



Welcome to Goldfinch Class

Year 5 and 6

Adults working with Goldfinch class:

Mrs Wirth : Monday – Thursday Morning

Mrs Pasha : Thursday afternoon and Friday

LSA Support: Mrs Baker : Monday – Wednesday

LSA Support: Mrs Martinez – Thursday -Friday

Sports coach – Mr O'Reilly (Wednesday and Friday afternoon)

Art – Mrs Dodds (Wednesday afternoon)

Equipment



Children will be provided with most things that they need for their learning.

Each day they should bring:

- * A plastic water bottle with a sports cap lid (500ml maximum size as there is limited space);
- * A healthy snack for break time (it's a long time to 12.10pm) - fresh fruit or veg only please. This will help them to concentrate for longer in the morning.
- * Their packed lunch if they require one or pre-order school lunches on Parentmail.
- * A pack of tissues and hand gel is also useful.
- * Their reading books and reading records.

- * All other equipment will be provided as we are discouraging pencil cases in the classroom which take up lots of space on the desks.

- * PE Kit should be worn on Wednesdays and Fridays

Goldfinch Autumn 2023 Curriculum

It's All Greek To Me!



Curriculum Overview for Goldfinch Class

It's All Greek To Me!

Key Concepts: Service

Autumn 2023

<p>English</p> <p>National curriculum requirements including Talk for Writing genres including: Writing to describe: character and setting descriptions based on the class text, Who Let The Gods Out?</p> <p>Writing to persuade: Greek Forum: Should we keep the Trojan horse?</p> <p>Writing to entertain: narrative writing based on Greek myths and legends: Perseus and the Gorgons.</p> <p>Grammar and Punctuation to support writing: punctuating direct and indirect speech; using relative pronouns and relative clauses; using main and subordinate clauses with appropriate conjunction; expanding noun phrases for description; using appropriate modal clauses; using appropriate conditional clauses.</p> <p>Etymology – Words from the Greek language/Greek roots</p>	<p>Art & Design</p> <p>Parthenon Marbles: Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Create sketch books to record their observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Computing</p> <p>Digital Architecture (3D Modelling): Creating a virtual space: pupils will research examples of art gallery architecture, before using Trimble SketchUp to create their own (virtual) gallery of Ancient Greece. Finally, they use the gallery to exhibit their own artwork from this term.</p> <p>Networks: To learn about what the Internet consists of. • To find out what a LAN and a WAN are. • To find out how the Internet is accessed in school. • To research and find out about the age of the Internet. • To think about what the future might hold.</p>
<p>Mathematics</p> <p>National Curriculum requirements including place value and the four operations, statistics and measurement as well as investigations.</p> <p>Year 5: Number (number and place value; four operations); Statistics – graphs and tables; Measure – area and perimeter.</p> <p>Year 6: Number (number and place value; four operations; fractions); Geometry – position and direction</p> <p>Investigating maths in Ancient Greece: Pi, Pythagoras, Archimedes, Eratosthenes, Greek Geometry and Patterns</p> <p>Planning and costing a tour of Greece to visit the main ancient monuments.</p>	<p>Design & Technology</p> <p>Come Dine With Me: Ancient Greece</p> <p>Investigate food in Ancient Greece; Design the menu for Come Dine With Me: Ancient Greece and explain the health benefits of your ingredients; Write the instructions for your 'Come Dine With Me: Ancient Greece' recipe; Prepare your menu; Evaluate the menu of your fellow contestants. Extension task: Investigate signficant Greek chefs in restaurants like Maai; how have they adapted Greek food for the modern day?</p>	<p>PSHE</p> <p>Money Matters (link to the financial difficulties in 'Who Let The Gods Out?') Know: about risks associated with money) and ways of keeping money safe; Know: about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations; Know how to identify the ways that money can impact on people's feelings and emotions.</p> <p>Together Everyone Achieves More (link to the characters in the class text): demonstrate successful teamwork skills, disagree respectfully, reflect on collaborative learning skills, make compromises, importance of carrying out shared responsibilities.</p>
<p>Science</p> <p>It's Electrifying! Use new knowledge about circuits, symbols and changing components to design an electronic game linked the Greeks.</p> <p>Investigating Light: Investigate a range of simple light challenges (planning/fair testing/exploring); Investigate and demonstrate that light travels in straight lines (exploring). Investigate shadows and how they change as a result of light sources (Fair testing/exploring/pattern seeking). Investigate how light reflects (make a periscope) (exploring/problem solving). Explore split light (finding 'rainbows') (exploring). Investigate coloured light mixing (exploring/problem solving).</p>	<p>History</p> <p>Life In Ancient Greece</p> <p>Who were the ancient Greeks?</p> <p>What was Greek democracy?</p> <p>What do the Olympics tell us about Ancient Greece?</p> <p>What was the Battle of Marathon?</p> <p>What do sources tell us about the Trojan War?</p> <p>Who were the Greek Gods and Goddesses?</p>	<p>French:</p> <p>Create a Shape Book using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with adjectives, colour and size adjectives and negatives • correspondence of letters to sound use of a bi-lingual dictionary <p>Create a Fact File Mini-book about themselves using knowledge of:</p> <ul style="list-style-type: none"> • sentence building with regular and irregular verbs, the indefinite article, negatives and the agreement and position of adjectives • asking questions
<p>Finchampstead CE (Aided) Primary School</p>	<p>Physical Education</p> <p>Dance - Traditional Greek dancing. Choreograph a Greek dance to represent a Greek myth.</p> <p>Gymnastics – NS Sport</p>	<p>Music</p> <p>Voice</p> <p>Sing songs in a wide variety of styles, showing accuracy and expression. Sing in 3/ 4 parts</p> <p>Instruments</p> <p>Perform & Compose</p> <p>Improvisation / composition for special occasions. Start to add lyrics</p> <p>Listening and Appraising</p> <p>Recognize and talk about specific styles and traditions with awareness of similarities and differences. Greek Music and differences to UK cultures.</p> <p>Religious</p> <p>Are saints appropriate role models? Know the Story of St Stephen and about a range of other saints, including modern day saints and local saints; consider why people may not regard saints and evaluate their contribution. Recognise why Jesus is not a saint. Know that other religions also talk about saints.</p> <p>Education</p> <p>Does God Communicate with humans? Know the prophecies Christians link to the birth of Jesus; know the ways that God communicates to people during the Christmas narrative and the impact of responses; recognise the different ways Christians believe God communicates.</p> <p>Compare Christianity with the polytheism of Ancient Greece?</p>

Finchampstead CE (Aided) Primary School

Goldfinch Home Learning



Learning tasks will be set on a Thursday morning and should be brought to school for checking the following Thursday.

- * Children should read every day and complete their reading records 4 times a week, to be brought to school everyday but checked on Thursdays.
- * Weekly spelling lists will be given for the children to practise regularly at home for a Wednesday test.
- * An English and maths revision task will be set each Thursday, due in the following week. If children are absent, homework will be put in their drawer as well as spare copies in the wall mounted wallet next to our whiteboard.
- * Times Tables Rock-stars should be practised at least 4 times per week.

Year 5/6 Home Learning Expectations

Monday	Tuesday	Wednesday	Thursday	Weekend
Reading for at least 15 minutes	Reading for at least 15 minutes	Reading for at least 15 minutes	Reading for at least 15 minutes Bring reading record to school for checking.	Reading for at least 15 minutes
Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes	Times tables Rockstars At least 5 minutes
Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.	Spelling 10 minutes daily practice using a different strategy each day.

English and maths tasks will be given on Thursdays and be due in the following Thursday.

Daily Routines



- 8.40-8.50am – doors open (Morning Challenge and registration)
- 9.00am – single year group Maths / spelling, reading and times tables
- 10.30 - collective worship
- 10.50am – break
- 11.05 am – English
- 12.10 pm -- lunchtime
- 1.10 pm – class novel / afternoon learning activities
- 3.15pm - children should be collected from the playground. Older children may leave the school by themselves if a letter of consent is provided.

We will be going to the field regularly too for team building activities and the run.

This term we are reading Who Let The Gods Out. Thanks to FOFSA, the children have their own copy of the novel to read along together.