



Year 5 Curriculum Overview
Term 3.2

Teaching Team:

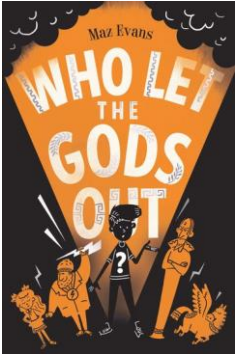
Mr Johnson, Miss Fisher, Miss Harrison, Mrs Patel

SLT: Mrs Saboor

PE Day: Tuesday

Homework: Homework is set on Friday and returned by Wednesday. Children are given additional homework to support their learning in class.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	What was life like in Ancient Greece?
Significant People	Jalal Ud Din Rumi (Linked to the value of Empathy)
Class Texts	<p data-bbox="656 627 1328 667">Who Let the Gods out by Maz Evans?</p>  <p data-bbox="656 1042 2000 1129">(Themes: Bravery, Illness vs Health, Greek Myths, Luck vs Fate, Life vs Death, Trickery and Love.)</p>
Reading	Reading Domains

2b retrieve and record key information/key details from fiction.

2d make inferences from the text / explain and justify inferences with evidence from the text.

2a give/explain meaning of words in context.

Children will continue focussing on word reading, in particular how suffixes and prefixes change the meaning of a word and identify words with the same suffix. In addition, children will read a wide range of fiction and non-fiction texts and develop their fluency and intonation when reading.

Children will continue to develop their skills of skimming and scanning ensuring they read the text carefully to locate key details/information to support them with their responses.

Following this, children will continue to develop their inference skills and justifying their point using relevant information from the text and applying Point, Evidence, Explain (P.E.E) method to construct their responses.

Writing	<p>This half term, children will continue to be exposed to different genres and apply the appropriate skills, whilst having an awareness of purpose and audience. To begin with, children will be diary entries with an emphasis on the use of emotive language and adverbials to add cohesion to their writing. Children will continue to use their SPaG workbooks to support their understanding and use of grammar, which they will apply to their writing. Following this, children will be exposed to informal letters and consolidate their skills of letter writing but in a different context, as well as incorporating the skills and language of diary entries. To conclude their writing in Year 5, the children will be writing a letter of persuasion, which will consolidate their understanding of the features of a formal letter. Their writing will be linked to the whole class text, as well as writing from different contexts.</p>
Maths	<p>During this half-term, children will continue their learning on division. They will be able to divide 3-digit numbers by 1-digit numbers. They will look at dividing when numbers cannot be divided equally, and they will be using inverse operations to check division problems. This half term children will be consolidating their Year 5 learning. We will be revisiting place value and fractions as these are topics that we have identified as a weaker area across Year 5. During fluency Fridays, children will continue to work on the four operations – addition, subtraction, multiplication, and division and complete arithmetic SATs papers. Children will continue to be tested on a times-table each week. Children should continue to practise their times-tables so that they can move on to a new times-table. Children should work on their speed and accuracy. Children will continue to solve worded problems and develop their skills of reasoning, which will involve children being introduced to SATS based</p>

	questions to prepare them for Year 6.
Geography	This project teaches children about the Geography of Greece. Children will use Atlases and google earth to look at the geographical features of ancient Greece, including islands, significant city states, landmarks, surrounding seas and countries.
History	This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. The children will be continuing their learning, studying the four periods of Greek history, comparing life in each period and how it changed over time. This includes the Minoan civilisation, Mycenaean civilisation, Greek Dark Age and Archaic period. Children will move on to learning about life in Athens during the classical period. They will learn about democracy in Athens and the roles of men and women during these times. The children will learn about Ancient and Modern Olympic Games. The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations. The children will also learn about Alexander the Great and answer the question 'Who was Alexander the Great, what did he achieve and how did he influence the wider world?'
Science	This half term children will be learning about animals including humans and earth and space. This project teaches children about animal life cycles,

	<p>including the human life cycle. They explore human growth and development to old age, including looking at human growth charts and old age. The earth and space unit teaches children about our Solar System and its spherical celestial bodies. They will describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night. Children will learn about day and night, day length and seasons and times around the world.</p> <p>This half term will conclude with a Lab Session linked to our previous topic, Earth, and space (from Summer 1).</p>
Art – Expression	<p>This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait.</p>
Music	<p>This half term the learning will be focussed on reflect, replay, and rewind. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

Computing	<p>In this unit, learners will develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false.' They represent this understanding in algorithms,</p> <p>and then by constructing programs in the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>
PSHE	<p>This half term children will be learning about what jobs they would like. We are learning:</p> <ul style="list-style-type: none"> • That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. • That some jobs are paid more than others, and some may be voluntary. • About the skills, attributes, qualifications, and training needed for different jobs. • That there are different ways into jobs and careers, including college, apprenticeships, and university. • How people choose a career/job and what influences their decision, including skills and interests play.
RE	In RE, we will be covering two units. Children will be learning about being

	temperate, self-disciplined, and seeking contentment and being accountable and living with integrity. Children will learn about a variety of religious traditions and non-religious world views.
PE	Children will be taking part in athletics activities to prepare them for sports day and OAA (outdoor adventure activities).

Knowledge Organiser:

Groundbreaking Greeks

Ancient Greek lands were made up of the Greek mainland, surrounding islands and Greek colonies across the Mediterranean Sea. Ancient Greece was almost entirely surrounded by sea, and the mountains on the mainland made travelling by land difficult.



Significant periods of Greek history

Ancient Greek history can be divided into seven main periods or civilisations: Neolithic, Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period and Hellenistic period. Greece is often referred to as the birthplace of Western civilisation because of the advances that its people made in politics, science, mathematics, philosophy, literature and art.

Minoan civilisation

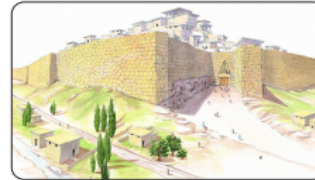
The Minoan civilisation existed between c3000 BC and c1100 BC on the Greek island of Crete. At the civilisation's peak, around 10,000 people lived in 90 cities. As Europe's first developed civilisation, the Minoans lived in towns with roads, wells and a basic sewerage system. They were capable farmers and skilled craftspeople. Their architects oversaw the building of palaces. They were also skilled in making pottery. They traded goods, such as olive oil, pottery and cloth. The Minoans also used an early writing system known as Linear A.



Reconstruction of the palace of Knossos

Mycenaean civilisation

The Mycenaean civilisation existed between c1600 BC and c1100 BC on the Greek mainland. They took control of Crete in c1450 BC. The Mycenaean were excellent warriors. They invaded and settled in areas around the Mediterranean Sea and developed trade links with Egypt, Cyprus and many Greek islands. The Mycenaean chiefs lived in palaces within fortified hilltop citadels. The Mycenaean people were influenced by the Minoans. They developed the Minoan Linear A script into Linear B and were the first people to speak the Greek language.



Artist's impression of the citadel at Mycenae

Dark Age and Archaic period

In c1100 BC, the Minoan and Mycenaean civilisations collapsed and society began to decline. Greece entered its Dark Age. Many people left Greece and skills, including writing, were lost. The few remaining people lived in small family groups and reared livestock for food. They also began to mine iron to make spears and tools. Then, around 800 BC, Greece entered the Archaic period. This was characterised by the re-emergence of society, government, art and architecture. A new alphabet was devised, the population grew, city states developed and the first Olympic Games were held.

Classical period

The Classical period started in c500 BC and ended in 323 BC. It is known as the golden age of ancient Greece because many discoveries and advancements were made. People in the Classical period believed in gods and mythology from earlier periods, although philosophers and scientists at the time began to challenge those beliefs. Their architecture featured symmetrical designs and columns. Like the Minoans and Mycenaean before them, people in Classical Greece established trade links both within Greece and with surrounding countries.



Aerial view of the Acropolis

City states

During the Classical period, ancient Greece was a collection of city states, rather than one united country. Each city state, known as a polis, included a city and its surrounding villages, farms and land. Each city state had its own government and hierarchy, although they spoke the same language and followed the same religion. The design of each city was also similar. They all had a connection to the sea for trade and transport, outer walls for protection, a variety of buildings inside the city walls and an acropolis built on a hill. Despite similarities and trade links between the city states, they were often at war with each other in a bid to gain power and land.

Family life and social class

In ancient Greece, class and gender determined the roles people could play in society and at home. Only male citizens were allowed to vote and make decisions. Below them in society came men called metics, who were not citizens and lastly, slaves. Men worked as politicians, landowners, artists, architects, sculptors, scientists and scholars. Women were expected to run the home, bring up the children, supervise the slaves and make clothing. They were not allowed to own land, vote or take part in politics.

Significant people

Ancient Greece is known for its many great thinkers, including philosophers, political leaders, scientists, mathematicians, historians and writers.

Pythagoras (c580–c500 BC) was a philosopher and mathematician. He developed a method to help people to calculate the longest side of a right-angled triangle.

Cleisthenes (c570–c508 BC) was a political leader in Athens. He developed the first democratic system.

Pericles (c495–429 BC) was a political leader in Athens. He ordered the construction of the Acropolis and Parthenon.

Socrates (c470–c399 BC) was a great philosopher. He used questions to help people to examine their knowledge and beliefs.

Hippocrates (c460–c375 BC) was a doctor. He carried out medical research and became known as the 'father of medicine'.

Plato (c427–c347 BC) was a philosopher and student of Socrates. He founded the first university in Athens.

Alexander the Great (356–323 BC) was a military leader. He expanded Greece's territory to create the ancient world's largest empire.

Timeline

c6000–c3000 BC	People start to farm and make produce in Neolithic Greece.
c3000–c1100 BC	The Minoan civilisation exists on the island of Crete.
c1600–c1100 BC	The Mycenaean civilisation exists on the Greek mainland.
c1450 BC	The Mycenaeans take control of Crete.
c1100–c800 BC	Greek cities are destroyed or abandoned during the Greek Dark Age.
c800–c500 BC	Greece develops quickly and city states are founded in the Archaic period.
776 BC	The first Olympic Games are held in Olympia.
c507 BC	Cleisthenes introduces the world's first known democratic system to Athens.
c500	The Classical period begins.
356 BC	Alexander the Great is born.
323 BC	Alexander the Great dies and the Classical period ends.
323–30 BC	Greece becomes divided during the Hellenistic period.
30 BC	Ancient Greece is conquered by the Romans.

Lasting legacies

Democracy

The world's first democratic system was created in Athens in the fifth century BC. The system was designed to give the Athenian people a say over how their city was run. Today's democratic systems, although different from Athens', follow the same principles and allow ordinary citizens to have a say in how their country is governed.



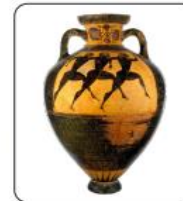
Philosophy and mathematics

Socrates, Plato and Aristotle were some of the greatest philosophers of their time, and their ideas are still influential today. Socrates' method of questioning and discussion, known as the 'Socratic method', is still used in schools and universities. The ancient Greeks also made hugely significant advances in mathematics and the ideas of mathematicians, such as Pythagoras and Archimedes, are still relevant today.



Olympic Games

The Olympic Games were invented in ancient Greece. It was one of the greatest sporting and religious festivals of its time and drew in competitors and spectators from all parts of Greece. Today's Olympic Games share some of the same core values of excellence, respect and friendship that underpinned the original Olympic Games.



Arts and culture

Theatre was an important tradition in ancient Greece. Over 40 plays have survived from the Classical period. Poetry was another source of entertainment and education. Epic Greek poems have provided information about historical and mythological events. Sculpture was an important part of ancient Greek art and their method of painting designs onto pottery was also distinct and inspired many other civilisations.



Glossary

acropolis	The upper fortified area of a Greek city that is usually built on a hill.
architect	Someone who designs buildings and makes sure that they are built correctly.
Athenian	A person from Athens.
citadel	A central fortified area of a city or town.
city state	A city and the area surrounding it with an independent government.
civilisation	A highly developed culture, including its social organisation, government, laws and arts.
democracy	A political system, which allows people to have a say in the way their country is governed.
empire	A group of countries or states ruled by a single authority, such as an emperor or monarch.
mathematician	Someone who studies, teaches or is an expert in mathematics.
mythology	A collection of religious and cultural stories.
Parthenon	A temple on the Acropolis in Athens.
philosopher	Someone who studies basic ideas about knowledge and reasoning.
warrior	A soldier with skill and experience in fighting.

Multiplication and Division		Knowledge Organiser
Key Vocabulary	Factors	Prime Numbers
multiply	A factor is a number that divides into another number exactly, without leaving a remainder.	
groups of	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;">20</div> </div>	
lots of	A common factor is a factor of 2 or more numbers.	
times	<div style="text-align: center;"> </div>	
divide	The factors of 20 are 1, 2, 4, 5, 10 and 20.	
share	The factor pairs are: 1 and 20 2 and 10 4 and 5	
remainder		
factor	Squared² and Cubed³ Numbers	
multiple	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #fff9c4; padding: 5px;"> $8 \times 9 = 72$ $80 \times 9 = 720$ </div> <div style="background-color: #e1f5fe; padding: 5px;"> $9 \times 8 = 72$ $90 \times 8 = 720$ </div> <div style="border: 1px solid black; padding: 5px;"> $3600 \div 400 = 9$ </div> </div>
product	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> $2^2 = 4$ $2 \times 2 = 4$ </div> <div style="text-align: center;"> $2^3 = 8$ $2 \times 2 \times 2 = 8$ </div> <div style="text-align: center;"> $5^2 = 25$ $5 \times 5 = 25$ </div> <div style="text-align: center;"> $5^3 = 125$ $5 \times 5 \times 5 = 125$ </div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #e8f5e9; padding: 5px;"> $72 \div 9 = 8$ $720 \div 9 = 80$ </div> <div style="background-color: #ffe0b2; padding: 5px;"> $72 \div 8 = 9$ $720 \div 8 = 90$ </div> <div style="text-align: center;"> </div> </div>

Multiplication and Division

Knowledge Organiser

Short Multiplication

$$2543 \times 7 = 17801$$

	2	5	4	3
x				7
1	7	8	0	1
1	3	3	2	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$$2543 \times 67 = 170381$$

		2	5	4	3	
	x			6	7	
		1	7	8	0	1
		1	3	3	2	
1	5	2	5	8	0	
1	3	2	1			
1	7	0	3	8	1	
1	1					

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Short Division

		3	8
4		15	2

$$15 \div 4 = 3 \text{ remainder } 3$$

Remember to regroup any remainders and move them into the next column.

		4	5	5	r	3
5		22	78			

$$28 \div 5 = 5 \text{ remainder } 3$$

If your calculation has a remainder, remember to record it in the answer using the letter **r**.

Division

$$136 \div 4 = 34$$

		3	4
4		13	6
-		12	0
		1	6
-		1	6
			0

→ 30 × 4

→ 4 × 4

Fractions		Knowledge Organiser																	
Key Vocabulary	Equivalent Fractions	Compare and Order Fractions																	
numerator	To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.	We can compare and order fractions by using common denominators.																	
denominator	$\frac{1}{2} = \frac{5}{10} = \frac{50}{100}$																		
unit fraction																			
non-unit fraction																			
whole																			
equivalent																			
mixed number	Mixed Numbers Mixed numbers contain a whole number and a fraction. <div style="display: flex; align-items: center; justify-content: center;"> whole $2\frac{1}{4}$ fraction </div>	Improper Fractions An improper fraction has a numerator which is greater than or equal to the denominator. <div style="text-align: right; font-size: 2em; font-weight: bold;">$\frac{5}{3}$</div>																	
improper fraction	Convert an Improper Fraction to a Mixed Number $\frac{9}{4}$ <div style="display: flex; align-items: center; justify-content: center; margin-top: 10px;"> $9 \div 4 = 2r1$ $\frac{1}{4}$ </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid orange; padding: 5px;">Divide the numerator by the denominator.</div> <div style="border: 1px solid orange; padding: 5px;">This shows you the whole number and the fraction.</div> </div>	Convert a Mixed Number to an Improper Fraction <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid purple; padding: 5px;">Multiply the whole by the denominator to make an improper fraction.</div> <div style="margin: 0 20px;">$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$</div> <div style="border: 1px solid purple; padding: 5px;">Add the fractions together.</div> </div>																	
simplest form																			
multiple																			
common denominator	Fractions of Quantities To find a fraction of a number, divide by the denominator and multiply by numerator. To find quarters of 20: <table border="1" style="margin: 10px auto; width: 300px; text-align: center;"> <tr><td colspan="4">20</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> </table> $\frac{1}{4}$ of 20 = 5 $\frac{2}{4}$ of 20 = 10 $\frac{3}{4}$ of 20 = 15 $\frac{4}{4}$ of 20 = 20			20				5	5	5	5								
20																			
5	5	5	5																
common numerator	To find eighths of 56: <table border="1" style="margin: 10px auto; width: 350px; text-align: center;"> <tr><td colspan="8">56</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td></tr> </table> $\frac{1}{8}$ of 56 = 7 $\frac{2}{8}$ of 56 = 14 $\frac{3}{8}$ of 56 = 21 $\frac{4}{8}$ of 56 = 28 $\frac{5}{8}$ of 56 = 35 $\frac{6}{8}$ of 56 = 42 $\frac{7}{8}$ of 56 = 49 $\frac{8}{8}$ of 56 = 56			56								7	7	7	7	7	7	7	7
56																			
7	7	7	7	7	7	7	7												

Fractions

Knowledge Organiser

Adding and Subtracting Fractions

$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$



$$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$$



$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

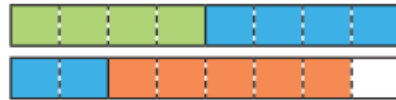
$$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$$



To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

Add Fractions When the Total is Greater Than 1

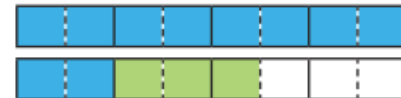
$$1\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$



Add Mixed Numbers

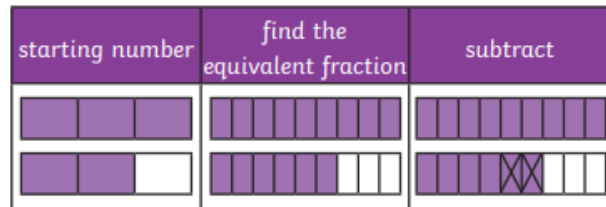
$$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$$

$$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$$



Subtract From a Mixed Number

$$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$$



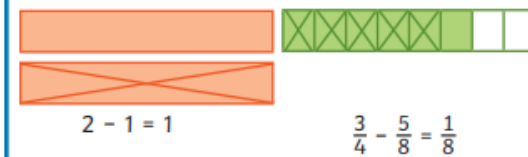
Subtract from a Mixed Number - Breaking the Whole

$$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$$



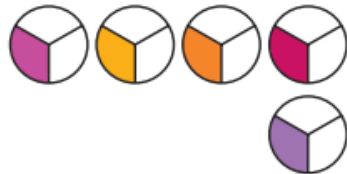
Subtract Two Mixed Numbers

$$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$$



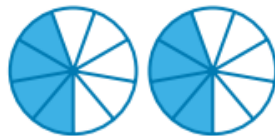
Multiply Unit Fractions by an Integer

$$\frac{1}{3} \times 5 = \frac{5}{3}$$



Multiply Non-Unit Fractions by an Integer

$$2 \times \frac{4}{9} = \frac{8}{9}$$



Convert to an improper fraction and multiply the numerator by the integer.

$$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$$

Use repeated addition.

$$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$$

Year 5: Number and Place Value

Key Vocabulary

Factors

Multiples

Divisible

Number sequences

Estimation

Multiplication

Written method

Long multiplication

Division

Short division

Column method

Grid method

Remainder

I can explore factors and multiples using number sequences.

What are all the factors of 12?

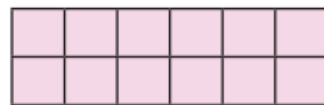
$$12 \div 1 = 12$$

12



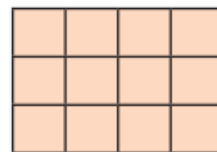
$$12 \div 2 = 6$$

6



$$12 \div 4 = 3$$

4



2

3

The factors of 12 are: 1, 2, 3, 4, 6, 12

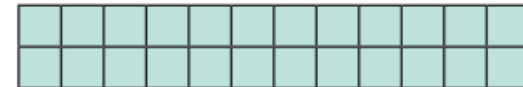
The multiples of 12 are: 12, 24, 36, 48

What are all the multiples of 12?

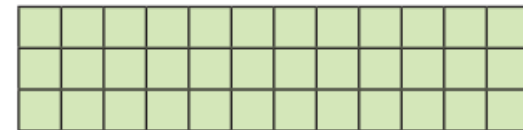
$$12 \times 1 = 12$$



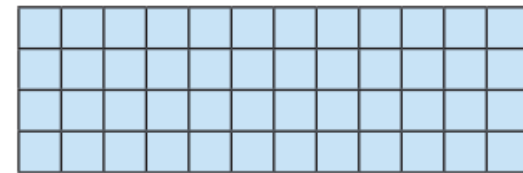
$$12 \times 2 = 24$$



$$12 \times 3 = 36$$



$$12 \times 4 = 48$$



I can divide larger numbers by 1-digit with a remainder.

$$\begin{array}{r}
 14 \\
 6 \overline{) 84} \\
 \underline{6} \\
 24 \\
 \underline{24} \\
 0
 \end{array}$$

$$\begin{array}{r}
 84 \div 4 = ? \\
 80 \div 4 = 20 \\
 4 \div 4 = 1 \\
 \hline
 21
 \end{array}$$

Year 5: Number and Place Value

Key Vocabulary

Factors

Multiples

Divisible

Number sequences

Estimation

Multiplication

Written method

Long multiplication

Division

Short division

Column method

Grid method

Remainder

I can multiply large numbers using different methods.

$$\begin{array}{r}
 132 \\
 \times 26 \\
 \hline
 792 \\
 2640 \\
 \hline
 3432
 \end{array}$$

	5	2	
1	1	0	
	5	6	3
9	4	1	
	0	6	8
	7	6	

x	60	5	<input type="checkbox"/>
6	360	30	

$$\begin{array}{r}
 50 \times 30 = 1500 \\
 3 \times 30 = 90 \\
 50 \times 8 = 400 \\
 3 \times 8 = 24 \\
 \hline
 2014
 \end{array}$$

I can use estimation to check reasonableness of answers.

239
238
237
236
235
234
233
232
231



$231 + 239 =$

$230 + 240 =$

270 is an estimated answer

I can estimate a total.

I estimate there is \$1.



I estimate a cost of \$5.

SPaG Knowledge Organiser: Apostrophes for Contraction

Key Vocabulary

apostrophe: A punctuation mark used to show possession or to represent missing letter(s) in a contracted form.

contracted form: Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe.

informal: A type of speech or writing used in 'relaxed' texts and situations.

formal: A type of speech or writing used in 'serious' texts and situations.

Try to remember...

Apostrophes for contraction are great for **informal** writing, especially when using direct speech. However, when writing a **formal** piece, try to avoid them as much as possible.

Starting Out!

First, you must recognise which words can become a **contracted form**.

Do not go into that cave!



Try It!

Now, try putting those words together to create a contracted form. You must think about which letter(s) will be removed.

Do not go into that cave!



Donot go into that cave!



Dont go into that cave!

Apply It!

Use an **apostrophe** to show where the missing letter(s) would have been.

Don't go into that cave!

Try to use a range of contracted forms within your **informal** writing, using an apostrophe to show where the missing letter(s) would have been.

Why **haven't** you tidied your room?

I think **it's** over there.

I'll go first because **I'm** the fastest.

Become an Expert!

To become an expert at using apostrophes for contraction, there are a few words you will need to be careful with; they have different meanings when used with or without an apostrophe.

Word	Meaning	Example
lets	allows	My neighbour lets me walk their dog at the weekend.
let's	let us	Let's go fishing this afternoon.
its	belongs to the noun	The dog chased its tail.
it's	it is	Look! It's over there!

Congratulations – you have reached expert status!

SPaG Knowledge Organiser: Apostrophes for Possession

Key Vocabulary

apostrophe: A punctuation mark used to show possession or to represent missing letter(s) in a contracted form.

possession: Having, owning or controlling something.

plural: A word that stands for more than one of something, such as: rabbits; peaches; babies.

Try to remember...

Not every word that ends in an 's' needs an apostrophe. Many of them are just plural nouns. In the phrase 'the cats are sleeping', cats does not need an apostrophe because nothing in the sentence belongs to the cats.

Starting Out!

First, you must recognise what is owned or controlled and who it is owned or controlled by.

The rabbit has a carrot.
The carrot belongs to the rabbit.

Try It!

Now, write a sentence where **possession** is shown and an apostrophe to show possession will be needed.

The carrot belongs to the rabbit.

It is the **rabbits carrot**.



Apply It!

Use an **apostrophe** in the correct place to show possession.

If the item belongs to a singular noun, the apostrophe will usually go before the letter 's', such as:

It is the rabbit's carrot.

This shows that one carrot belongs to one rabbit.

If the item belongs to a more than one of something (plural possession), the apostrophe will usually go after the letter 's', such as:

It is the rabbits' carrot.

This shows that one carrot belongs to multiple rabbits.

Become an Expert!

To become an expert at apostrophes for possession, you must know what to do to show possession by irregular plural nouns.

The men's football kits were in the locker room.

In the example above, more than one man owns a football kit. However, the apostrophe goes before the 's' as 'men' is an irregular plural noun.

Our children's school is the best in the area.

In the example above, one school is owned by multiple children. Even though there is more than one child, the apostrophe goes before the 's' as 'children' is an irregular plural noun.

Congratulations – you have reached expert status!

Home Learning

- Use the internet and the library to research Ancient Greece.
- Discuss what it might have been like to live as an ancient Greek.
- Investigate and research what the key beliefs of the ancient Greeks were.
- What did Greek art look like?
- Build an Ancient Greek Parthenon (see link below)

Useful Links:

[Make your own Greek temple | University of Cambridge Museums](#)

[Who were the ancient Greeks? - BBC Bitesize](#)

[Ancient Greece | British Museum](#)

[Maths - Topmarks Search](#)

[Earth and space - KS2 Science - BBC Bitesize](#)

[What is a subordinating conjunction? - BBC Bitesize](#)

[What is a fronted adverbial? - BBC Bitesize](#)

[Writing to a friend - BBC Bitesize](#)