



Year 5 Curriculum HT1

PSHE
Being me in my world

E-safety
Privacy and security

Commando Joe
Mission focus:
Team work, self-awareness
and communication


Personal Development
Wider Curriculum Clubs Available
Judo, yoga, drama, dodgeball, choir, cookery, chess,
art, sewing, computing, French, WFA, netball

Trips and Visits
Visit to Jodrell Bank to go
alongside our Space topic in
Science.

No Outsiders
To recognise when
someone needs help
and show empathy.



English
Inspirational
Text



Genres for writing:
Narrative
Letters
Diary
Persuasive Speech
Non-chronological report

Within writing, Year 5 will be focusing on:

- Appreciating the characters and audiences' impact upon the formality and structures of writing
- Using a range of verb tenses within writing as appropriate, including the perfect forms
- Creating an atmosphere to suit the scene within a paragraph
- Correct use of all taught punctuation across genres through editing
- Understanding where authorial choice is needed for commas and where/when writing is ambiguous
- Using meaningful dialogue to convey character or advance action within a scene

Poetry

The poem Year 5 are studying and learning to recite this half term is 'Hope' Is The Thing With Feathers' by Emily Dickenson

Maths
Week 1 - 4
To know and use number (Place Value):
Reading, comparing and ordering numbers up to 1,000,000
Solving number problems involving place value up to 1,000,000

- Use Roman Numerals up to 1,000
- Negative numbers
- Count in steps of powers of 10

Week 5-6
To add and subtract whole numbers with more than 4 digits
Problem solving both written and mentally
Using rounding to check the accuracy of answers

Week 7
Graphs and Tables
To complete, read and interpret graphs and tables.
Problem solve using sum, difference and comparisons using information on a line graph.

Mental Maths

MA6: Number Bonds
 $14.56 + 12.37 = 26.93$
 $14.56 + 12.37 = 26.93$

MA2: Round & Adjust
 $4645 + 1996 = 6641$
 $4645 + 2000 = 6645$
 $6645 - 4 = 6641$

MS4a: Counting On
 $8.3 - 7.9 = 0.4$

MDb: Mental Calculation
 $1200 + 400 = 1600$
 $1600 - 100 = 1500$
 $1500 - 100 = 1400$
 $1400 + 4 = 1404$

MA3: Mental Calculation
 $4645 + 1996 = 6641$
 $4641 + 4 = 1996$
 $4641 + 2000 = 6641$

Science

The Year 5 science topic this half term is Space.
Children will learn about the Earth, sun, moon and planets in our solar system.

Tip to Jodrell Bank

History

Year 5 will be learning about Britain's settlements by Anglo-Saxons and Scots. The children will be studying where and why the Saxons and Scots chose to settle in Britain as well as their daily lives.



RSA articles: 13, 14 and 38.

Computing

Year 5 will be learning about computer systems and networks in their computing lessons.
Children will be using the laptops to learn how to find information using a range of search engines.

Art

Mrs Cahill will be teaching art to Y5 this half term. In their art lessons the children will be creating a mixed-media piece of art inspired by the artist Peter Thorpe.

Specialist Teacher

Music

Miss Marsden will be teaching music to Y5 this half term. They will be learning to play the JSax!



Specialist Teacher

PE

Sports coaches will be teaching the children Netball. The children will be taking part in swimming lessons.

Specialist Teacher

D&T

Year 5 will be making a Nordic inspired cross-stitch to frame for a gift. This links with their History topic.

French

Mrs Sunley will be teaching the Year 5 French lessons this half term. The children will be learning how to describe themselves and their feelings.

Specialist Teacher

RE

What is the best way for a Hindu to show commitment to God?



Knowledge Jigsaw

Year 5 Computing HT1



What we already know

Digital devices must have an **input**, a **process**, and an **output**.

A **connection** is a link between two or more people or things.

A **network** is a group of many people or things connected together.

A **network switch** manages the way in which data moves around a network. It allows multiple devices on a network to be connected together.

A **server** is a computer that can store things on a network. The server in this network will be used to store files.

A **wireless access point** is a device connected to a wired network, which sends and receives wireless signals for devices with Wi-Fi connectivity.

Internet – connecting networks together makes the internet.

Computers communicate using agreed protocols.

Computers use special address called **IP addresses**.

E.g. 192.168.1.200

The internet breaks up information that is being sent into **packets**. This will include the **IP address** for where the information has started and where it is being sent to.

Special computers called **routers**, and devices called **switches**, direct the **packet** from your computer to the web server. The web server might be close by or on the other side of the world.

A **system** is a set of things that work together as part of a mechanism or interconnecting network.

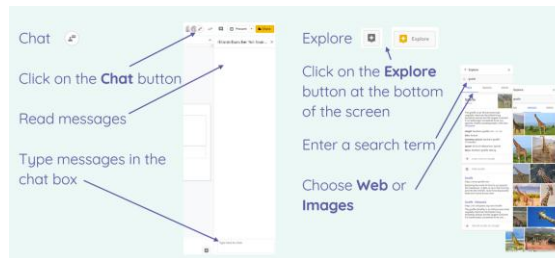
An **Amazon locker** is part of a system. The computerised locker allows customers to collect parcels that they have ordered online.

1. **Website** – customer places order and requests the parcel is delivered to a specific locker.
2. **Warehouse** - the order is picked and taken to the locker by a courier.
3. **Email** - the customer receives an email to say their order is ready for collection. A barcode or code is also sent to the customer.
4. **Locker** - the customer goes to the smart locker and scans their barcode. The locker unlocks and opens and the customer can take their parcel.
5. **Company's system** - the locker is connected to the company's system, which means the company will know when parcels have been collected.

The internet can enable people to work together who are not in the same place.

The internet can provide a shared space where multiple people can access and contribute to a piece of work.

You can work together to produce a presentation on **Google Slides**. This website has a **chat** function so you can discuss your work with the other contributors.



Digital systems are used in a wide range of public contexts, e.g. airport, rail, or bus station arrival and departure boards.

Computer systems have many different parts that work together. E.g.

Puffin pedestrian crossings have sensors that can:

- Detect people by the crossing
- Detect people on the crossing
- Detect cars

A **timed pedestrian crossing** has a button for the pedestrian to press to indicate to the traffic lights that they need to change from green to red and that the timer needs to start.

Catalogue store:

Tablets – are used to: browse, check stock levels, order and pay.

Warehouse – receive order on a device. Tells staff what to select and from where.

Collection point – staff deliver items to the collection point.

Display screen – shows 'ready to collect' message'.

Reusing someone else's work can be a good starting point. It can save time and allow you to do more advanced things. E.g. new songs often sample music from older songs.

Scratch

You can reuse someone else's Scratch work.

- You can use the **See inside** button to see the blocks of the existing Scratch project.
- You can change these without changing the original.
- If you want your own copy, you need to be signed in and use the **Remix** button.

It is not ok to take someone else's work and use it as your own.

Copyright is the legal right to the original work by the creator.

If you are sharing another person's work you must credit the person who owns it.



What we already know

The sun is a light source and it is dangerous to look directly at it.

We need light in order to see things and dark is the absence of light.

Shadows are formed when the light from a light source is blocked by an opaque object.

The size of shadows depends on the distance from the light source to the object.

Light can be reflected from surfaces such as **the moon, a mirror and water.**

Earth

Earth is a spherical body.

It takes 24 hours for Earth to complete one full rotation on its axis

Research is an investigation or study to find out facts in order to reach a conclusion.

Information texts use scientific language appropriate to the subject.

Scientific evidence has been used to prove that the Earth and sun are spherical bodies.



Day and night

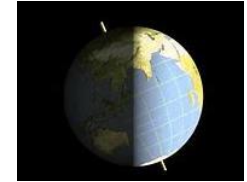
It is daytime on the side of the Earth that is facing the sun and night time on the side of the Earth that is facing away from the sun

As the Earth rotates on its axis, shadows that are formed change in size and direction.

Making systematic and careful observations helps us to identify changes over time. Results from observations over time can be collected and presented in a table.

A ruler is a tool used to measure length and centimeters (cm) and millimeters (mm) are units of measure.

To draw a scientific conclusion you need to look at your results and identify patterns.



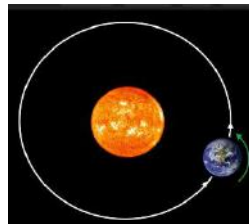
The Sun and Season

The Sun is a star at the center of our solar system.

The Earth takes 364¼ days to orbit the sun.

An **orbit** is the path taken by a body circling around another body.

Earth takes a year to orbit the Sun and it is the tilt which creates the seasons



- Earth rotates on an axis.
- During the winter, the North Pole is tilted away from the Sun's rays.
- As Earth travels around the Sun, the tilt of Earth changes.
- By June, the North Pole is tilted towards the Sun and the days become very long.

The Planets

There are 8 planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

The solar system consists of the sun and everything that orbits around it.

Observations and measurements help to identify similarities and differences in order to make connections Results from identifying and classifying can be collected and presented in a database.

To answer a scientific question, you should include evidence from your research.



The Moon

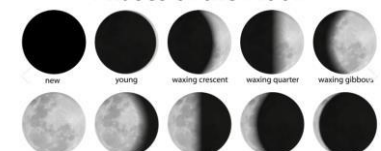
The Moon is a spherical body.

The Moon orbits the Earth. It orbits in an anti-clockwise direction and takes 28 days to complete it.

The Moon has different phases depending on where it is in its orbit.

The phases of the moon are: New Moon, waxing crescent, half moon, waxing gibbous, full Moon, waning gibbous, half moon, and waning crescent.

Results from identifying and classifying can be collected and presented in a table.



Knowledge Jigsaw

Year 5 History HT1



What we already know

Primary and secondary sources provide evidence about historical events and ways of life.

Timelines and history are ordered in chronological order. This means the order in which they happened.

Artefacts are remains from a time in history which give us information about the ways of life.

Civilisation is when people began to settle in communities, towns or villages.

The Romans left Britain, in AD410, to go back to Italy and fight against fierce tribes that were attacking Rome.



When the Romans left local rulers argued over land and power. No one was in charge and it became dangerous. People moved out of towns because it wasn't safe. Coins stopped being made.

The Scots were a tribe that came from Ireland. They fought the Romans for many years. The Scots were fierce fighters. The Romans thought they were wild and savage.



The Scots came from Ireland and spoke Gaelic. They were good at sailing and traded items like wine, salt and glass. They were farmers and hunters. They grew crops and reared animals like sheep, goats and cows. They use the animals for food and clothing. They knew how to work with silver, gold, silver and leather. They made tools, armour and jewellery.



The Scots settled in Dal Raita. A settlement is a place people live. A good settlement has: a water supply for drinking, washing, cooking and transport; dry land, so that people could build on areas that don't flood; a defensible site, e.g. a hilltop or river bend, to protect from attackers and good farm land with fertile soils, so people could grow crops.



The Saxons were from Germany and Scandinavia. They settled in Britain between 410-1066.

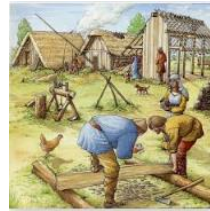
There were 3 main tribes Angles, Saxons and Jutes. They wanted to come to Britain because their land was flooded and it was difficult to grow crops. They settled along the East Coast because it was reachable by boat.



They split Britain into 7 Kingdoms: Mercia, Northumbria, East Anglia, Essex, Sussex, Wessex and Kent. Places today still use Saxon names.



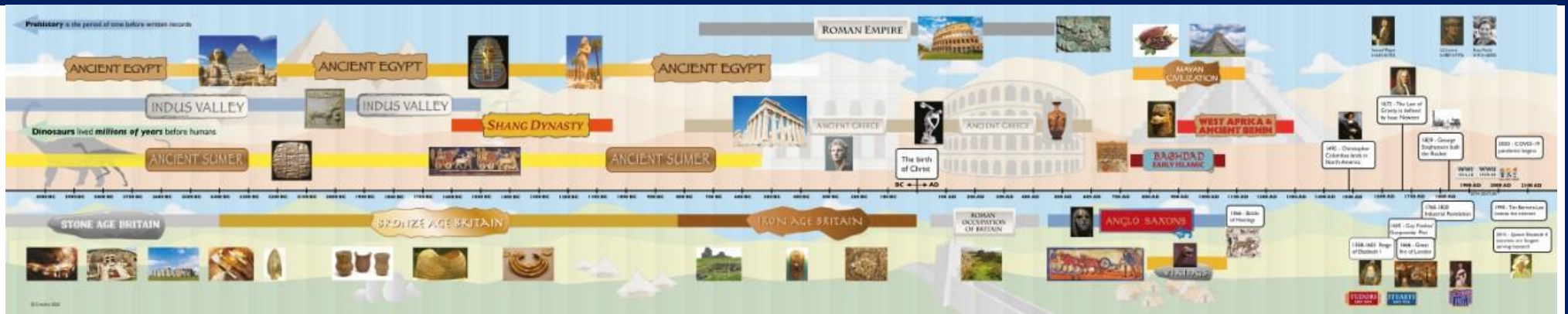
The Anglo-Saxons were farmers that lived in wooden huts. The children didn't go to school.



Boys worked on the farms, chopped trees and learnt to use a spear in battle. Girls stayed at home and learnt to cook and weave. Only sons of wealthy families learnt to read and write. People would worship a number of gods and goddesses, each responsible for their own area of expertise. Anglo-Saxon pagans also believed in going to the afterlife when they died, taking any items they were buried with them.

Anglo-Saxons became Christians. **Religious beliefs impacted ancient civilizations. Similarities can be made between different ancient civilizations and time periods.**

Sutton Hoo is a site with lots of Anglo-Saxon artefacts. **Historians use their knowledge to interpret artefacts.**



Knowledge Jigsaw

Year 5 PSHE HT1



What we already know

We all have the right to be included and feel valued in this school.
Communication and co-operation are important aspects of teamwork.
Effective teamwork means you should: listen, communicate, help, be respectful
All members of the school community work together as a team to help children to learn.
The school charter is in place so that all children can access their right to an education and to feel safe.
Voting is a democratic (fair) process and a way of giving everybody a chance to have a say.
Democracy is when people have a say in how things are done.
Democracy encourages people to follow the rules as they feel they have had their chance to share their views.

My year ahead

Know how to face new challenges positively and know how to set personal goals.

Know what I value most about my school and can identify my hopes for this school year.



Being a citizen of my country

Understand my rights and responsibilities as a citizen of my country and a member of my school.

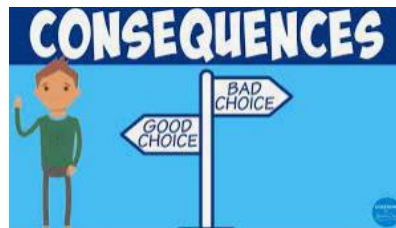
Empathise with people in this country whose lives are different to my own.



Rewards and consequences

Make choices about my own behaviour because I understand how rewards and consequences feel.

Understand that my actions affect me and others.



Our learning charter

Understand how an individual's behaviour can impact on a group.

Contribute to the group and understand how we can function best as a whole.



Owning our learning charter

Understand how democracy and having a voice benefits the school community and know how to participate in this

Understand why our school community benefits from a Learning Charter and can help others to follow it





Our Discovery Question:

What is the best way for a Hindu to show commitment to God?

Knowledge

Hindus believe in a universal God, Brahman, who takes on many different forms that Hindus may worship as gods or goddesses in their own rights.

Puja is the daily worship of gods or goddesses that can be completed at home or at the temple (Mandir). Hindus often have a shrine at home where worship takes place. Hindus use items, which are kept on a Puja tray, including a bell, a pot of water, a diva lamp, an incense burner, a pot of kum kum powder and a spoon. Offerings are made to the deities.

Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law.

For many Hindus there are four goals in human life (purusharthas)

- Moksha - the release of the soul (Atman) from the cycle of rebirth
- Dharma - the code for leading your life – including duties
- Artha – Being prosperous legally – this includes earning money through doing a job beneficial to others. Earning wealth benefits the community as well as self
- Karma- this includes desire and a passion for life

Personal Reflection

I can reflect on the importance of commitment and how this can be shown.

I can express my feelings about the importance of living life by a set of rules and where these rules come from.

Knowledge Jigsaw
Year 5 Design and Technology HT1



Design brief

To design, make and evaluate a cross-stitch to send to a family member as a decorative greeting card.

What I already know

Materials have different properties that lend themselves to different purposes. Material choice is always considered during the design process.

Running stitch is when you lift the needle up and down through fabric, in a forwards motion.



A design brief tells you what product you are designing, making and evaluating, who the product is for and what its purpose is.

Key Vocabulary

aida	Fabric commonly used when cross-stitching
Embroidery	A craft when fabric is decorated using a needle to apply thread or yarn.
Embroidery thread	A thread which has a texture and a sheen.
Embroidery Hoop	A wooden circular frame used to hold a piece of material tightly in place.
Cross-stitch	A form of counted embroidery that uses an 'x' stitch to create a pattern.
Aesthetics	The visual appreciation of something.

Design

Products can be made for a functional purpose and/or to be aesthetically pleasing.

Cross-stitch is a form of sewing during which the sewer counts the stitches hole in the fabric (aida) to create or follow a pattern.

Cross-stitch patterns can be followed or made.

Make

Embroidery thread must be tied off after passing through the eye of the needle to ensure it stays in place.

An embroidery hoop is used to stretch out the aida, ensuring a tight and neat pattern can be stitched.

Evaluate

A successful evaluation always refers back to the design brief. Identifying strengths and development points of your own product and that of a peer are indicative of a successful evaluation.



What we already know

Some animal names
Parts of the body
Foods
How to describe ourselves in the first person and other people using the third person
Numbers up to 31
Months of the year and say when our birthday is
About a French celebration—mardi gras
The words for items of clothing and to ask Que portes-tu?
Use colours to describe clothing
Say we are feeling unwell and ask what is the matter.
Describe a jungle animal using adjectives and a conjunction
Describe the weather and give a forecast
Order and talk about preferences for ice cream.

Describing Feelings

Know how to explain how I am feeling.

Je suis heureux/ heureuse	
Je suis triste	
Je fais le fou	
Je suis perdu	
J'ai faim	
J'ai soif	
J'ai chaud	
J'ai froid	
Je suis fatigué/ fatiguée	
Je suis en pleine forme	

Writing extended sentences

Extend sentences using 'car' = because



Je suis triste car j'ai soif.



Je suis heureux car je suis en pleine forme.

To talk about someone else using the third person

Know how to use 'il' and 'elle' when using the third person.

Comment s'appelle-t-il?

Il s'appelle.....

Comment s'appelle-t-elle?

Elle s'appelle.....

Où habite-t-elle?

Elle habite à.....

School Subjects

To talk about school subjects explaining likes and dislikes.

J'aime/ Je n'aime pas

J'aime l'anglais

Je n'aime pas l'anglais

la géographie	
L'EPS	
La lecture	
L'anglais	
Le dessin	
Les maths	
Les sciences	
L'histoire	
Le français	
La musique	

Extended sentences about school subjects

Extend sentences using car c'est (because it's).

J'aime ____ car c'est intéressant

Je n'aime pas ____ car c'est difficile.

intéressant	interesting
difficile	difficult
utile	useful



Space

To know that artists across time and place have always been fascinated and inspired by the night sky, and the planets and stars that could be seen by the human eye.

To know that our knowledge of Space is constantly evolving.

If the artist, Peter Thorpe, had access to the technology we have now, i.e. the James Webb space telescope, what else might he have included in his Space-themed paintings?



Colour Theory

To know that primary colours cannot be made.

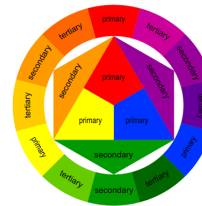
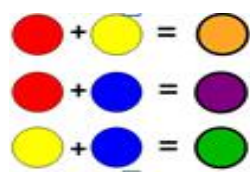
To know that primary colours are mixed to create secondary colours.

To know that a tertiary colour is created by mixing a primary with a secondary colour.

To be able to identify between hot and cold colours.

To know that complementary colours are colours which contrast.

To know that complementary colours sit opposite each other on the colour wheel.



Artist

To look at Space themed paintings by the American artist, Peter Thorpe.

To learn about how he creates an abstract background for his paintings using colour, line and shape.

To know that abstract means something that is unrecognizable.

To learn about how he then includes space-themed features, such as rockets and planets.



Composition

When designing the layout for our own artwork, we know how to consider scale, foreground, background, angles, overlapping and cropping.

Scale – how big or small something is

Background – things far away in a scene

Foreground – things near to in a scene

Angles – the direction of an object; vertical (up and down) horizontal (side to side) diagonal (slanted)

Overlap – when something goes infront of something else

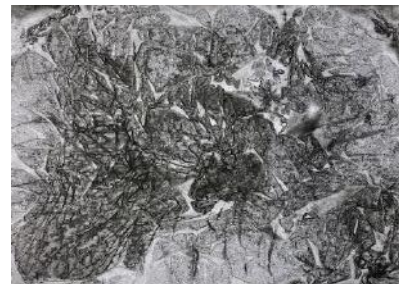
Crop – when something is trimmed, it might go off the edge



Texture

To know that texture is how the surface of something feels, or how it appears it would feel to the touch, e.g. smooth, rough, etc.

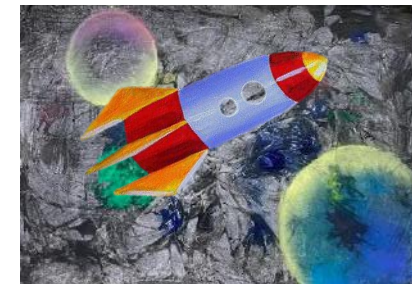
Inspired by Peter Thorpe's Space paintings, to learn how to create a textured, abstract background using diluted acrylic paint and cling-film.



Mixed-media

To know that 'mixed-media' is when more than one medium or material is used to create a single artwork.

To know that we can use more than one material to create an outcome which expresses our thoughts and feelings, e.g. lead pencil, acrylic paint, chalk pastels, etc.





What we already know

The jSax is a junior saxophone belonging to the woodwind family. Woodwind, brass, string and percussion are families of instruments that make up the orchestra.



Music is divided into bars, separated by bar lines and notes sit on the staff. A repeat sign means that you play a phrase again. When performing on the jSax we read music written in the treble clef.



Performing

Learn how to assemble, hold and blow the jSax playing the notes B, A and G and controlling a gentle air flow. Perform a duet.

Understand posture, hand positions and tonguing every note (unless it is slurred).

Clap, sing then perform pieces on the jSax following visual cues, breath marks and rests.

Perform syncopated phrases by ear.

Sing and perform warm-ups engaging the diaphragm to support breathing and embouchure.

Performing

Perform pieces including Cowboy's Swing, Bluebirds, Merrily and Frisbies. Learn E, F and C.

Perform compositions taking into consideration articulation, posture, dynamics and phrasing.

Perform a whole class composition with piano accompaniment.

Control the dynamic range of the jSax when performing in solo and ensemble contexts.



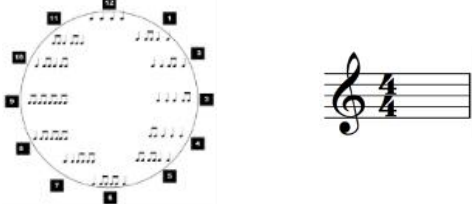
Composing

Compose short melodic and rhythmic phrases in 3/4 and 4/4 time.

Compose a piece of music in 4/4 time on the staff using C, B, A and G, tied notes and rests.

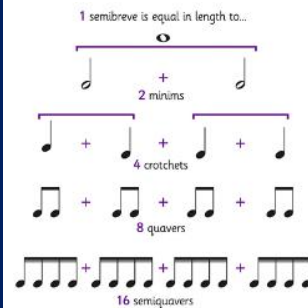


Use a 'rhythm clock' to compose melodies on B, A and G.



Theory of Music

Identify different time signatures and the value of notes and rests.



	crescendo getting louder
	fortissimo very loud
	forte loud
	mezzo forte medium loud
	mezzo piano medium quiet
	piano quiet
	pianissimo very quiet
	diminuendo getting quieter

Identify the contour (rise and fall) of a melody and draw music on the staff using the treble clef, time signature and dynamic markings.

Listening and Appraisal

Listen and appraise Miss Marsden performing *Caprice for Clarinets* and *Rhapsody in Blue* exploring mood, tempo, timbre, pitch, structure and intonation.

Discuss peer performances referring to the elements of music such as tempo, dynamics, structure, rhythm and timbre.

Make comparisons between the timbre and pitch of the jSax and other woodwind instruments such as the bassoon, oboe, baritone sax, piccolo etc.

Identify and classify instruments into the four different families of the orchestra.