

Year 5 Curriculum HT3



PSHE
Dreams and Goals


E-safety
How to use technology safely.

Commando Joe
Mission focus:
Teamwork, self-awareness
and resilience.

Personal Development
Wider Curriculum Clubs Available
Music, choir, art, football, netball, drama, computing,
archery, chess, sewing, cookery.

Trips and Visits
Y5 Year 5 will be having a visit from
the Fire Service for a fire safety
workshop. We will also be having a
dog safe workshop

No Outsiders
The Cow Who Climbed A Tree
To appreciate artistic freedom.



English
Inspirational Text



Genres for writing:
Narrative
Diary
Letters (varying purposes)
Argument
Advert/Leaflet
Non-Chronological Report

Within writing, Year 5 will be focusing on:
• Continue element of atmosphere across paragraphs
• Using a range of verb tenses within a piece of writing as appropriate.
Include persuasive features in an argument, letter or advert.
• Correct use of all taught punctuation across genres through editing.
• Use modal verbs appropriately for the given genre, purpose and audience
Using noun phrases, parenthesis, relative clauses and compound adjectives.
• Understanding where authorial choice is needed for commas and where/when writing is ambiguous.
• Accurate punctuation of speech and 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 'In Flanders Fields' by John McCrae.

Maths

To compare and order fractions.
To identify, name and write equivalent fractions of a given fraction.
To recognise mixed numbers and improper fractions and convert from one to the other.
To add and subtract fractions with denominators that are multiples of the same number.
To read, write, round, compare and order numbers with up to three decimal places.

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

Mental Maths

| | |
|--|---|
| M11: Partitioning 750 ÷ 25 = 30 450 ÷ 15 = 30 900 ÷ 30 = 30 | M12: Round & Adjust 8844 - 2999 = 8845 - 3000 = 545 |
| M14: Counting On 804 + 900 = 1704 450 + 450 = 900 | M15: Factorising 45 x 14 = 630 145 x 3 x 7 = 3045 |
| M16: Multiples 440 + 1000 = 1440 440 + 2000 = 2440 440 + 3000 = 3440 | M17: Multiples 90 x 7 = 630 |

Science

The Year 5 science topic this half term is forces.
Children will learn about gravity, different types of friction and the impact of using gears and levers.

History

Year 5 will be learning about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.



WISA articles: 13, 14 and 30.

Computing

Year 5 will be developing their knowledge of programming. Children will be using scratch and crumble controllers to great algorithms and deepen their understanding of coding.

Art

Mrs Cahill will be teaching Year 5 art this half term



Music

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




PE

The children will be continuing to develop their hockey skills, with the class teacher, and are continuing their Dance block, with the sport coaches, this half term.



D&T

Year 5 will design, make and evaluate their own hover craft, through half term 3 and 4.

French

Mrs Sunley will be teaching the Year 5 French lessons this half term. The children will be learning the names of fruit and vegetables in French. They will also learn how to state their preferences.



RE

How far would a Sikh go for his/her religion?



Knowledge Jigsaw

Year 5 History HT3



What we already know

The Romans ruled Britain 43-410AD

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

Anglo Saxons and Scots settled in Britain between 410-1066

The Scots were a tribe that came from Ireland and settled in Dal Raita. They spoke Gaelic. They were farmers, hunters and fierce fighters, .

The Saxons were from Germany and Scandinavia. There were 3 main tribes Angles, Saxons and Jutes. They split Britain into 7 Kingdoms: Mercia, Northumbria, East Anglia, Essex, Sussex and Kent. They were farmers that lived in wooden huts. The Anglo-Saxons became Christians.

Sutton Hoo was discovered in 1938. It is a site with lots of Anglo-Saxon artefacts.

The Vikings were in Britain 789- 1066. Vikings came from Norway, Sweden and Denmark.

The King ruled the people

An outlaw is someone who broke the law, was outlawed and not allowed in the settlement. They would be hunted by the town's people.

A pagan is a person who believed in many gods.

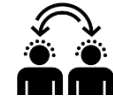
Different historical periods occur at the same time.
Invaders settled in similar places because of the coast and land to grow crops.
Ancient civilizations have similarities in how they treat boys and girls.
Archaeologists use artefacts to find out about ancient civilizations.



British Monks gave accounts of the Vikings.

A monastery is a religious building that monks live in and worship God.

People interpret views and opinions of others based on their actions and their experiences of them.



Alfred the Great was King of Wessex and the Vikings tried to attack.

He was King of Wessex from 871-899 CE.

He made a deal with the Vikings called Danegeld but they made a surprise attack.

Alfred finally won the battle and gave the Vikings land to have as their own.

He created towns, an army, castles and boats.



The Vikings brought together the Kingdoms of Britain, mainly Wessex and Mercia to become one Kingdom with one ruler/King.

Only three Kingdoms were not captured by the Danes- Northumbria, Mercia and Wessex.

Wessex was the most powerful Kingdom.



Edward the Confessor was the last Anglo-Saxon King. He died in 1066 leaving no heir.

Heir is the next person in line to the throne.

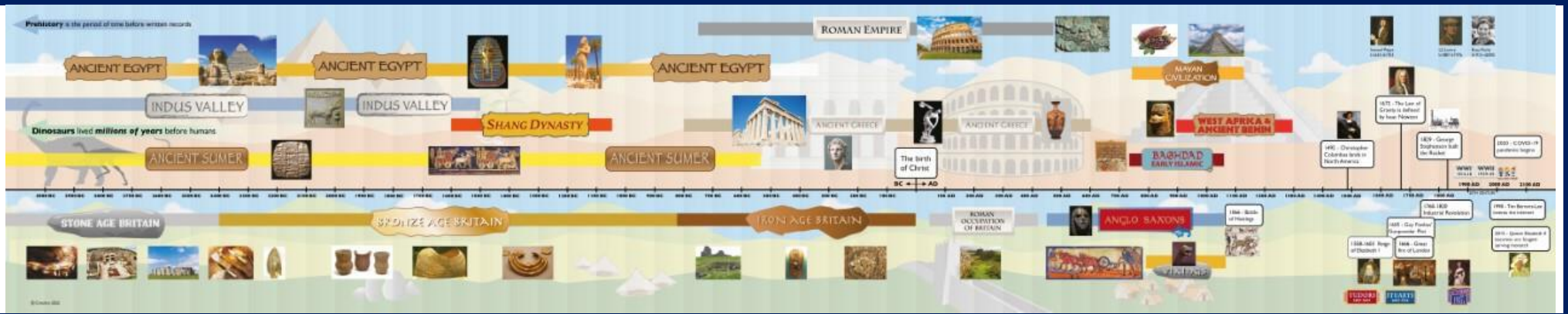
Harold Godwinson (Anglo-Saxon), Harald Hardrada (Viking) and William the Conqueror (Norman) all wanted to be king. Edward promised the throne to Harold Hardrada

At the battle of Stamford Bridge, Harold battled Harald and Harold won.

At the Battle of Hastings, Harold lost to William.

The Battle of Hastings was in 1066.

William the Conqueror became King of England.



Knowledge Jigsaw

Year 5 Computing HT3



What we already know

Scratch is used for coding a sprite.

Each block in Scratch is a command which controls your sprite or stage.

The background on scratch can be edited.

A **sequence** is a pattern or process in which one thing follows another.

Sounds can be added to the sprite.

An output device is something that receives a signal.

An **algorithm** is a precise set of ordered instructions.

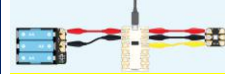
A microcontroller is a small device that can be programmed to control components that are connected to it.

A Crumble controller is a type of micro controller.

A Sparkle is a multi-colour LED designed to work with the Crumble.

The crocodile clip leads connect the Sparkle to the Crumble. These connections provide power to light the LED and data for its colour.

This is how you connect the Crumble. The sparkle flashes white six times when it is connected correctly.



To create a Crumble program, you drag blocks from the side panel to the main coding area.

To play your code, you press the green play button.

You might want to repeat some or all of the commands in your program. You can do this using a repeat block.

This block repeats the commands inside it forever. This makes an **infinite loop**.

When you have written a program it is important to check it works and correct any errors. This is called **debugging**.

E-safety

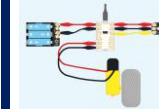
Technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

You can connect a geared motor to a Crumble controller. A **motor is an output device**.

A motor can:

- Spin forwards
- Spin backwards
- Go at different speeds
- Stop

This is how you connect a motor and a sparkle to a Crumble controller.



You can control an output device by creating a program. When you click on the word in the centre, you can change the motor block direction.

When you click on the %, you can change the speed.

A **count-controlled loop** repeats a command a certain number of times.

E-safety

Using technology could negatively impact on sleep.

A **condition** is a statement that can be either **true** or **false**.

Programmers can use conditions to trigger **actions**.

Conditions must be phrased as a question with just two options, **yes** or **no**.

A **push switch** can be used as an **input** for a Crumble controller, and can therefore be used in **condition statements**.

To connect a push switch you need to:



E-safety

There are risks of accessing information about health and well-being online as not all information is factual. It is important to make a balanced judgement when researching information online. There are lots of trusted sites to find information about health and well-being such as YoungMinds, and Childline.

A programmer might want a set of actions to be carried out if a condition is met.

This is called **'selection'**.

The structure **if...then...** is used when giving these commands.

When using **selection** in programs, you must instruct the device to check constantly if the condition has been met.

To do this, you use repetition in the form of an **infinite loop**.

If you do not use repetition, the device will only check once if the condition has been met.

E-safety

In-app purchases are features or items that you can buy within games or apps. It is important to always ask permission before purchasing in an app.

If...then selection is used to control automated houses. E.g. opening curtains and blinds, heating/cooling, lights on/off.

An algorithm is a **precise set of ordered steps**, which can be followed by a human or a **computer to do a task**.

It is helpful to write an algorithm first before writing a program for your Crumble controller.

E-safety

Search engines can be used to search for information about other people. However, often information can be misleading or deliberately fabricated.

Knowledge Jigsaw

Year 5 Science HT3



What we already know

Some forces need contact with objects and this is **push and pull**.

An object will move differently on different surfaces due to **friction (the resistance that one surface or object receives when moving over another)**. An object will move more smoothly on the table or corridor floor compared to the carpet or grass.

Some forces do not need contact with objects and can act at a distance. This is a **magnetic force**.

A magnet has two poles. These are the **North Pole** and **South Pole**.

The same poles **repel** each other but opposite poles **attract**. This is known as a **magnetic force**.

Magnets attract or repel each other. Magnets are attracted to **iron, nickel** and **metals that contain iron e.g. steel**.

Unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.

A force is a push or a pull that causes an object to move faster or slower, stop, change direction or change size or shape.

Gravity is the name of the force which pulls everything down towards the centre of the Earth.

To answer a scientific question, you should include evidence from your scientific enquiry. Know that scientific evidence has been used to prove the theory of gravity.

Pattern-seeking

Pattern seeking is when you observe variables that cannot be controlled to notice patterns. Variables are anything that can change or be changed.



Mass is the amount of matter of substance that makes up an object

Weight is the measure of the force of gravity

We measure the size of a force in Newtons (N) using a newton metre.

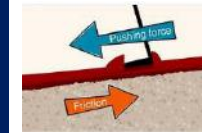
We measure mass in g/kg using electronic scales. 1kg = 1000g.



Know that a table is a simple way to present data collected in a pattern seeking investigation.

Know how to draw a table as a simple way to present data.

Friction is the action of one surface rubbing against another which slows or speeds up movement. E.g. a smooth surface creates less friction than a rough surface.



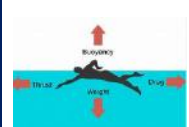
Comparative testing

A comparative test is when you test and compare different cases and situations.

A variable is a factor that can change.

We can measure distance using a metre stick to the nearest half cm. 1m = 100cm

A scientific diagram can be used to explain a scientific concept.



Water resistance is a type of friction between water and another material. E.g. when a boat sails through a body of water, water particles hit the boat making it more difficult for it to move through the water.

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We measure time in s/ms using a stopwatch. 1 minute = 60 seconds

It is important to repeat measurements to make sure your results are reliable.

A bar chart is a chart that has rectangles of different sizes to represent values. This is a way to visually compare data.

A causal relationship is when one thing is responsible for causing the occurrence of another thing.



Air resistance is a type of friction between air and another material. E.g. when an aeroplane flies through the air, air particles hit the aeroplane making it more difficult for it to move through the air.

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Know that results from scientific enquiries might have different degrees of trust as external factors may impact on results.

Know that a scatter graph is a way to present two sets of data to look for connections.



Lever are machines used to increase force. They allow a smaller force to have a greater effect.

Know that results from a scientific enquiry can be used to answer a scientific question e.g. 'How does size of the ____ effect the force needed to move the object.'



Gears can be used to allow a smaller force to have a greater effect.

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



Design brief

To design, make and evaluate a hoverboard for a ten year old child to use for recreational use.

What I already know

- The brief gives a Design Technology project a focus.
- A design specification is specific to the needs and wants of the intended user of the product. It builds on the design brief making it more specific. This might involve favourite colours, styles and textures of materials an intended user would favour.
- Products are made for a range or purposes and to be used in a variety of environments.
- Products are evaluated in questioning whether they are fit for purpose and if they are successful in meeting the brief.
- Finishing techniques usually happen at the end of the 'make stage', allowing the maker an opportunity to ensure the product is the best it can be.

Key vocabulary, tools and equipment

Hand-drill
Sanding paper
Jigsaw
Clamps
Hand-saw, coping-saw and junior hack-saw

| | |
|-----------------------------|---|
| Prototype | A practice attempt at the end product using cheaper materials and often smaller in size to the final product. |
| Air cushioned vehicle (ACV) | An amphibious craft capable of travelling over land, water, mud, ice and other surfaces |
| Air cushion (skirt) | |
| Cross-sectional diagram | A view into the inside of something made by cutting through it. |
| Aesthetics | The way that something looks. |

Design

Surveys, interviews and questionnaires allow the designer to develop a design criteria.

Sketches allow the designer and user to visualise the product they are going to make.

Two-dimensional (2D) and three-dimensional (3D) sketches allow the designer and user to view how a product may look from different perspectives.

Annotated exploded diagrams are used to inform about the individual parts of a design.

Aesthetics of a product are an important part of the design process.

Knowledge of methods engineers would use:

Designers conduct research to develop their designs. They use books, previous designers work, discussions with likeminded designers and they talk to the intended user of the product, developing their understanding of a successful product.

Finding out what the intended user views to be aesthetically pleasing can impact the success of the product.

Make

It is more time-efficient to use a jigsaw when cutting out large pieces of wood than using a hand-saw.

It is crucial to follow safety precautions when using tools and electrical equipment.

Precision when measuring and cutting is an important part of the make process.

Evaluate

Consider the views of the intended user when the product is complete. If the product meets the brief and the design criteria then the product is most likely successful.

The intended user should always give their feedback after the completion of a product. If the product can be used, by the user for the purpose stated in the brief then it is successful.

Products can be more or less successful when assessed against the design specification of the intended user.



Our Discovery Question:

How far would a Sikh go for his/her religion?

Knowledge

The 5 Key Sikh beliefs are:

- God is in everything. Sikhs see God as an energy source rather than as a physical entity.
- It is a Sikh's duty to serve others (sewa)
- All people should be treated as equals
- Sikhs should share what they can with others
- Sikhs should earn their living honestly

The purpose of life for a Sikh is to see and speak with God (through meditation by saying Waheguru)

The Langar is an important concept in Sikhism as it was started by Guru Nanak, founder of Sikhism.

Everyone, regardless of rank or wealth, sits and eats for free together as equals.

Freshly produced vegetarian food and non-alcoholic drinks are provided.

Personal Reflection

I can explore what commitment means to me and the different levels of commitment needed to reach different goals.

I can reflect on my special places and places in the world that would be special for me to visit.

I can think about how a Sikh might feel if they visit the Golden Temple and feel when they take part in the daily langar?

Knowledge Jigsaw

Year 5 PSHE HT3



What we already know

- Understand that sometimes hopes and dreams do not come true and that this can hurt
- Tell you about some of my hopes and dreams
- A goal is something a person is ambitious to achieve and will aim for a desired result
- Know that reflecting on positive and happy experiences can help me to counteract disappointment
- Know how to make a new plan and set new goals even if I have been disappointed
- Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
- Dreams are a cherished aspiration, ambition or ideal

When I Grow Up

Hope means a feeling of expectation and desire for a particular thing to happen.

Know that planning is essential when setting dreams.

There are differences between any dreams that do and don't involve money to enable them to happen.

A job is a paid position of regular employment.



Investigate Jobs and Careers

A career is a job undertaken for a significant period of a person's life.

A profession is a paid job.

A salary is a fixed regular payment.

There are lots of different jobs in society.



My Dream Job. Why I want it and the steps to get there

Job titles are the names of a particular job.

Job description is the main duties / jobs of a person.

There are many steps needed to achieve my dream job

Dreams and Goals of Young people in Other Cultures

Culture means the ideas, customs, and social behaviour of a particular people or society.

The dreams and goals of young people in a culture may have similarities and differences to theirs.

Learn how other cultures pursue jobs.



How Can We Support Each Other?

Sponsorships means the position to being a sponsor for an organisation.

Know that other countries have differences to us when it comes to a job.

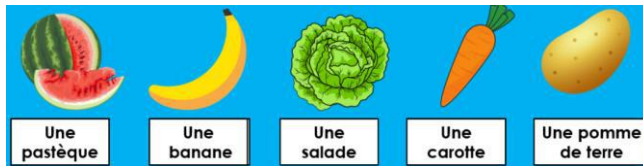
Know how to support other cultures and encourage others to support too.



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 the matter is.
 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 is the capital of France
 Places in the town/city
 Directions

Fruit and Vegetables



Know that French nouns are masculine and feminine.

Likes and Dislikes

J'aime
 Je n'aime pas
Mon fruit/ legume préféré est...

To use a bilingual dictionary to search new vocabulary and identify masculine or feminine nouns.



Markets in France

Markets in France are a very important part of town life. They bring tourists to the area and are an opportunity for locals to sell their regional produce. They take place weekly and are very busy the summer months.



The currency in France is the Euro.



Asking the price and Ordering

C'est combien?
 C'est Centimes



Avez vous...
 Oui, j'ai
Non je n'ai pas

Know that the sound spelling of c'est is say.
 Know that the sound spelling of ai is ay
 Know that the sound spelling of ez is ay

When you order something, you use the formal version of vous to address people

Instructions

| | |
|-----------------------------|-----------------|
| Lavez vous les mains | Wash your hands |
| Faites attention | Pay attention |
| Coupez | Cut |
| Pelez | Peel |
| lavez | Wash |
| Mettez dans le bol | Put in the bowl |
| mélangez | Mix |
| ajoutez | Join |



Knowledge Jigsaw

Year 5 Music HT3



What we already know

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

We can follow notation understanding note and rest values, repeat signs, dynamics and tempo markings and 4/4 and 3/4 time signatures.

We can perform in solo and group contexts in time to a beat following a verse chorus structure.

We can listen and appraise musical extracts and peer performances referring to the elements of music.

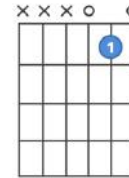
Performing and Listening and Appraising

Learn about the different parts of a guitar, the names of the 6 strings and how to interpret a guitar tab.

Learn chord C and sing and strum in time to a beat.

Learn the G7 chord and perform the chorus of Yellow Submarine moving smoothly between G7 and C.

Listen and appraise Yellow Submarine by The Beatles commenting on **structure, instrumentation, tempo and time signature.**

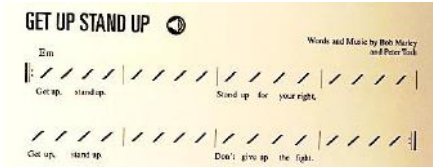
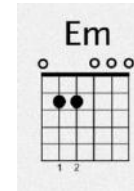


Performing and Listening and Appraising

Learn the E minor chord and perform Get Up Stand Up in time to a beat.

Perform Eleanor Rigby switching between chords E minor and C and strumming downwards in time to the beat.

Listen and appraise Get Up Stand Up by Bob Marley and the Wailers commenting on **mood, style, instrumentation and tempo.**

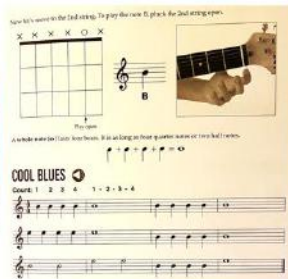


Performing

Learn how to play single notes E and B plucking the 1st and 2nd strings open using a downward motion of the thumb or plectrum.

Perform a melody on open strings E and B following notation and strumming in time to a 12 bar blues accompaniment.

Notes E and B

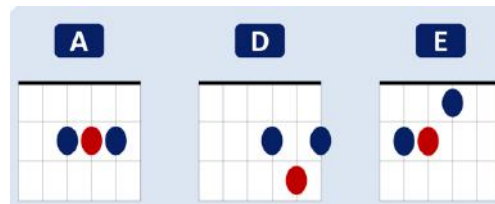


Performing and Composing

Learn chords D, A and E performing one chord jams in time to an accompaniment.

Re-cap songs and chords learned this half term.

Compose lyrics for a verse playing chords A, D and E.



Performing

Practise smooth chord transitions using A, D and E.

Perform Three Little Birds singing the melody at the same time as strumming the chords where possible.

Evaluate a class performance commenting on **timing, accuracy of chords and tuning.**



Knowledge Jigsaw Year 5 PE HT3 (Dance)



What we already know

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. Repeat changing the dynamic every 8 counts.

Matching - same

Contrasting – different

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

Loud confident actions are important to create the music in your performance.

How to repeat simple patterns/claps. E.g.

Stamp right foot, stamp left foot, clap, clap.

Stamp right foot, clap, stamp left foot, clap.

Slide right, stamp left foot to meet right, clap.

Clap, clap, clap stamp left.

Dance actions can tell a story and dynamics and facial expression can do this.

A range of dynamics to tell a story within a dance routine.

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

Children to develop a routine using canon to express their ideas.

Canon: Performing the same movement, motif or phrase one after the other.



Children to develop a routine using unison to express their ideas.

Unison: Two or more dancers performing the same movement at the same time.



Use a count of 8 to stay in time.

Counting can change the dynamics of a dance.

It's important to listen to the music to stay in time.

If working with a partner, you need to communicate when performing.

Knowledge Jigsaw

Year 5 PE HT3 (Hockey)



What we already know

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

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

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

Open dribble. Stick held with 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. Roll the ball with the flat part of the stick.

Indian dribbling

Rotate the stick fully over the ball then pull the ball back to where it has come from. Keep both feet on the floor and transfer weight from right to left.

When dribbling, the ball must only touch the flat side of the stick. If it touches the back side of the stick it is a foul.



To gain possession of the ball from the opposition an open stick tackle can be used.

Open stick (block) tackle: Widen grip and place the stick towards the ground in a crouched position, creating a barrier. A strong and balanced position is needed from the defender.

Open stick (block) tackle: The defender uses their stick to block the ball



Jab tackle:

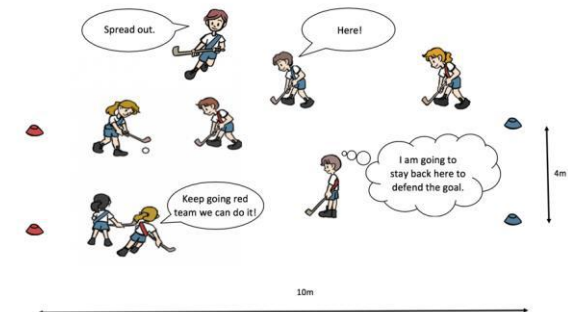
The defender jabs their stick to get the ball



Think about the space you can move into, pass and move past the defenders.

Try to keep a positive attitude if you are losing.

The decisions you make can impact the course of the game and the result.





What we already know

We know that primary colours cannot be made.
 We know that primary colours are mixed to create secondary colours.
 We know that a tertiary colour is created by mixing a primary with a secondary colour.
 We can identify between hot and cold colours.
 We know that complementary colours are colours which contrast.
 We know that complementary colours sit opposite each other on the colour wheel.
 When designing the layout for our own artwork, we know how to consider foreground, background and scale.

Line and Shape

Know that line is a key element of drawing.
 Know that a line is a mark made on a surface using a drawing tool or brush.
 Know that there are many types of line e.g. horizontal, vertical, diagonal, straight, zig-zag, spiral, curved, thick, thin, broken, continuous, etc.
 Understand how to experiment with line to create shapes.

Types of Lines

| | | | |
|------------|----------------|---------------------|--------------------|
| horizontal | vertical | zig zag | curves |
| curly | spiral | thick thin | shapes |
| angle | cross hatching | circle of radiating | dots and scumbling |

Composition

Know that 'composition' in any piece of artwork means the way it has been put together or arranged.
 Learn to consider the following elements when arranging a piece of artwork; shape, scale, proportion, foreground, background, overlapping and cropping.

Composition

In the visual arts—in particular painting, graphic design, photography, and sculpture—**composition** is the placement or arrangement of visual elements in a work of art, as distinct from the subject of a work



Colour and Shape

Know that all art makes use of colour and shape in some way.
 Know that our eyes can be drawn to certain parts of an artwork through the use of colour.
 Know that artists may use colour to express themselves and aim to make us feel something when we look at it.
 Know that colour and shape can be used to express emotion.



Artist

To look at 'doodles' by the British urban artist, Jon Burgerman.
 To learn about what inspires him to create his 'doodled' characters.
 To learn how he creates his 'doodled' characters.
 Know that we can create our own characters, inspired by the artwork of Jon Burgerman.



Mixed-media

Know that 'mixed-media' is when more than one medium or material is used to create a single artwork.
 Know that we can use more than one material to create an outcome which expresses our thoughts and feelings, e.g. lead pencil, colour pencil, water-colours, fine-liner, inks, collage, oil pastel, etc.

