



Our Learning

Week 5 commencing 2.10.2023



This week in Year 5:

English: The have created a text map about ancient Egyptian religion.

Maths: In maths the children have been revising their understanding of column subtraction.

History: The children have been learning about the curse of Tutankhamun.

Year 5 Challenge

What has many rings but no fingers?

Homework- Due Thursday 12th October

Termly Spellings

In class each term, we have been focusing on some key spellings. These spellings come from the National Curriculum Statutory word-lists for years 5 and 6. Please revise these spellings with your child at home e.g. in the car, when cooking dinner etc... and practise putting these words into sentences.

ancient
curiosity
desperate

dictionary
excellent
queue

immediate
immediately

shoulder
stomach

Each week, practice these spellings to help your child memorise their spellings.

Additional Notes or information

- Peirce class assembly will be taking place at 14.30 on Friday 13th October.
- Topic homework (of creating artefacts) to be handed in on Monday 16th October,
- **On Monday 9th, the children will be mummifying a tomato! Your child will need to bring in a salad tomato (that will fit in a plastic cup), and a small plastic bag containing 40g of bicarbonate soda mixed with 80g of table salt.**

What will the children be learning in Year 5 next week?

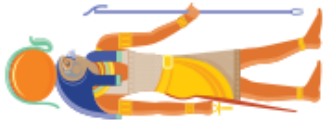
English: The children will be writing their own text about Egyptian religion.

Maths: The children will be learning about factors and multiples.

History: The children will be learning about how salt was a vital ingredient in mummification.

Gods of Ancient Egypt

The Ancient Egyptians were devout people. In fact, there were over 2,000 named gods and goddesses in the Ancient Egyptian pantheon. Lots were depicted as having the head of an animal and the body of a human. Each was represented on Earth by an animal which embodied its spirit. This is just a small selection of some of the most important ones.



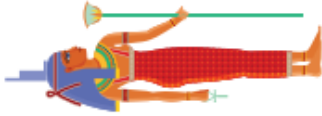
Ra

Ra was the god of the sun and the creator of the universe and life. He was the most important god of all. Egyptians believed that he would die at the end of each day and sail into the Underworld, and the moon would take his place. His symbol was the **scarab beetle**.



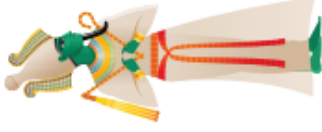
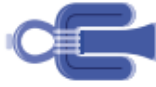
Bastet

Bastet was the goddess of cats, protection, joy and love. She was also said to watch over pregnant women. She was said to love music and dancing and was believed to look after all females. She was the daughter of Ra. Her symbol was the **cat**.



Isis

Ancient Egyptians believed that Isis was a protective goddess and the mother of Horus. They believed that the pharaoh was a living embodiment of Horus, and so she was especially important. She was considered the protector of the kingdom. Her symbol was the **tyet**.



Osiris

Osiris was the god of the afterlife, the dead and resurrection. He was the husband of Isis. He was the first mummy and was embalmed by Anubis himself. He ruled over the Underworld. As the god of fertility and life, the Egyptians believed he blessed them with barley, an important crop. His symbol was the **djed**.



Anubis

Anubis was the god of mummification and it was believed that he would guide the souls of the dead to Osiris in the Underworld. The Egyptians believed that Anubis would weigh the heart of the deceased against a feather in the Hall of the Dead. His symbol was the **jackal**.



VOCABULARY FOCUS

1. Which word has a meaning closest to “a collection of gods”?
2. What does the word “embodied” mean?
3. What does the word “blessed” mean in the sentence “blessed them with barley”?
4. Which word tells you that Ancient Egyptians were deeply religious?
5. What does resurrection mean?

VIPERS QUESTIONS

R

Who was the father of Bastet?

P

Why do you think the Egyptians had so many gods?

R

Whose symbol was the **tyet**?

S

Which of these gods were involved in the running of the Underworld?

P

Why do you think gods and goddesses were given animal symbols on Earth?

Maths – Column subtraction.

	3 ²	2 ¹	¹ 8
-	1	8	9
<hr/>			
	1	3	9

Steps to success:

- 1) 8 ones – 9 ones can't be done. Exchange from the tens.
- 2) 18 ones – 9 ones = 9 ones
- 3) 1 ten – 8 tens can't be done. Exchange from the hundred.
- 4) 11 tens – 8 tens = 3 tens.
- 5) 2 hundred – 1 hundred = 1 hundred.

(1)
$$\begin{array}{r} 558 \\ - 271 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 754 \\ - 439 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 836 \\ - 271 \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 482 \\ - 216 \\ \hline \end{array}$$

(5)
$$\begin{array}{r} 966 \\ - 248 \\ \hline \end{array}$$

(6)
$$\begin{array}{r} 549 \\ - 460 \\ \hline \end{array}$$

(7)
$$\begin{array}{r} 445 \\ - 318 \\ \hline \end{array}$$

(8)
$$\begin{array}{r} 794 \\ - 129 \\ \hline \end{array}$$

(9)
$$\begin{array}{r} 725 \\ - 517 \\ \hline \end{array}$$

(10)
$$\begin{array}{r} 849 \\ - 756 \\ \hline \end{array}$$

(11)
$$\begin{array}{r} 964 \\ - 528 \\ \hline \end{array}$$

(12)
$$\begin{array}{r} 993 \\ - 387 \\ \hline \end{array}$$

(13)
$$\begin{array}{r} 551 \\ - 143 \\ \hline \end{array}$$

(14)
$$\begin{array}{r} 967 \\ - 639 \\ \hline \end{array}$$

(15)
$$\begin{array}{r} 780 \\ - 238 \\ \hline \end{array}$$

(16)
$$\begin{array}{r} 727 \\ - 555 \\ \hline \end{array}$$

(17)
$$\begin{array}{r} 908 \\ - 346 \\ \hline \end{array}$$

(18)
$$\begin{array}{r} 739 \\ - 564 \\ \hline \end{array}$$

(19)
$$\begin{array}{r} 417 \\ - 174 \\ \hline \end{array}$$

(20)
$$\begin{array}{r} 915 \\ - 832 \\ \hline \end{array}$$