



# Year 5 Curriculum HT2

**PSHE**  
Celebrating Differences

**E-safety**  
Managing online information

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

**Personal Development**  
**Wider Curriculum Clubs Available**  
Teacher sports club, yoga, choir, art, netball, archery, drama, cookery,  
sewing, computing, clay creators, WFA, dodgeball, chess, French,

**Trips and Visits**  
Fire service  
Panto

**No Outsiders**  
To learn from our  
past



## English Inspirational Text



Genres for writing:  
Narrative  
Diary  
Letters (varying  
purposes)  
Advert/Leaflet  
Explanation

- Within writing, Year 5 will be focusing on:
- Creating mystery, intrigue and hinting at the unknown.
  - Using a range of verb tenses within writing as appropriate, including the perfect forms
  - Including persuasive features in a letter or advert.
  - 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 - Retrieval Week**  
The children will be completing some more work on interpreting graphs and recapping their place value learning from HT1.

**Week 2-5**  
To identify multiples and find all factor pairs of a number, including common factors of two numbers.  
To solve problems including multiplication and division.  
To recognise square and cube numbers.  
To multiply and divide numbers by 10,100 and 1000 including decimal numbers.  
To establish whether a number is a prime or a composite up to 100 and recall prime numbers to 19.  
To multiply and divide 4 digit numbers by a one or two-digit number using formal written methods.

**Week 6-7 - Retrieval**  
The children will be recapping their multiplication and division learning from HT2.


**Mental Maths**

<b>MA3: Partitioning</b> 750 - 372 = 378 750 - 400 = 350 350 + 28 = 378	<b>MD3a: Halving</b> Half of 336 360 ÷ 2 = 180 Half of 336 360 ÷ 2 = 180	<b>MD4: Multiplication</b> 45 x 14 = 630
<b>MM10a: Jump!</b> x1000 63400 x100 6340 x10 634 63.4	<b>MA3: Partitioning</b> 576 ÷ 258 = 0.34 700 ÷ 100 = 7 7 ÷ 10 = 0.7	<b>MD4a: Halve &amp; Double Again</b> 128 ÷ 4 = 32 Half of 128 = 64 Half of 64 = 32

**MoneySense**  
Year 5 will be completing the first of their Money Sense lessons where they will be looking at how money can affect feelings.

**Science**  
The Year 5 science topic this half term is properties and changes of materials. Children will learn about the reversible and irreversible changes.

**Geography**  
Year 5 will be learning about earthquakes. The children will be studying both human and physical geography whilst looking at how earthquakes occur and the impact of them.

 IRSA articles: 13, 14 and 38.

**Computing**  
Year 5 will be learning how to create media in their computing lessons. Children will be using the laptops to learn how to edit videos using Microsoft Photos.

**Art**  
Year 5 will not have Art this half term.




**Music**  
Miss Marsden will be teaching music to Y5 this half term. They will be continuing to learn to play the JSax!





**PE**  
Mrs Prior will be teaching the children Hockey this half term. Sports coaches will be teaching dance this half term.



**D&T**  
Year 5 will not be completing DT this half term.

**French**  
Mrs Sunley will be teaching the Year 5 French lessons this half term. The children will be learning how to describe directions as well as specific landmarks and buildings!



**RE**  
Is the Christmas story true?



# Knowledge Jigsaw

## Year 5 Computing HT2



### What we already know

Digital devices must have an input, a process and an output.  
Digital devices are able to capture images and take recordings.  
Consent must be given to take a picture or video of someone.

Rules for using IT safely

- Keep passwords safe
- Photos
  - o Ask for permission before taking a photo of someone else.
  - o Think – would the person be happy with the picture you have taken?
  - o Check if there is anyone else in the background of the picture.
- Keep personal information private.
- Stop using IT when you should be listening.
- Be kind to others when using IT.

### Video Recording

Video is the recording, reproducing, or broadcasting of moving visual images.

#### Filming techniques:

##### Talking head videos

The camera is in a **fixed position** to keep it still  
You can see the subject's **head and body**  
You can hear the subject **speaking**  
You can hear **background music**

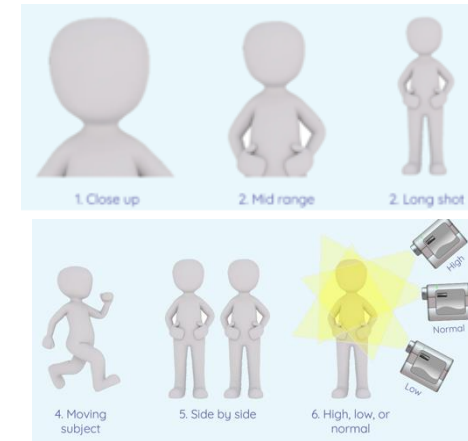
##### Panning videos

The camera is **hand-held**  
The camera **moves** to show different things  
You can hear the subject **speaking**  
You can hear **background music**

##### Close up videos

The camera is **hand-held**  
The camera is **close** to the subject  
The camera is **moved** to keep the subject in shot  
You can hear **speaking**  
You can hear **background music**

### Video framing



#### E safety

Information seen online can be targeted. You can limit the amount of information collected about you by setting up privacy settings and asking a trusted adult to help.

### Camera techniques

**Static camera**

**Key points:**

- The camera is fixed in position
- A tripod or stand may be used (you can improvise)
- Examples: a newscaster or a weather forecaster

**Zoom**

**Key points:**

- This allows for close up video so you can see the subject in greater detail
- Using too much zoom may mean that the subject is blurry

**Pan and tilt**

**Key points:**

- Pan: The camera position is fixed, but it is able to rotate from side to side
- Tilt: The camera position is fixed, but it is able to move up and down

#### E safety

**Sponsorship:** financial payment typically made to promote a particular product or service.  
**Boosted:** typically refers to social media content that is actively promoted by a platform in return for payment.

### Video Recording

To open the video editor in Microsoft photos click on the video editor button at the top of the screen.

Photos | Video Editor | Search for people, places or things... | **New video project** | **+ Add**

To start a new project click on the new video project button and then give your video a name and click ok.  
To import a video you have filmed into the project click on the +add button and choose the video file from the location it is saved.  
Drag the video into the storyboard to begin editing.

#### E safety

Stereotypes are a common view held about groups or individuals. People known as influencers may influence you into sharing similar opinions online.

### Removing unwanted content

To remove a video, click on the thumbnail, right-click, and select **Remove/Delete** from the drop-down menu.



#### Trimming videos

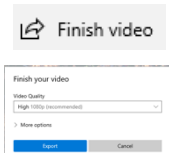
The trim tool lets you remove excess video from the beginning or end.

#### Recording videos

The video can be reordered by dragging the thumbnails to a new location in the timeline. .

#### Exporting a project

Select finish video from the top right hand side. Then select export.  
Choose the location you want to save the file.



#### E safety

Fake news is false information that is published to deliberately mislead and deceive people.

# Knowledge Jigsaw

## Year 5 Science HT2



### What we already know

There are 3 states of matter: solids, liquids and gases. Some materials **change state** when heated or cooled. Some changes of state are **reversible** (can change back to its original state) and some are **irreversible** (can't change back to its original state).

**Permeable** is when a material absorbs liquid.  
**Impermeable** is when a material does not absorb a liquid.

Magnets are attracted to **iron, nickel** and **metals that contain iron e.g. steel**.

**Opaque** is when you cannot see through something, **transparent** is when you can see through something and **translucent** is only when the light can be seen through something.

**Electrical conductors** are materials that electricity passes through.

**Electrical insulators** are materials that electricity does not pass through.

### Properties of materials

**Hardness** – how hard or soft a material is.

**Permeable** – a material that allows liquids or gasses to pass through.

**Transparent** – a material that allows light to pass through.

**Opaque** – a material you cannot see through

**Translucent** – a material that allows light but not detailed shapes to pass through.

**Electrical conductor** – allows electricity to pass through easily.

**Electrical insulator** – does not allow electricity to pass through easily.

**Magnetic** – a material that is attracted to a magnet.

### Uses of everyday materials

Windows – made from glass because it is hard and transparent.

Oven gloves – made from a thermal insulator to keep heat from burning our hands.

Plugs – have a plastic case because plastic is an electrical insulator so stops electricity from passing through to our bodies.

### Properties of materials

**Thermal conductor** – allows heat to travel through it easily.

**Thermal insulator** – does not allow heat to travel through easily.

**Observing over time** is making systematic and careful observation to identify and measure changes in materials over a period of time.

Regular observations/ measurements need to be made at set intervals.  
External factors may affect results.

**Variables** are anything that can change or be changed. You need to control the variables to limit the impact of external factors.

A **thermometer** is an instrument that measures temperature, in degree Celsius.

Know how to draw a table as a simple way to present data collected in an investigation.



**Dissolve** – when a solid mixes with a liquid and a solution is formed.

**Soluble** – a substance that will dissolve in a liquid.

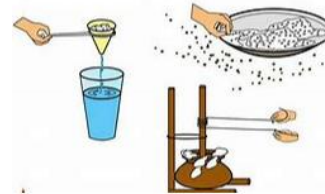
**Insoluble** – a substance that will not dissolve in a liquid.

**Mixture** - is a substance made by combining two or more different materials.

Know that a **table** is a simple way to present data collected in an investigation.

Know that results from a scientific enquiry can be used to answer a scientific question.

### Different separation methods



**Sieving** – a sieve has a wire mesh that can be used to separate larger particles from smaller particles

**Filtering** – insoluble/undissolved particles can be removed from a liquid by passing it through filter paper.

**Evaporation** – when a liquid changes to a gas after being heated.

**Classifying** is when something is grouped or ordered into categories based on properties or criteria.

A **diagram** is a picture that is usually labelled.

### Reversible and irreversible changes



**Reversible** - changes that are not permanent. Dissolving, mixing, melting, freezing are reversible changes.  
E.g. water turning to ice or steam, chocolate melting and cooling.



**Irreversible** - Changes that are permanent and cannot be undone. Result in the making of a new material. E.g. baking a cake, toasting bread.

Some changes result in the formation of new material and this kind of change is usually irreversible. E.g. wood burning, vinegar mixed with bicarbonate of soda (produces carbon dioxide bubbles).

Know that scientific language should be used when explaining findings.

# Knowledge Jigsaw

## Year 5 Geography HT2

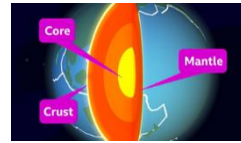


### What we already know

- Counties which make up the UK
- Capital cities of each of the four counties in the UK
- The world's seven continents
- The world's five oceans and the surrounding seas of UK
- The four main compass directions
- The difference between humans and physical features
- Northern and Southern Hemispheres
- To use an atlas, map and / or globes

### The Earth is made up of different layers.

The core at the centre, which is mainly metal  
 The mantle, which is mainly rock  
 The crust, which is the part we can see



**Earth's outer layer is made up of large moving pieces. These are called tectonic plates. Some plates slide past each other, others move away from each other and some bump into each other.**

**Sometimes these plates lock together when they meet. This is called a plate boundary or a fault line.**



**An Earthquake is a sudden violent shaking of the ground.**

**You cannot predict when an earthquake is going to happen.**

**An earthquake typically lasts between 10-30 seconds.**

**The Richter Scale measures how powerful an earthquake is. This is numbered from 1-10.**

Typically a smaller earthquake follows the main earthquake. This is called an aftershock. These are caused by smaller releases of pressure.

### A compass has eight points:

- North
- North East
- East
- South East
- South
- South West
- West
- North West



Japan and Mexico sit along the Pacific Ring of Fire. This is a path along the Pacific Ocean that traces the boundaries of several tectonic plates. Because of their location, Japan and Mexico are hit by frequent earthquakes.

The UK is not located near a tectonic boundary and therefore does not have frequent earthquakes.

### A physical feature is something that is created naturally.

**Japan** – volcanoes, Shinaro is the largest river (367km), coastal areas, mountainous, temperate climate, frequent earthquakes.  
**Mexico** – volcanoes, Rio Grande is the largest river (2051km), coastal areas, temperate and tropical climate due to its size, Mexico is 420% larger than Japan.

A map is a two dimensional drawing of any area  
 A map shows us land and sea.  
 A map can help us find countries and cities.  
 An aerial photograph is a photograph taken from above.



### Earthquakes can cause violent destruction.

E.g. damage to building, roads and bridges.  
 Cause fires, landslides and tsunamis.

Earthquakes can cause death or serious injuries to humans.

Earthquakes can cut off water and energy supplies.

**If an earthquake is beneath the ocean it can create a series of huge waves, called a tsunami.**

Mexico and Japan have adapted to try and minimise the impact of earthquakes by building Earthquake resistant structures.

Scientists predict that there will be more frequent earthquakes in the future due to climate change.



What we already know

- Sometimes we can make assumptions based on what people look like.
- External factors such as social media can influence me to make assumptions on how people look.
- Bullying is hard to spot but I know what to do if I suspect it is going on.
- Sometimes witnesses to bullying join in or do not tell another person it is happening.
- Identify what is special about me and value the ways in which I am unique.
- A first impression is the event when a person first encounters another and forms an assumption about them.

Different cultures

We all need to belong and need to celebrate our uniqueness and specialness, as well as our similarities and differences.

**Cultures** are the ways of life, beliefs, religions and behaviours followed by a group of people.

**Conflict** is a serious disagreement or argument.

Sometimes people have conflicts with people from other cultures because they are unfamiliar to them and appear to be different. That can make some people feel uncomfortable

Recognise and appreciate different cultures within my class.



Racism

**Racism** is the discrimination or a negative judgement about someone due to the colour of their skin, their race or religion.

All forms of racism are unacceptable.

No words should be used to hurt others and that all racist words are unacceptable.

If we hear others use racist language we should not copy this negative behaviour.

Campaigns for good causes now use a ribbon as a symbol of racial tolerance.



Rumours and Name-calling

A **rumour** is a story or piece of information that may or may not be true but people are talking about it.

Whispering can sometimes be how rumours are spread as they get changed when passed on through different people.

Rumours and name-calling are a form of bullying which is just as hurtful as physical bullying and is unacceptable.

There are many forms of bullying such as racism, sexism, disability, appearance, cyber-bullying etc.

Types of bullying

**Direct bullying** happens when the bullying is done directly to the person being bullied e.g. being hit or sent hurtful messages.

**Indirect bullying** is bullying that happens behind someone's back e.g. spreading rumours, whispering or excluding someone.



Celebrating difference across the world

Understand how my life is different from those in developing countries.

What we value often depends on our culture and situation.

It is important to understand difference and diversity, and the problems of stereotyping to ensure that we don't discriminate.



Our Discovery Question:

Is the Christmas story true?

Knowledge

The Bible records the important events in the life of Jesus in the Gospels. There are four Gospels which are found in the New Testament. They are called and thought to be written by four of Jesus' disciples: Matthew, Mark, Luke, and John.

The Gospels were probably told and retold before recording, therefore specific dates and times may have become unknown. The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing. The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event.

Christians believe Jesus is the Incarnation of God on Earth.

God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.

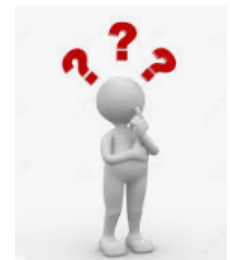


Personal Reflection

I can explore my beliefs about Christmas.

I can reflect on the question: Do we need to believe the story is true to celebrate at Christmas time if I want to?

I can discuss the message in the Christmas story and explain what that means to me and to Christians.





**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
- Describe feelings
- Talk about school subjects

**Paris – The capital city of France**

Recognise famous landmarks, places in Paris



**Places in the city/town**

Un magasin	Shop
Un centre commercial	Shopping centre
Un musée	
Une galerie d'art	Art gallery
Un parc	
Un gare	
Un zoo	
Un métro	Underground
La piscine	Swimming pool

**Directions and Street Names**



Arrêtez – stop  
Tournez – turn  
Où est ...?  
S'il vous plaît

**To describe town**

Dans ma ville il y a ....

Know that some adjectives agree with the noun so the spelling changes.

grand / grande

Know that we use **Il y a** to mean:  
there is and there are

**Shopping**

To understand adjectives added to nouns and be able to identify them.

**Christmas**



Il est  
et = and

# Knowledge Jigsaw

## Year 5 Music HT2



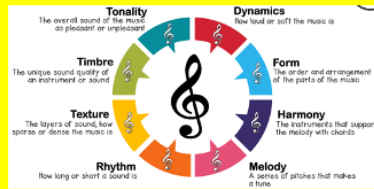
### What we already know

Identify orchestral instruments and which family they belong to (string, percussion, brass, woodwind).

Follow notation understanding note and rest values, repeat signs, dynamics, tempo markings and time signatures.

Perform in solo and group contexts reading B, A and G and know how to assemble our Jsax and change a reed.

Listen and appraise musical extracts and class performances referring to the elements of music.



### Composing and Performing

Compose a piece of music in 4/4 time using C, B, A and G and crotchets, quavers and minims.

Improvise short, melodic phrases when performing a solo for the class to echo.

Understand that an **ostinato** is a repeated pattern.

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



### Listening and Performing

Perform pieces on B, A and G controlling posture, hand positioning and articulation.

Clap, sing and perform pieces on the Jsax remembering to tongue every note and following dynamic markings.

Perform syncopated phrases by ear understanding call and response as a musical structure.



### Listening and Performing

Perform pieces moving accurately and with fluency between new notes such as F and G.



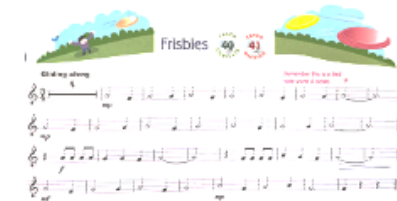
Rehearse songs for the Christmas performance exploring dynamics and expression.

Begin to read and understand more complex rhythms including dotted minims.



### Listening and Performing

Learn E, F and C and perform a piece in 3/4 time playing tied notes.



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

Perform a whole class composition with accompaniment.

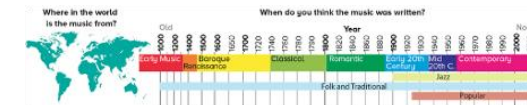
Control the dynamic range of the JSax and articulation when performing in solo and ensemble contexts.



### Listening and Appraising

Comment on and discuss musical extracts and peer performances referring to the elements of music.

Develop an understanding of the history and development of musical styles e.g. classical and jazz music.



Listen and discuss Troika by Prokofiev referring to the elements of music and applying musical vocabulary.





## Knowledge Jigsaw Year 5 PE HT2 (Dance)



### What we already know

Counts: A performer uses counts to stay in time with the music and / or other performers.

Opposites can be expressed as forwards and backwards, and up and down.

Formation: where dancers are in relation to each other.

Action: The movement a dancer does e.g. travel, jump, kick

Unison in dance is when two or more dancers perform exactly the same movements at exactly the same time.

Canon is a dance technique that requires dancers to take it in turns to perform a movement. This movement is then identically copied and performed by others.

Pathway: Designs traced in space (on the floor or in the air)

Use counts of eight to create a routine so that they can stay in time with a partner.

1, 2, 3, 4, 5, 6, 7, 8 can be used as a count so that partners can move at the same time.

A kick could be a kick forwards, sideways, backwards, round in a circle.

Counts: A performer uses counts to stay in time with the music and / or other performers.

Changes in actions can change the dynamics e.g. walking heavily, walking gently or walking robotically.

Matching - same

Contrasting – different

Dynamics: How a movement is performed e.g. robotically, softly.

Changes in level, direction and pathways can be used in dance.

Changes can be made in formation, timing, matching, mirroring and moving can be used either with or without a partner.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Dynamics: How a movement is performed e.g. robotically, softly.

Formation: Where dancers are in relation to each other.

Upbeat dynamics and facial expressions can be used affectively in an upbeat routine

Different counts can be used when performing.

Counts of 2, 4, 6 or 8 can be used in a routine.

bBuncy, lively and quick dynamics can be used in a performance. These actions can create new pathways, change levels etc.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Communicating with a partner affectively helps to improve a routine.

# Knowledge Jigsaw

## Year 5 PE HT2 (Hockey)



### What we already know

When running towards a defender, keep looking ahead up.

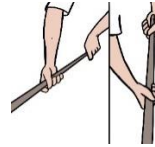
Agility and speed is important for losing a defender.

Moving around the space is important when attacking as it enables you to escape a defender and to have room for a shot.

To defend well you need to be able to see the ball and the attacker. You need to stay close to the attacker. They need to stay between the attacker and the ball.

### Correct grip

Right hand half way down the stick, left hand at the top of the stick. Left hand controls the rotation, right hand provides control and stability.



It is important to follow rules to keep yourself and other players safe from injury.

### Safety rules within hockey

- Be aware of children around them
- Stick below waist height
- shin pads to be worn
- Eye on the ball as well as other players

### Push pass technique

Stick on the ball, no back swing. Stepping action with left foot coming forward. Push the ball using the flat side of the stick. Follow through leading with left elbow and your stick pointing in the direction of your pass.



### Basic Rules

**Foot:** Players must try not to let the ball hit their feet. If the ball touches a player's foot and it breaks down play or creates a disadvantage, the opposition is awarded a Free Pass.

**Back sticks:** A player can only use one side of their stick (the face of the stick) to hit the ball.

**High stick:** When a player attempts to play at any high ball (over knee height) with the stick.

**Obstruction:** When a player uses either their stick or their body to block or keep another player from hitting the ball.

There are two ways to receive the ball.

### Forehand receiving

Dribbling grip with a vertical stick, left hand away from body. Left elbow as high as shoulder in front of body. Thumb pointed down towards the ground, angled stick, forming a trap. Move feet to get in line with the ball.



### Trapping the ball

Move your feet to get in line with the ball. Stick low to the ground to create a barrier and cushion the ball when it comes towards you by moving the stick backwards.



When attacking it is important to find space and stay away from defenders.

Move into space away from the defenders and towards the goal. Once you have passed the ball, look for a new space to move to support their team mate who has the ball.

### Rules

**Feet** - The ball cannot touch your feet

**Sticks** - The stick cannot be held higher than waist height

**Tackles** - Only one player can tackle at a time