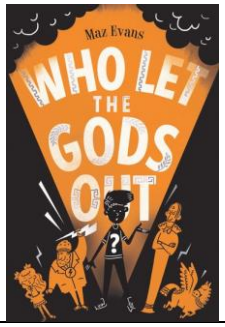
Birchfield PRIMARY SCHOOL

Year 5 Curriculum Overview
Term 3.1

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

Enquiry Question	What was lifelike in Ancient Greece?
Significant People	Noor Inayat Khan (Linked to the value of Resilience)
Class Texts	Who Let the Gods Out? by Maz Evans **Themes: Bravery, Illness vs Health, Greek Myths, Luck vs Fate, Life vs Death, Trickery and Love.** 
Reading	2b – Retrieve and record information/identify key details from fiction and non-fiction. 2c - summarise main ideas from more than one paragraph. 2e – Predict what might happen from details stated and implied. In Reading, the children will be introduced to the new class text for the term and will begin by making predictions about what they think is going to happen. The children will then move onto retrieval, where we will be focussing on our comprehension skills and will explore the themes from the book. We will focus on looking at the choice of language used and the intended effect on the audience. The children will also summarise the different chapters of the class text. Summarising improves children's memory for what they read and acts as a check for comprehension, they recall the most important parts instead of the whole text.
Writing	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 writing narratives with an emphasis on characterisation and setting description. They will use a range of descriptive language choices including speech, expanded noun phrases, similes and metaphors. In doing this, the children will learn how to engage the reader and create a descriptive image in the reader's mind. As the term continues, the children will be writing diary entries, these shall be linked to our class text and will teach the children how to write informally, in the first person. They will also teach the children how to write in a chatty style, speaking to the diary as if it was a friend/family member.
Maths	During this half-term, children will build on their knowledge of perimeter and area. They will learn about the perimeter of rectangles and polygons. As well as this, they will learn how to work out the area of rectangles and compound shapes. We are also going to learn about statistics, children will learn how to read and interpret tables and graphs, draw line graphs and read and interpret two-way tables. Further to this, children will continue to solve worded problems and develop their skills of reasoning, which will involve children being introduced to SATS based questions to prepare them for Year 6.
History	This project teaches children about developments and changes over six periods of Ancient Greek history, focusing on the city of Athens in the Classical age, and exploring the lasting legacy of Ancient Greece. Children will be learning about Ancient Greek artefacts and will be able to sequence them in chronological order. They will be studying

	four periods of Greek history, comparing life in each period and how it changed over time. This includes the Minoan civilisation, the Mycenaean civilisation, Greek Dark Age and Archaic Period.
Science	This half term children will be learning about earth and space and forces. This project 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 also be introduced to the idea that a lever is a simple machine that can give a mechanical advantage. They will also learn about pulleys and gears that provide a mechanical advantage. This half term will conclude with a Lab Session linked to our previous topic, animals including humans (from Spring 2).
Art	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.
Music	For our music lessons this term, the children will continue their keyboard lessons – that they were doing last half term. The children will be taught by Miss Callagan.
Computing	In this unit, children will use physical computing to explore the concept of selection in programming using the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Children will be introduced to conditions as a means of

	controlling the flow of actions in a program. They will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, Children will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, children will apply the stages of programming design.
RE	In RE, the children will cover two topics, the first being 'Being Temperate, Self-Disciplined and Seeking Contentment' and 'Being Accountable and Living with Integrity'. Children will be exploring how different religions show self-discipline and why they believe integrity is vital in a person.
PSHE	Our unit this half term is called 'How can drugs common to every life (including smoking/vaping – nicotine, alcohol, caffeine and medicines) affect health?' During this unit the children will learn: • That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. • How laws surrounding the use of drugs exist to protect them and others. • Why people choose to use or not use different drugs. • How people can prevent or reduce the risks associated with them. • That for some people, drug use can become a habit which is difficult to break.

	• How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. • How to ask for help from a trusted adult if they have any worries or concerns about drugs.
PE	This half term the children will be having swimming lessons. As well as this, they will alternate and be taking part in tennis and athletics. They will learn the skills, techniques, and rules. The children will learn about communication, co-operation, and good sportsmanship.

Teaching Team:

Miss Begum, Miss Nur, Miss Khan, Mrs Patel, and Mrs Sayed

SLT: Miss Saboor

PE Day: Tuesday

Homework: Homework is set on Friday and returned by Wednesday.

Home Learning and Useful Links:

Homework Books

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

Spellings

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 5 and 6. Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

Reading:

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

Who Let the Gods Out?

A troubled boy's life is turned upside down when an immortal crashes out of the sky onto his barn. They go on adventures together but accidentally release a daemon. With help from the gods, they begin a quest to save the world that takes them to incredible places on Earth and beyond.

Author

Maz Evans began her career as a TV journalist and still broadcasts regularly on the radio. As well as writing books, she also writes songs and musical theatre productions. *Who Let the Gods Out?* has received over 20 award nominations worldwide, including Waterstones' Book of the Year. She has written several sequels to the book and narrates audiobooks for them.

Cultural context

The immortals are part of Greek mythology. Zeus is the king of the gods and his daughters Aphrodite and Athene are the goddesses of love and wisdom respectively. Hermes is Zeus' personal messenger.

Daemons are spirits. Hypnos is the spirit of sleep, Thanatos is the spirit of Death and Charon is the ferryman who carries the dead to the underworld.

Constellations are semi-divine spirits. Greek myths explain how each constellation came to be.

Characters

Elliot

Elliot is a lonely boy who looks after his farm and his sick mother. He has lots of worries about money and school. His love for his mother and home lead him to take perilous risks and face danger courageously.

Josie

Josie is Elliot's mother. She has an illness that prevents her from looking after her son and home. Elliot often takes the role of a parent when looking after her.

Virgo

Virgo is an immortal constellation. She is bored with her perfect life in Elysium and seeks adventure on Earth. She becomes good friends with Elliot. Virgo often breaks the rules, for selfish and unselfish reasons.

Immortals

There are five types of immortal: gods like Zeus, constellations like the Zodiac Council, elementals, neutrals and daemons. They all wear a kardia, which is a type of necklace. Immortals become mortal without their kardia.

Charon, the ferryman

Settings

Farm

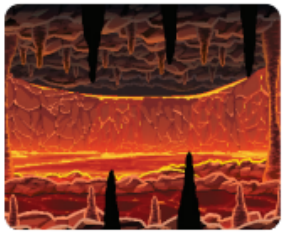
Elliot lives on a ramshackle farm. It has crumbling bricks, dirty windows, peeling paint and '*holes where fallen tiles made the roof look like a mouth missing some teeth.*'

Elysium

The gods and constellations live in Elysium. It is the most perfectly beautiful place, with cloud meadows, heavily laden fruit trees and a river that '*dropped into a waterfall that shimmered with refracted rainbow light.*'

Tartarus

Tartarus is the underworld where the daemons live. It is a '*fiery wasteland*' where prisoners perform everlasting punishments. It is guarded by a three-headed hound.



Themes

- courage
- friendship
- rules
- family
- love

Story timeline

These are some of the key chapters in the novel. When you read the chapters, use the questions as starting points for discussion.

Chapters 1 and 2

Elliot is given a detention by the odious Mr Boil. He returns to the dilapidated farm, which he loves, to find his meddlesome neighbour trying to worm her way in. She wants to purchase the land and turn it into a housing estate. What are your first impressions of Elliot's life?

Chapter 3

In Elysium, Virgo is bored in a Zodiac Council meeting. She plans to break the rules so she can visit Earth. Do you think she is right to do this?

Chapter 4

In this chapter, the reader discovers the sad truth about Elliot's life. How would you describe the relationship between Elliot and his mother?

Chapter 7

An evil daemon is released into the world. Do you think Elliot acted wisely?

Chapter 29

Elliot promises to continue his quest and a mysterious guest appears. Do you like the ending of the novel?

Humour

There are many examples of humour in this novel, making it very entertaining to read. Humour is created through misunderstandings, such as Virgo thinking Kowsh Ed is a region rather than a building. It is also created by unusual similes, such as '*as nutty as a squirrel's packed lunch*' and original names, such as '*Call Me Graham*' and '*Patricia Horse's-Bum*'. Humour is also created using irony, such as *'...she always made sure her telescope was positioned where no one else could look at it – she loathed nosy parkers.'*

Structure

Who Let the Gods Out? is a fantasy adventure novel. It has several settings and often switches between them, for example, some chapters are set on the farm, some in school and some in Elysium. Most chapters end on a cliff-hanger, which adds a sense of urgency for the reader. The third person narration is broken up with poems in the form of emails or newspaper articles to move the plot along.

Dramatic irony

Dramatic irony is when the reader knows more about a character's situation than the character does. This can only be achieved with a third person narrator. In this story, the reader often knows about the risks and dangers before Elliot does. This increases the reader's anxiety for him.

Literary terms

cliff-hanger

A cliff-hanger is when a section of a novel or film ends and you don't know what is going to happen next. You are held in suspense until the next instalment.

fantasy

Fantasy stories involve magic, good and evil characters and adventure.

irony

The irony of a situation is odd or amusing because it involves a contrast that you would not expect.

simile

A simile compares one thing to another using like or as. For example, *'like a china doll on a bad hair day.'*

third person narrator

A text in the third person is written about a character but is not told from their point of view. For example, *'Elliot stared at Virgo through his puffy red eyes.'*

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 Mycenaeans 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 Mycenaeans 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

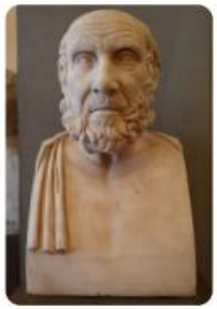
c6000–c3000 BC	People start to farm and make produce in Neolithic Greece.
c3000–c1100 BC	The Minoan civilisation exists on the island of Crete.
c1600–c1100 BC	The Mycenaean civilisation exists on the Greek mainland.
c1450 BC	The Mycenaeans take control of Crete.
c1100–c800 BC	Greek cities are destroyed 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.

Statistics

Knowledge Organiser

Key Vocabulary

- axis
- continuous data
- horizontal
- data
- interpret
- label
- line graph
- maximum value
- minimum value
- pattern
- predict
- relationship
- represent
- scale
- survey
- table
- tally
- timetable
- vertical
- x-axis
- y-axis

Reading and Understanding Tables

A table to show ticket prices at a local cinema.

Ticket Type	Weekday Price	Weekend Price
Adult	£6	£7.50
Child	£4	£4.50
Student	£5.50	£6

In order to understand the data presented in a table, you must read the **table's title** and the **headings**. Remember to always look at the heading that **each piece of information** falls under.

Completing Tables

Here is a table showing the favourite drink flavours of some children.

	Boys	Girls	Total
Orange	8		18
Blackcurrant		6	
Total	15		

To find how many boys voted for blackcurrant, look at the total number of boys who voted and subtract the number of votes for orange.

To find how many girls voted for orange, look at the total number of votes for orange and subtract the number of votes from boys.

To find the total number of votes for blackcurrant, the total number of girls or the total number of voters, simply add up the values from the appropriate row or column.

Timetables

Here is a bus timetable:

Bus stop locations	Three different buses		
Mill Road	0726		0842
High Street	0729	0803	
Pitsmoor Road	0759	0833	
Fulwood	0845	0919	0946

The bus starts at this time and location.

The bus does not stop here.

The bus terminates at this time and location.

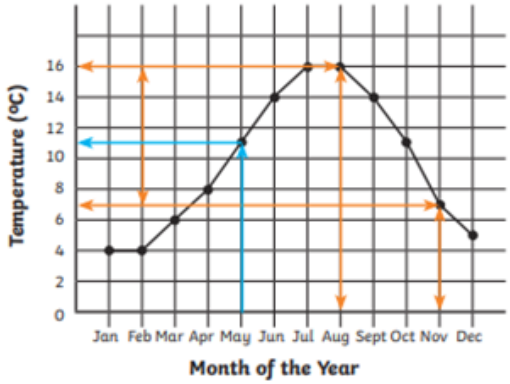
Statistics — Knowledge Organiser

Read and Interpret Line Graphs

Here is a line graph showing the average temperature for each month.

The y-axis shows temperature in intervals of 2°C on a scale of 0°C to 16°C.

The points show the average temperature for each month.



The x-axis shows the months of the year.

Use Line Graphs to Solve Problems

To find the average temperature in May, follow the arrow up from May and across to the temperature. As this is halfway between 10°C and 12°C, the average temperature in May is 11°C.

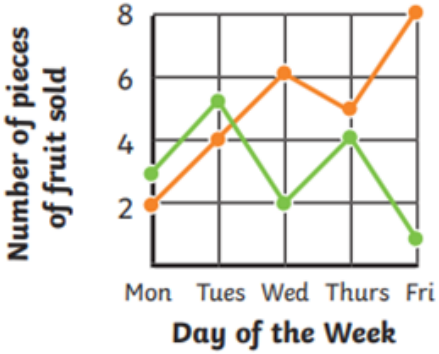
To find the difference between the average temperatures in August and in November, find the temperature for each month and calculate the difference between the two. The shape of the line graph can show how the temperature changed. he average temperature falls 9°C from August to November.

Draw Line Graphs

Here is a table showing the number of different types of fruit sold each day.

	Bananas	Apples
Mon	2	3
Tues	4	5
Wed	6	2
Thurs	5	4
Fri	8	1

This graph can be used to represent the data from the table.



Mark each point for the number of bananas sold each day and join each point with a line.

Mark each point for the number of apples sold each day and join each point with a line.

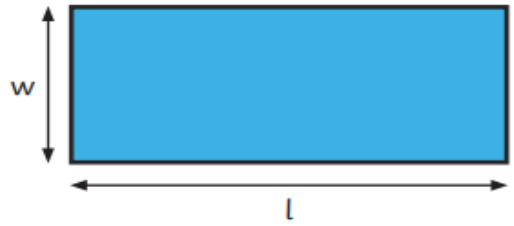
Length, Perimeter and Area — Knowledge Organiser

Key Vocabulary

- metre
- kilometre
- perimeter
- length
- width
- rectangle
- rectilinear
- dimensions

Measure Perimeter

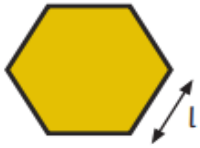
Measure the perimeter of a rectangle:



Measure the length (l) and width (w).

Perimeter = l + w + l + w or (l + w) × 2

Measure the perimeter of regular shapes:



Measure the length (l) and count the number of sides (s) on the shape.

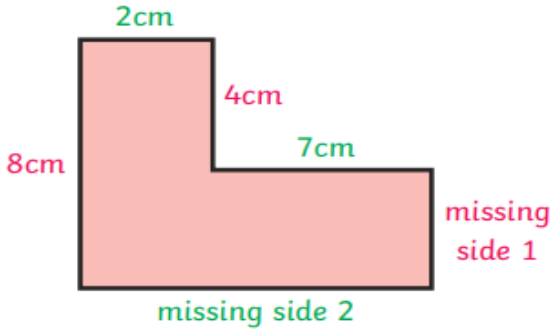
Perimeter = l × s

Measure the perimeter of irregular shapes:

Measure the length of each side and add them together.

Calculate Perimeter

Calculate the missing sides of this rectilinear shape to find the perimeter:



** This shape is not drawn to the dimensions specified.*

Missing side 1 + 4cm = 8cm,
so missing side 1 = 4cm.

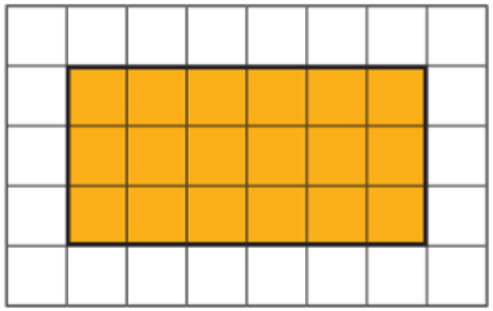
Missing side 2 = 2cm + 7cm = 9cm

Perimeter = sum of all sides =
2cm + 4cm + 7cm + 4cm + 9cm + 8cm = 34cm

Length, Perimeter and Area — Knowledge Organiser

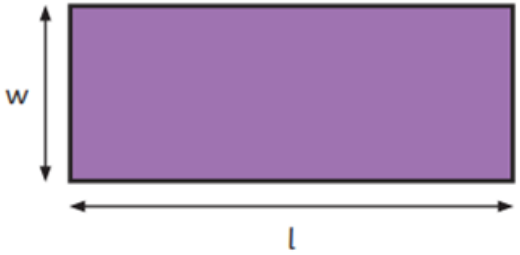
Area of Rectangles

The area of a rectangle on a grid:



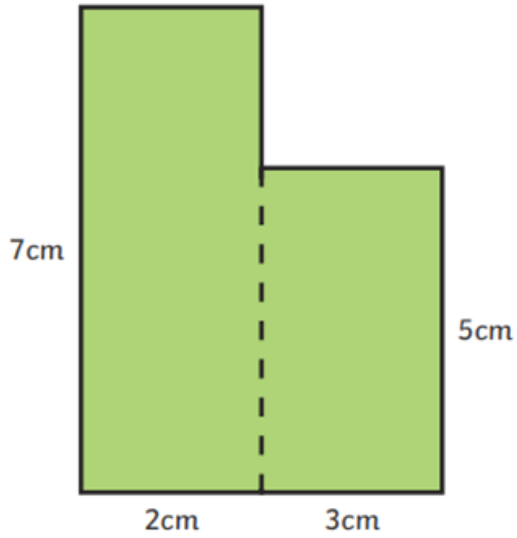
Multiply the length × width
= 6 × 3 = 18 squares.

The area of a rectangle = length (l) × width (w).



Area of Compound Shapes

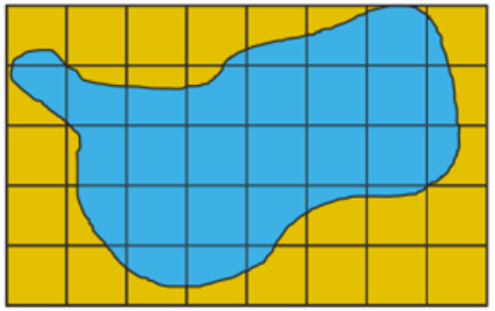
To find the area of a compound shape, divide the shape into rectangles with known dimensions:



Area = 7cm × 2cm + 3cm × 5cm
= 14cm² + 15cm²
= 29cm²

Estimating Area

To estimate the area of an irregular shape, find the number of whole squares plus squares where more than half is covered.



Whole squares = 10
Squares where more than half is covered = 10

Estimate of area = whole squares + part squares

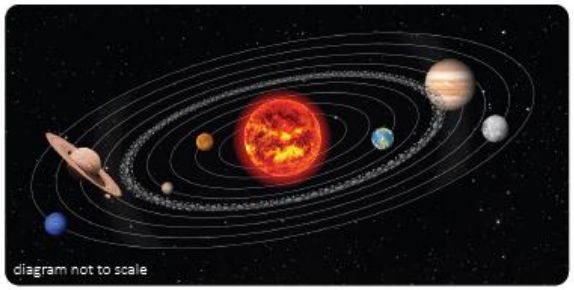
= 10cm² + 10cm² = 20cm²

*There are other ways to estimate the area of irregular shapes.

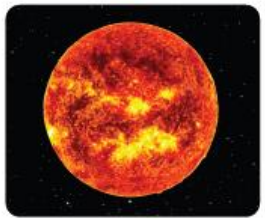
Earth and Space

The Solar System

The Solar System consists of eight planets that orbit around the Sun.



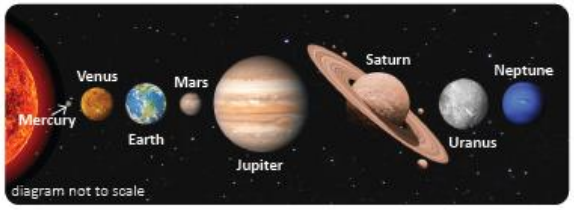
The Sun



The Sun is a 4.5 billion-year-old star. It is a huge, hot ball of gas that rotates on its axis once every 27 Earth days. The Sun is the only source of light and heat in the Solar System. Without it, life as we know it would not exist on Earth.

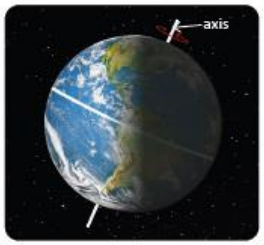
The planets

There are eight planets in the Solar System. The planets closer to the Sun (Mercury, Venus, Earth and Mars) are terrestrial planets because they are made of rock. They are hotter and have a shorter orbit and a shorter year than the planets farther away. Planets that are farther from the Sun (Jupiter, Saturn, Uranus and Neptune) are made of gas and are called gas giants. They are colder and have a larger orbit and a longer year than the closer planets.



The Earth

The Earth is the third planet from the Sun in the Solar System and is the only one to support life. The Earth rotates on an axis at a tilt of 23.5°. One rotation takes 24 hours, which is one day. The Earth orbits the Sun once every 365.25 days, which is a year.



Models of the Solar System

Geocentric model

In the past, many philosophers and scientists believed the Solar System was geocentric, meaning that the Earth was at the centre, orbited by the Sun and the other planets. The observations and common sense of Aristotle, the mathematics of Ptolemy and the scientific methods of Alhazen supported this theory. The geocentric model was accepted for 1500 years.

Aristotle, c384–c322 BC

Claudius Ptolemy, AD c100–c170

Alhazen, AD c965–c1040

Heliocentric model

In the 16th century, Nicolaus Copernicus suggested the heliocentric model, with the Sun at the centre of the Solar System and the Earth and other planets orbiting around it. Even though this was an unpopular theory at the time, the observations of Galileo Galilei and the scientific laws of Sir Isaac Newton proved that the heliocentric model was correct.

Nicolaus Copernicus, 1473–1543

Galileo Galilei, 1564–1642

Sir Isaac Newton, 1643–1727

The planets and stars are spheres

Each planet and star is spherical because gravity, created by their large mass, pulls all material towards their centre and compresses it into the most compact shape, a sphere.

Beliefs about the shape of the Earth

Many ancient civilisations believed the Earth was flat and shaped like a floating disc, a cylinder or even a square.

In ancient Greece, around 500 BC, the philosopher, Pythagoras, thought a sphere was the perfect shape, so the Earth must be a sphere.

Aristotle proved the Earth was a sphere when he observed a ship sailing away to sea. He noticed that the bottom of the ship disappeared first and the sail last. If the Earth were flat, the whole ship would have looked gradually smaller as it sailed away.

Modern technology has provided further evidence that the Earth is spherical. For example, the famous *Earthrise* photograph was taken from the spacecraft *Apollo 8* during the crew's first orbit around the Moon.

Earthrise, 1968

Expression

Expressionism was a significant art movement that began in Germany around 1905. Artists, called Expressionists, sought to express the mood, feelings and emotions of themselves or their subjects in their artwork rather than showing people, events or objects realistically.

Self-portrait I
by Marianne von Werefkin, 1910

The Scream
by Edvard Munch, 1895

Edvard Munch

Edvard Munch was an Expressionist painter. He was Norwegian. He was born in 1863 and he died in 1944. Many artists regard him as the Father of Expressionism. He produced many paintings in his lifetime, but *The Scream* has become an iconic image in the art world.

Self-portrait with Brushes
by Edvard Munch, 1904

Expressionist colour

In Expressionist art, the use of colour is highly intense. This means Expressionist artists typically use bright or strong colours in their artwork. They use these intense colours to express their own or their subjects' extreme emotions and feelings or the mood of the scene.

Edvard Munch has used strong, dark shades of green, black and orange in this painting to express the scene's mood. These shades are used to show a foreboding atmosphere.

The Sick Child
by Edvard Munch, 1896

Expressionist artists also use non-naturalistic colours in their artwork to express extreme emotions or the scene's mood. This means they use colours that are not realistic or closely matched to real life. The Expressionist artist Ernst Ludwig Kirchner has used non-naturalistic colours in the portrait painting shown here.

Doris with Ruff Collar
by Ernst Ludwig Kirchner, c1906

Expressionist artists apply colour generously using free brushstrokes, as seen in Walter Gramatté's portrait. This means they create texture and use brushstrokes on the canvas that they have not planned but done spontaneously for effect.

Portrait Rosa Schapire

Modern Expressionism

Today, many portrait artists are inspired by the work of Expressionist painters from the early 20th century, including artists who create photographic portraits. Photography is a suitable method for creating Expressionist art as photographers can show the mood and feelings of a subject or a scene's mood in a photograph through facial expression and by using effects.

Photography and text are combined here, to create a piece of modern Expressionist art. Adding text to an image is called overlay text. Overlay text can help to express the intention of the artwork.

Glossary

art movement	When a group of artists with the same aim develop and use a specific style of art for a period of time.
Expressionist	An artist who practises Expressionism in their work to express mood, extreme feelings and emotions.
iconic	A famous person or thing that people admire.

Reading:

Oxford Owl for School and Home
https://www.bbc.co.uk/bitesize/topics/zs44jxs/year/zhgppg8
https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/

Phonics:

https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar
PhonicsPlay
Phase 2 Games – Letters and Sounds (letters-and-sounds.com)

Writing:

https://www.bbc.co.uk/bitesize/subjects/zv48q6f/year/zhgppg8
https://home.oxfordowl.co.uk/english/primary-writing/writing-year-5-age-9-10/
Spelling and Grammar, English Games for 7-11 Years - Topmarks

Maths:

Key Stage 2 Maths - Topmarks Search
https://www.timestables.co.uk/multiplication-tables-check/

Science:

https://www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zhgppg8
Home | WowScience - Science games and activities for kids
https://www.bbc.co.uk/bitesize/topics/z6wwxnb/articles/zdvhxbk

Geography:

https://kids.britannica.com/kids/article/agriculture/352715
https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-food-and-farming/z9yjjsg

Computing:

Is my child safe online? Parent's questions answered | Barnardo's (barnardos.org.uk)
Parents and Carers - UK Safer Internet Centre
Parental Controls & Privacy Settings Guides | Internet Matters

PSHE:

Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC

How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust (wmas.nhs.uk)

PE:

Nutrition Based Physical Activity Games - Action for Healthy Kids

Kids Active Learning & PE at Home – Think Active