in, and depicted this on a Greek pot, as would have happened in 1000 BC.

The Greek Gods were the focus of our next topic area. We compared the beliefs and roles of each god and thought about their individual characters, making links with our English work at the time.

Ancient Greek Gods and Goddesses

Aphrodite

Goddess of love and beauty. She is often depicted with a dove.

Apollo

God of many things, including the sun and light, music and poetry, archery and healing.

Ares

God of courage and war. He is a son of Zeus and his wife Hera.

Artemis

Goddess of hunting, the moon and nature. She is twin sister to Apollo.

Athena

Goddess of wisdom and war. The myths say that she sprang from Zeus's head, fully grown and wearing armour.

Hades

God of the underworld. He is the brother of Zeus and Poseidon and is usually pictured with a two-pronged pitchfork or staff.

Hera

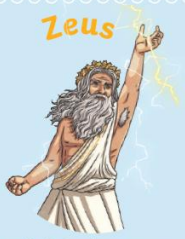
Goddess of women, marriage and family. She is the wife and also the sister of Zeus, as well as the sister of Poseidon and Hades.

Hermes

The messenger God and known as the 'divine trickster'. He is famously depicted with winged sandals.

Poseidon

The brother of Zeus and Hades, Poseidon became ruler of the sea and is depicted with a trident.

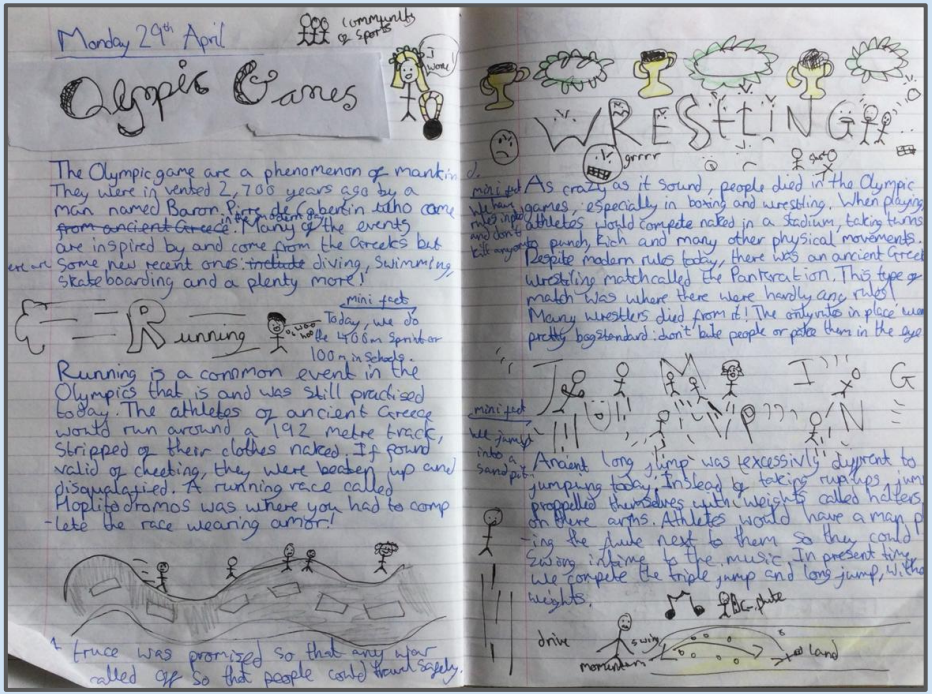


Zeus

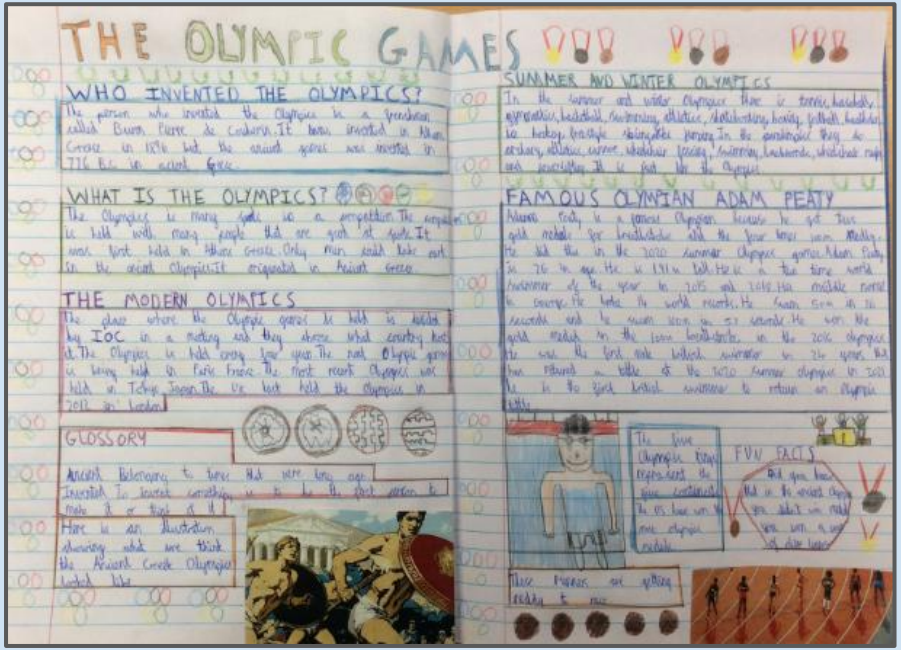
God of the sky. Zeus is considered the father and protector of all gods and mortals.

Aphrodite

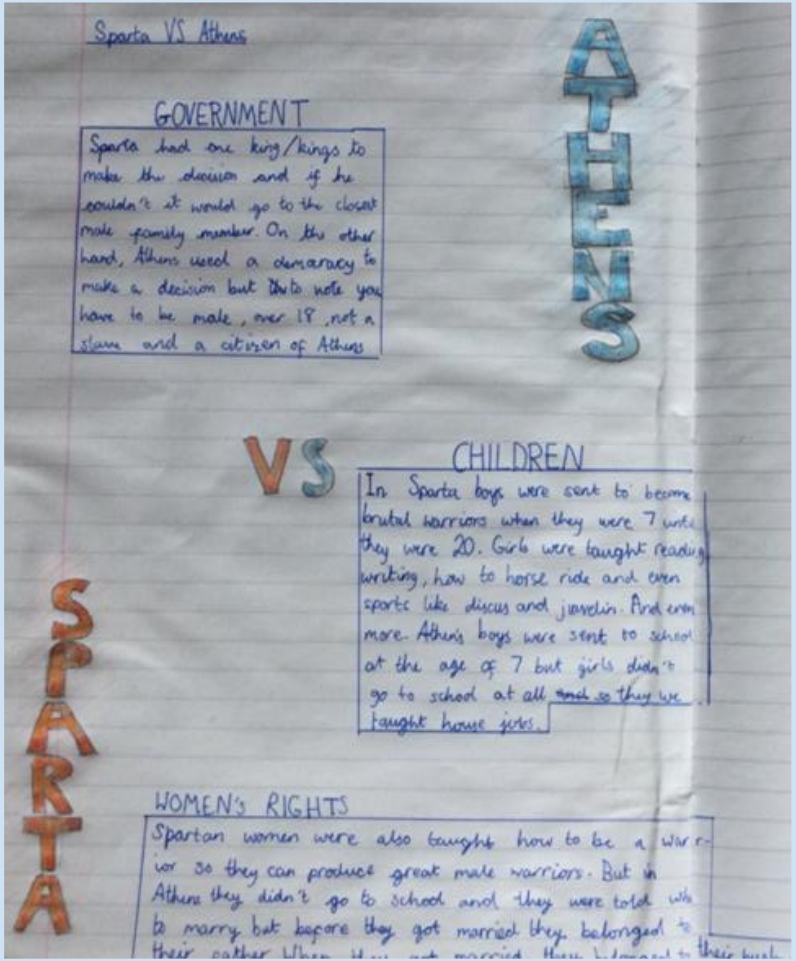
On the very top of the majestic Mount Olympus lived an enchanting and beautiful goddess called Aphrodite. Her golden hair was thick, shiny and glossy and tumbled down her shoulders in waves. She had brilliant blue eyes like sparkling sapphires and ruby red lips. Her crimson toga glistened in the sunlight and was fastened at the top with a jewel encrusted seashell. What a beauty she was to behold!



Following on from our work about the Gods, our next focus was the Ancient Greek Olympics. We were fascinated to learn about some of the events, actions and rules that were in place in comparison to the modern day games.



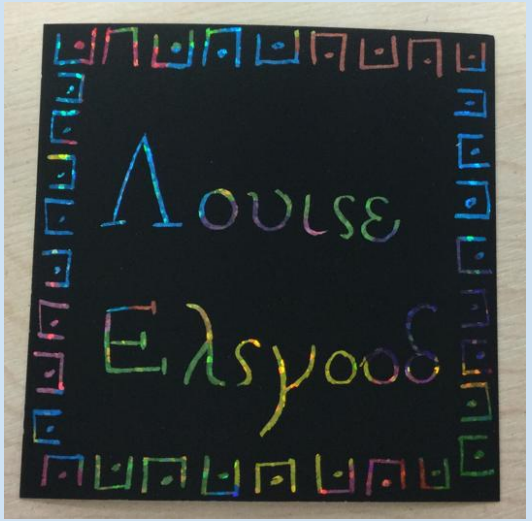
The children proceeded to create a non-chronological report either just about the ancient games or a comparison between the ancient and modern Olympics.



One of our favourite lessons has involved us learning all about the birth of democracy in Ancient Greece. We thoroughly enjoyed taking part in some role play activities where we experienced the 3 types of Greek democracy: The Boule, The Ekklesia and The Dikasteria.

We learnt how Greek society functioned and how rules and laws were decided and introduced through the 3 forms of democracy.

Athens vs Sparta was another popular area of learning the children enjoyed this term. We discovered how different these two City States were but also the similarities that existed amongst how women were treated in society.



To conclude, we learned about the impact of Ancient Greece on today's modern day society and how grateful we are to famous Greek's such as Alexander the Greek and other great philosophers for the things they contributed to our world. We celebrated the end of our topic with our own version of one of Greece's most well known inventions: The Olympics.

Writing

As part of our 'Greece Is The Word' topic, we have produced three pieces of wonderful writing all centered around the fabulous Greek Gods. We started by writing a description of the illustrious Mount Olympus from both afar and closer up. Then we stepped into the shoes of a chosen god and pretended they were going to try and usurp Zeus as leader of the gods by writing a persuasive speech to deliver to all of the other gods. Finally, we wrote a piece of dialogue focussing on the reactions of 3 of the gods to the speech delivered by the children's chosen god in their last piece of work. The children produced some fantastic, high-level writing that blew the teachers' socks off!

Application for the Position of Ruler of the Gods

My fellow deities, I am sure that we have all agreed that our current leader, Zeus, needs to be replaced urgently! He has been disrespecting and mistreating our land for too long, and we need change!

Zeus was a wonderful leader when he first started here at Mount Olympus, however, his behaviour has changed drastically throughout these past months; he has been aggressive towards us, had infuriated outbursts, which have destroyed our wonderful land completely, and many more ridiculous actions that have changed our home massively. In addition to this, this selfish tyrant boasts all day! He continuously humiliates us, causing us to feel terrible for the rest of the day! What was once our salubrious, respected, idyllic home, has turned into a terrible, deficient dump!

To change this unacceptable pigsty back to what it once was, I think I, Artemis, shall rule the realm! The vile crimes that Zeus has created shall never occur again under my reign! Think about all the things that will change for the better, because of me! Everything Zeus has done wrong, I will do better, everything Zeus has neglected, I will treat it better than ever before! These are only a few of the countless reasons why you should choose me, this is simply because I am the best candidate for this essential job!

It is without doubt that other well-known Gods are also candidates for this position, here are reasons as to why I am clearly the best option:

Hades - Too much discipline!
Poseidon - Would spend all of his time in the ocean!
Apollo - Boasts too much!
Aphrodite - She only cares about herself and her looks!
Ares & Athena - Too much fighting!
Hera - Only cares about women!
Hermes - Too mischeivious!

Outside of Mount Olympus, 3 gods were sat speechless in astonishment after listening to Poseidon's treacherous judgement.
". . .And that is why I should replace Zeus."
Then Poseidon left without another word.
Bursting with anger, Ares bellowed, "We will not allow this *disgraceful hypocrite* to continue persuading the society with his gibberish speech!" He was right in what he said - not a single god argued against him. Poseidon was an excellent guardian; despite that, there were no further qualities he had. There were many things he could not do: wear proper clothes, finalise problems calmly; he could not even control his own realm - Poseidon would probably be *hated* if he continued to behave this way. No-one would want to be ruled by him.

Hermes was especially offended by what Poseidon said about him and so this was his opportunity to respond in an aggressive and snappy manner. Poseidon unconsciously smashed the door open and said, "Hey fellow citizens, let's part... !"
"*SHUT UP you little scoundrel*!" shouted Hermes, flaming with anger. Poseidon then slowly crept back out of the room. Hermes then finally understood what Dionysus told him about his anger-management. It created such a tumultuous sound that everyone in the area was took by surprise - even Ares, God of War and Courage, was flabbergasted.

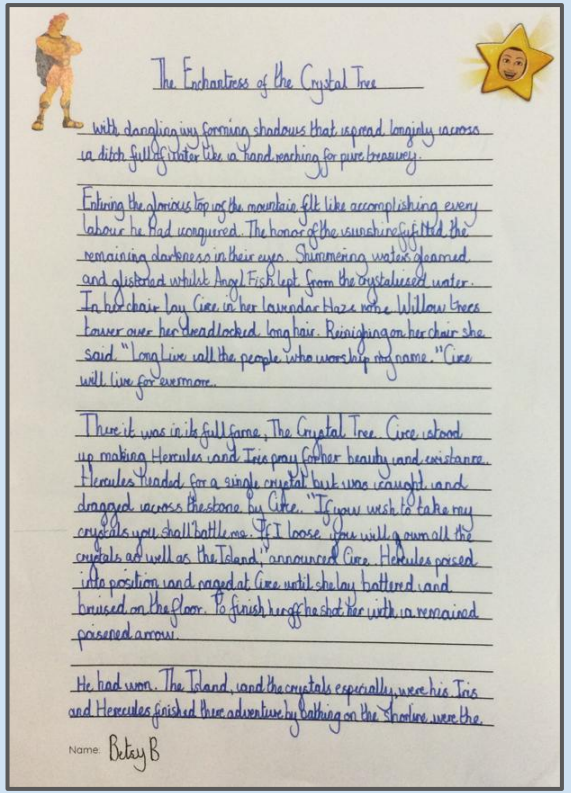
Other pieces of writing the children have produced this term have involved writing a balanced argument about whether Primary School children should own a mobile phone. Another has involved the children writing to Mrs Dunne with the aim to persuade her to either change our school uniform policy to that of non-uniform, or to purchase a school pet for us to have at St Oswald's..

Should children of Primary School age be allowed a mobile phone?

The question of whether primary school should have a mobile phone is a topic many people debate about. Some people in this world think children should own a phone for good reasons like safety, contacting ect. Despite the fact, other human beings believe think it as a negative thing to posses a phone. This argument reveals positive and negative sides of owning a mobile phone.

On one hand, mobile phones are a helpful thing to life. Another reason is for safety: when the child is in trouble he/she ca call an adult, if lost the person can call a taxi or a vechicle ect. It's also benifit to the parent because they can track their child to know at all times where they are.

Another reason why is that kids can stay social, stay connected with friends or call relatives during free time. Children can also use kids apps like: messages, facetime and messenger kids.



The Enchantress of the Crystal Tree

with dangling ivy forming shadows that spread lengthy across a ditch full of water like a hand reaching for pure treasure.

Entering the glorious top of the mountain felt like accomplishing every labour he had conquered. The honor of the adventure fulfilled the remaining darkness in their eyes. Shimmering waters gleamed and glistened whilst Angel Fish leapt from the crystalised water. In her chair Lay Circe in her lavender Haze robe. Willow trees towner over her head locked, long hair. Reinsighing on her chair she said. "Long Live all the people who worship my name." Circe will live for evermore.

There it was in its full fame, The Crystal Tree. Circe stood up making Hercules and Iris pray for her beauty and existance. Hercules pleaded for a single crystal but was caught and dragged across the stone by Circe. "If you wish to take my crystals you shall battle me. If I loose you will own all the crystals as well as the Island," announced Circe. Hercules poised into position and raged at Circe until she lay battered and bruised on the floor. To finish her off he shot her with a remained poisoned arrow.

He had won. The Island, and the crystals especially were his. Iris and Hercules finished their adventure by bathing on the shoreline were the

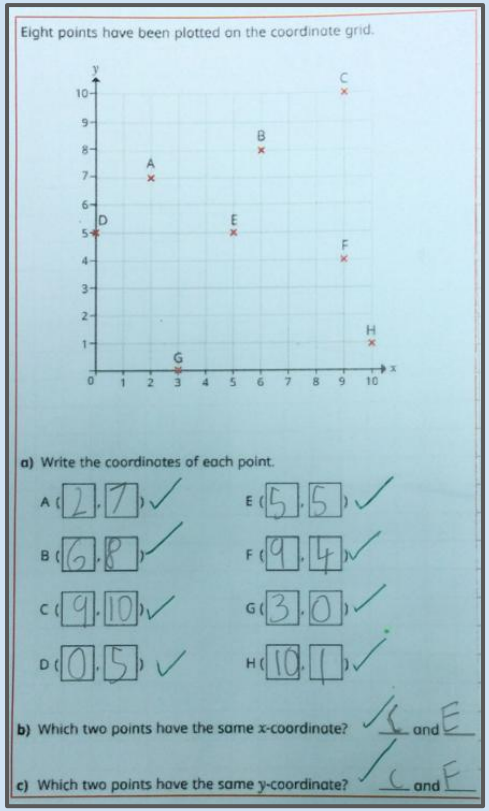
Name: Betsy B

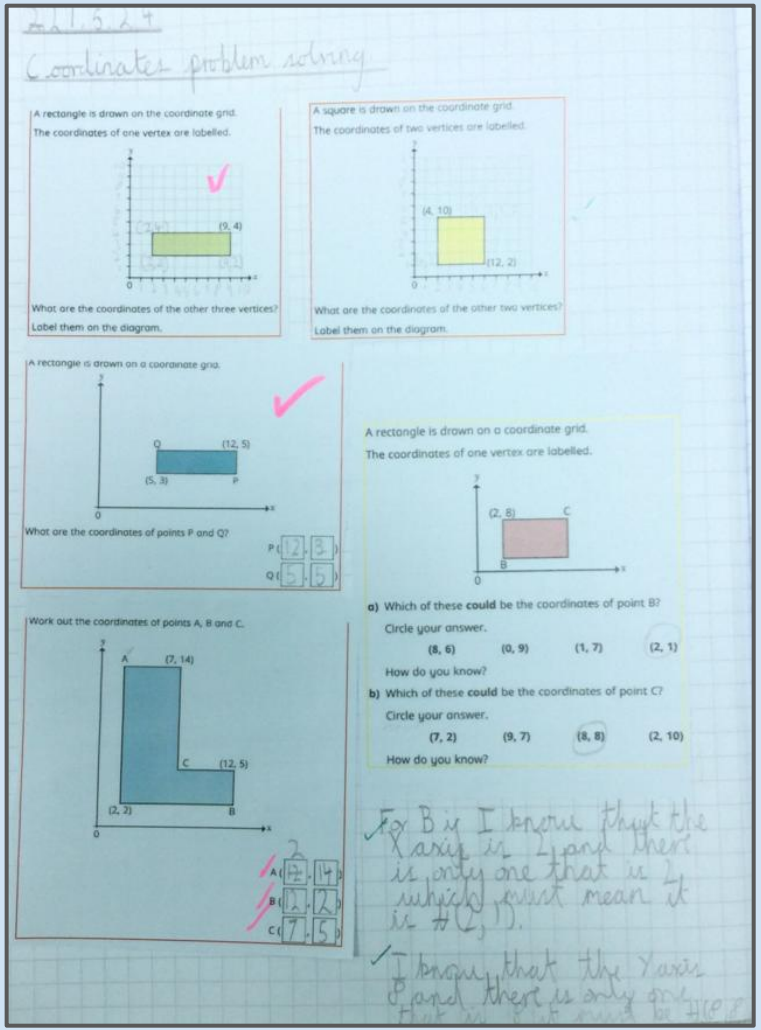
Year 5 children have enjoyed using their imagination and creating a 13th labour/challenge for the mythical Hercules to complete. Some of the ideas shared were superb and full of wonderful description and action packed events.

Maths - Y5

This half term, we have been learning about coordinates and translation.

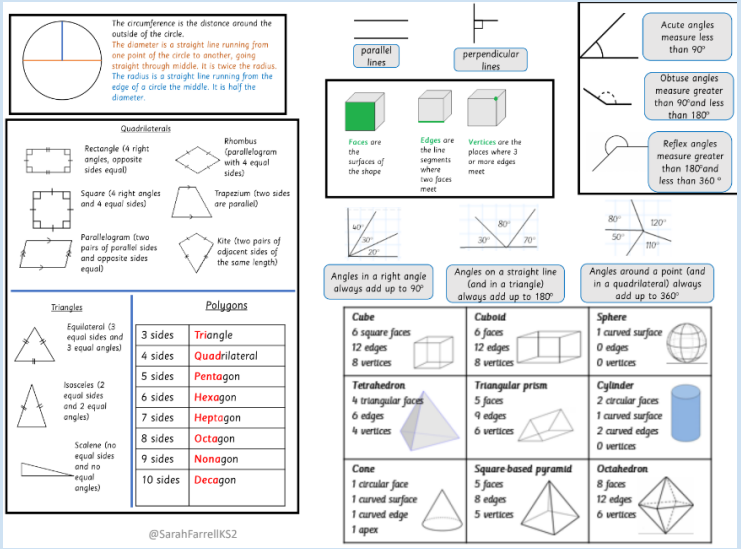
Pupils have been learning about the x-axis and y-axis before using their reasoning skills to answer more complex questions on co-ordinates.

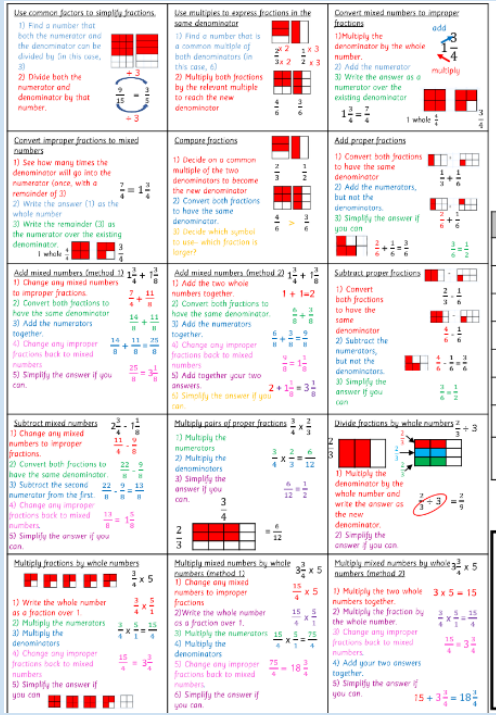


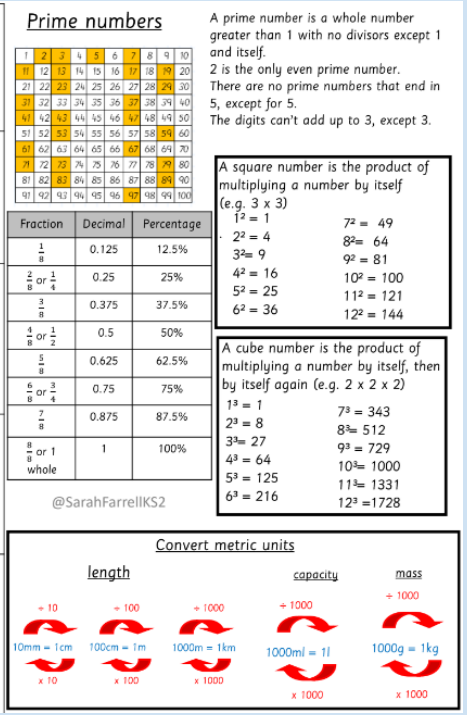


Maths - Y6

Year 6 have been working hard in preparation for their SATs tests, which they completed in May. The children spent the first few weeks recapping their learning from throughout their time in KS2, before completing final revision sessions in the areas they felt they were in most need of.



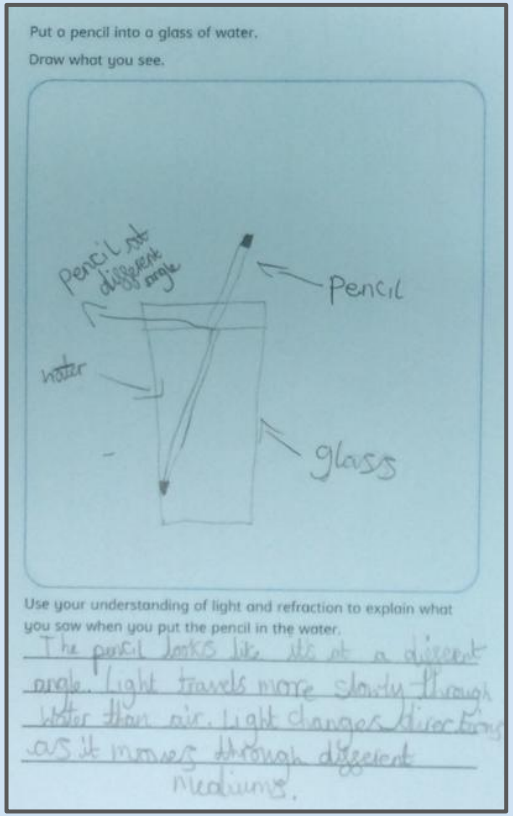


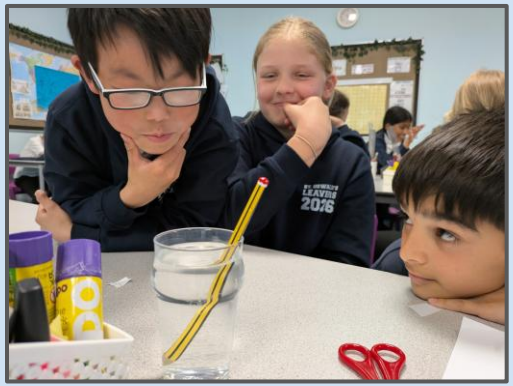


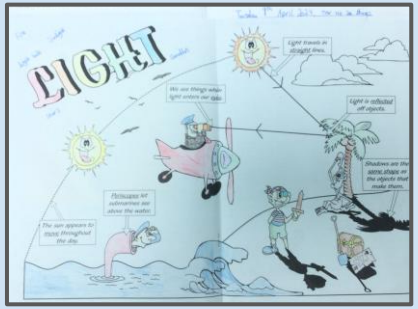
We were extremely proud at how well they coped with their SATs tests, showing maturity, confidence and a wonderful attitude throughout the week.

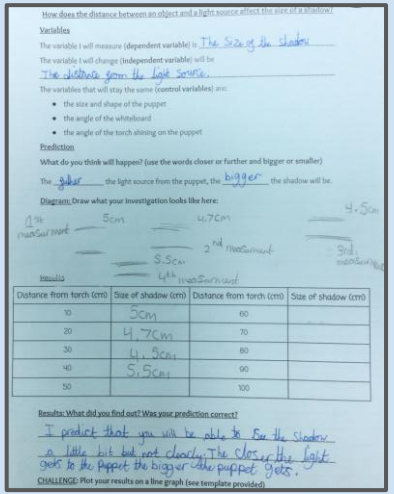
Science

In science this half term, we have been learning all about light, building on some of the learning that had previously taken place in Year 3/4. The children understood the concept that light travels in a straight line, and, through practical exploration, understood how shadows are created and investigated the effect that the distance between the light source and the object has on the size of the shadow created.





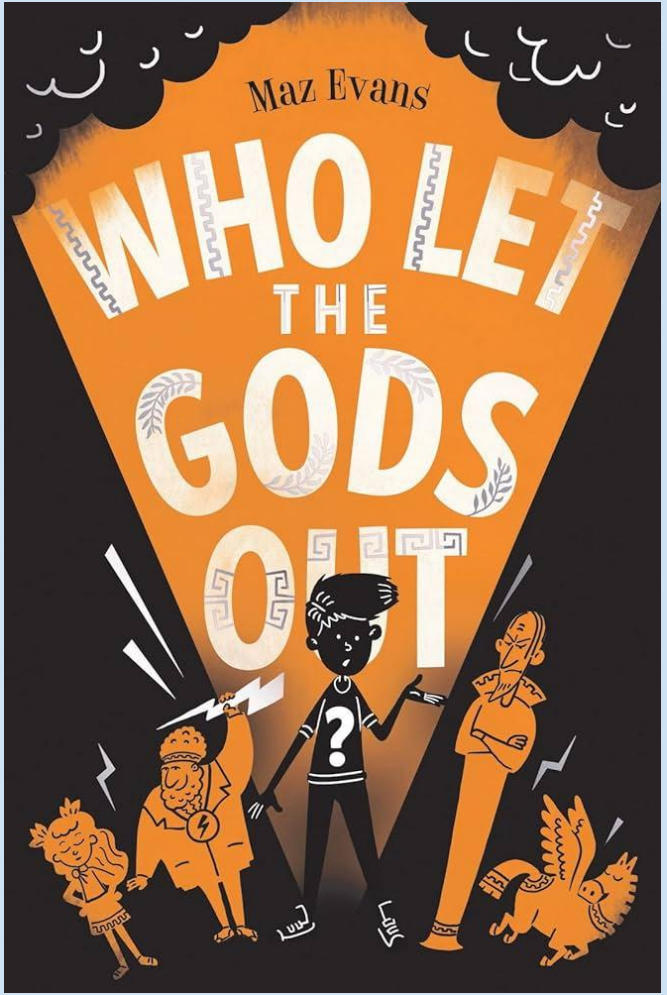




In other lessons, we looked at how reflection works within a periscope and had a go at seeing refraction in action and the 'magic tricks' that this scientific process can produce.

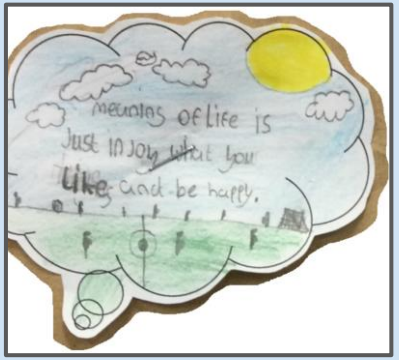
Whole Class Read

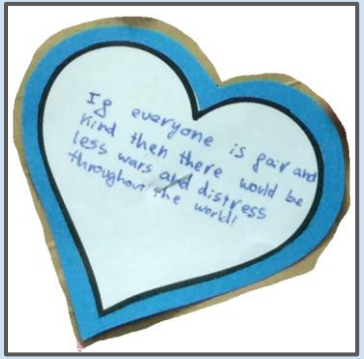
We have started reading 'Who Let the Gods Out' written by Maz Evans this term. The children have thoroughly enjoyed listening to the adventures of Elliot and Virgo in this supernatural adventure thriller.



R.E

This term, we have been learning all about humanism in Religious Education. We have learned what humanists believe, with a focus on humanists' 'Code for Living', and compared their beliefs to those of religious people.





We've discussed the 'Meaning of Life' according to different religions, and considered our own interpretation. As well as this, we've explored ideas surrounding morality and how humanists make decisions on how to act.

We have even had our very own Mrs Utley, who is an accredited Humanist celebrant, talk through various weddings that she has accredited, before discussing how humanists may mark important events differently from those of religious faith.

I'm a wedding celebrant accredited to Humanists UK, working across Yorkshire and the Humber. Take a look at my website too:

cathyutley.pb.online

RHE

In RHE this half term we have been focusing on the topic: 'Healthy Bodies, Healthy Minds'. We have been discussing ways in which we can take care of our mental health using strategies such as positive thinking, mindfulness techniques and adopting a growth mindset towards situations. We have also discussed how social media can affect our mental health and thought about ways in which we can ensure we are safe when we are in certain situations involving social media.

Relationships can provide you with:

- value;
- positive self-esteem;
- confidence;
- humour;
- support;
- encouragement;
- respect;
- belief;
- empowerment;
- love;
- care;
- learning.

Friends are more important than boyfriends or girlfriends.

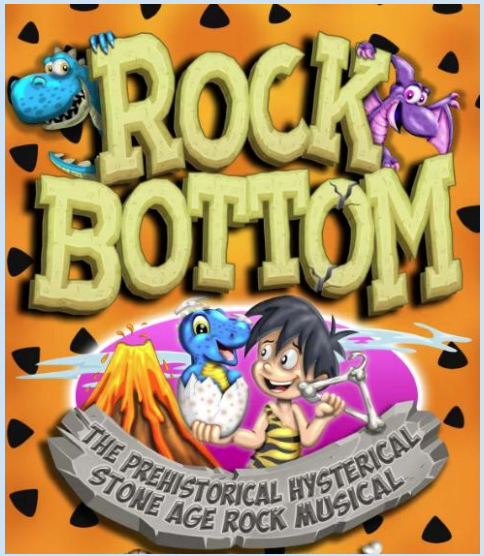
If a friend asks you to do something that you don't want to do, you have the right to say no.

It is ok to make fun of someone who has a boyfriend or girlfriend.

We have also discussed the topic of relationships and shared ideas as to what makes a healthy relationship and what makes a relationship unhealthy. We discussed various scenarios and voted whether we agreed, disagreed or were unsure about statements related to relationships.

Music

In Music this half term we have begun our practice for the end



We have also been introduced to our production songs and are excited to perform 'Rock Bottom' to a live audience next half term. We have begun to think about both individual and group roles within our songs and any potential harmonies involved. The Year 6s have had their singing auditions for the main character parts and Year 5 have been working hard to learn the lyrics of the first number: 'Rock Bottom Rocks'.

PE

This half term, we have enjoyed playing various team games such as basketball, cricket, tennis, badminton and football. The objective of all the games was to show teamwork, fairplay and positive communication skills.

Pupils have also been developing their gymnastics skills, focussing on various balances, jumps and rolls.

Art

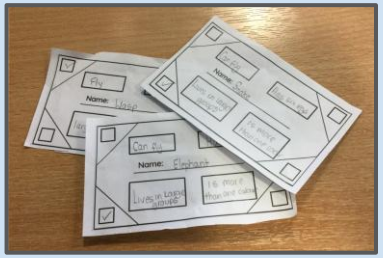
Over the term we have been working to produce an authentic Greek pot based on a 'thumb-pot' design.

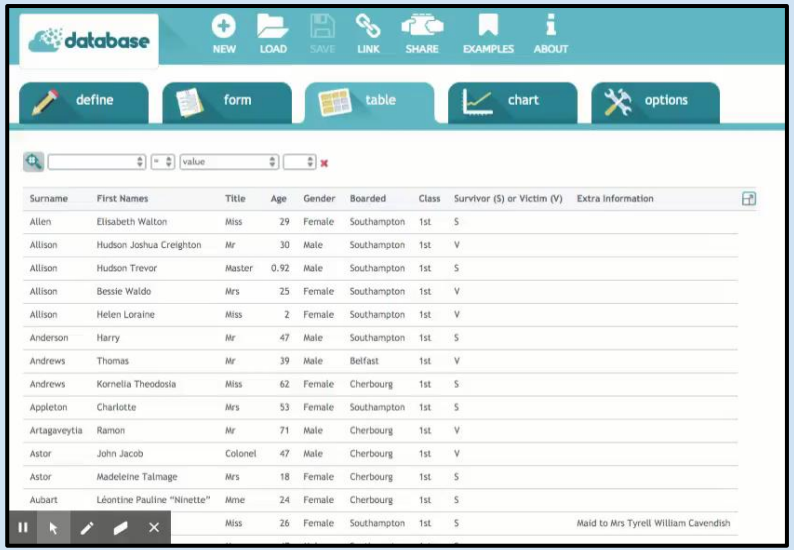
We have been focussing on a range of pottery techniques: rolling, coiling, joining and, of course, fluting.

Computing

In computing, we have been exploring databases. After learning about 'fields', we created our own physical database using records on pen and paper. We then compared these to electronic databases, before searching and organising increasing complex records.

We also looked at how we could present and visualise data through use of a variety of charts.





Surname	First Names	Title	Age	Gender	Boarded	Class	Survivor (S) or Victim (V)	Extra Information
Allen	Elisabeth Walton	Miss	29	Female	Southampton	1st	S	
Allison	Hudson Joshua Creighton	Mr	30	Male	Southampton	1st	V	
Allison	Hudson Trevor	Master	0.92	Male	Southampton	1st	S	
Allison	Bessie Waldo	Mrs	25	Female	Southampton	1st	V	
Allison	Helen Loraine	Miss	2	Female	Southampton	1st	V	
Anderson	Harry	Mr	47	Male	Southampton	1st	S	
Andrews	Thomas	Mr	39	Male	Belfast	1st	V	
Andrews	Kornelia Theodosia	Miss	62	Female	Cherbourg	1st	S	
Appleton	Charlotte	Mrs	53	Female	Southampton	1st	S	
Artagaveytia	Ramon	Mr	71	Male	Cherbourg	1st	V	
Astor	John Jacob	Colonel	47	Male	Cherbourg	1st	V	
Astor	Madeleine Talmage	Mrs	18	Female	Cherbourg	1st	S	
Aubart	Léontine Pauline "Ninette"	Mme	24	Female	Cherbourg	1st	S	
		Miss	26	Female	Southampton	1st	S	Maid to Mrs Tyrell William Cavendish

A direct flight

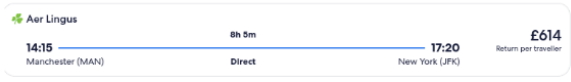
Price: £614

Airline: Aer Lingus

Duration: 8 hours 35 minutes

Advantages: In - Flight Entertainment

Disadvantages: Long Journey



We completed our unit by exploring real-world online databases of information.

We searched for a variety of flights with differing search criteria.