



Year 5 Curriculum HT4

PSHE
Healthy me

E-safety
Staying safe online

Commando Joe
Spartacus mission focus:
positivity, resilience and
teamwork.

Personal Development

Wider Curriculum Clubs Available

Music, choir, art, football, netball,
drama, computing, archery, dodgeball,
yoga and more

No Outsiders
Tango makes three
To accept people who are
different from me

English

Inspirational Text



Genres for writing
Narrative
Diary
Letters

Advert / leaflet

Non-chronological report

Within their writing, Year 5 will be
focusing on:

Recognise and apply how to build
tension and mystery within
narratives.

Understand how vocabulary choice
in a speech and letters vary to fit
the purpose

Change tenses within writing
Use a range of persuasive features
effectively for varying purposes.

Poetry

Year 5 are studying and learning
'In Flanders Fields' by John
McCrae.

Maths

Week 1 - 2

Multiplying proper fractions
by whole numbers and mixed
numbers by whole numbers
Calculating fractions of
amounts

Week 3 - 5

Read, write, compare and
order numbers with up to
three decimal places
Read and write decimals as
fractions

Round decimals with two
decimal places to the nearest
whole number and to one
decimal place

Recognise the per cent sign %
and that it relates to 'number
of parts per hundred'
Write percentages as fractions

Mental Maths



Science

Year 5 will continue their
forces topic. Our focus will
be friction and the effect of
levers, gears and pulleys.

French

Mrs Sunley will be teaching
Year 5 French this half term.
They will be learning the
names of clothing and how
to describe them using
adjectives.

Computing

Year 5 will be further
developing their
programming skills to
create a quiz within scratch.

Art

Mrs Cahill will be teaching
Year 5 art this half term.
They will be continuing to
learn about line, colour and
shape and will create mixed
media artwork.

Music

Miss Marsden will be
teaching Year 5 music this
half term. They will be
continuing to learn the
guitar.

PE

The Sport coaches will be
teaching Year 5 rounders
this half term.
They will also be
studying tennis with the
class teacher.

D&T

Year 5 will continue to
design, make and evaluate
our own hovercraft.

RE

Christianity

How significant is it for
Christians to believe God
intended Jesus to die?



Knowledge Jigsaw

Year 5 Computing HT4



What we already know

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

A block that repeats the command inside it forever makes an **infinite loop**.

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

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**.

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

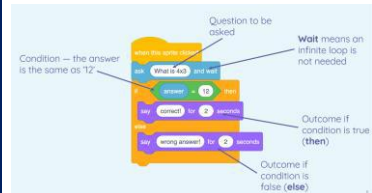
A programmer might want a set of actions to be carried out if a condition is met.

This is called '**selection**'.

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

You can write a program in Scratch where you can have different outcomes. To do this you need to use the **if...then...else... block**.

E.g. You can use a different outcome program to get your sprite to ask and answer questions.



Online Safety – Self Image and Identity

It is important to make responsible choices online.

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.

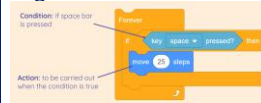
This **block** can be used as a condition when writing programs in Scratch.



Condition blocks are all the same shape (a hexagon). The blocks they are used with have a hexagonal space in them.

The **condition block** needs to be used with other blocks to control the flow of actions.

E.g.



You can modify the conditions in scratch by clicking on the down arrow inside the hexagon.

Online Safety – Copyright and Ownership

Fair dealing is a UK law that is used to determine whether the use of copyright material is lawful.

Copyrighted work can be used, if this use is fair.

Work that is in the public domain can be used.

To design a quiz in Scratch you need to use the following blocks:



The forever block can be used to create an infinite loop in Scratch.



In Scratch you can write programs using selection that have different outcomes. To do this you need to use the **if...then...else** block.



Online Safety – Self Image and Identity

Copy means to make something that is exactly like another. Modify means to slightly change something to make it better.

Alter means to change something permanently to make it better.

When writing a quiz it is important to be specific about how to match the conditions to answer the questions.

E.g. answer with yes/ no or correct/incorrect.

Every time our program runs it should start the same way.

To do this we need to tell the computer how the sprite should appear at the start of the quiz.

This is called **setup**.

It is like preparing a board game before you start playing it.

Knowledge Jigsaw

Year 5 Science HT3 and 4



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.

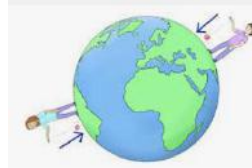
Some forces do not need contact with objects and can act at a distance. This is a **magnetic force**.

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 or substance that makes up an object.

Weight is the measure of the force of gravity.

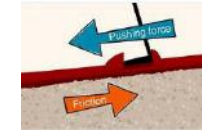


We measure the size of a force in Newtons (N) using a newton metre.

We measure mass in g/kg using electronic scales. $1\text{kg} = 1000\text{g}$

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.



smooth surface creates less friction than a rough surface.

Comparative testing

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

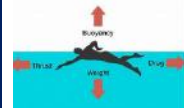
A variable is a factor that can change.

We can measure distance using a metre stick to the nearest half cm. $1\text{m} = 100\text{cm}$

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.



We measure time in s/ms using a stopwatch.

$1\text{ minute} = 60\text{ seconds}$



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.



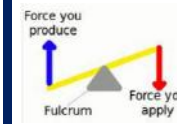
Air resistance is a type of friction between air and another material.

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.

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 is a machine 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 significant is it for Christians to believe God intended Jesus to die?

Knowledge

Christians believe that Jesus is the son of God, who came to Earth to show humans how to lead good lives and them from their sins.

His sacrifice (his death) and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.

The main events of Holy Week are: Palm Sunday; Jesus teaching in the Temple; the Last Supper; Judas' betrayal; Peter's denial; praying on the Mount of Olives, Jesus' arrest; four trials; crucifixion; burial in a tomb and the empty tomb.

The Bible cites many examples where Jesus says he knows he will be going to his death and that it was part of God's plan for Jesus' life.

Personal Reflection

I can reflect on the level of control I have over my life and the things that I would like to have more control over.

I can reflect on the sacrifices I be prepared to make for something I felt was right or necessary.

I can discuss the things that I would wish to make a sacrifice for.



What we already know

- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
- I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.
- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want.

Smoking

- Tobacco, the substance found in cigarettes, creates many health risks for the lungs, liver and heart. Heart rate speeds up immediately and increases blood pressure.
- People often start smoking through peer pressure.
- The media can be helpful to prevent/reduce smoking but can also be harmful by possibly encouraging people to take up smoking.

Alcohol

- Anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life.
- Misusing alcohol can mean that people act anti-socially.
- The way alcohol is portrayed in the media (associated with fun, having a good time); young people often assume that getting drunk is normal behaviour and that 'everyone' does it.



Emergency Aid

- When we are faced with an emergency situation, it helps to keep calm and to know what to do.
- In each emergency situation that requires it, I know to alert an adult and/or phone the emergency services.
- The recovery position should be used if the person is breathing, on their back but unresponsive.
- If the person has a major injury like a back or neck injury the recovery position should not be used.



Body Image

- Body Image is how people feel about the way they look and the way their body functions.
- Some people are quite happy with the way they look, others don't really think about how they look, and some people are quite unhappy with the way they look.
- There is no such thing as normal: everyone is different.
- Sometimes people can compare themselves to someone else and this can cause feelings of unhappiness.
- Everyone is unique, special, valued and important.



Relationship with Food

- People have different 'relationships' with food.
- Some people have a difficult relationship with food and they can develop an eating problem or eating disorder.
- An eating disorder is a mental disorder defined by abnormal eating behaviors that negatively affect a person's physical or mental health.

Rights of a child



Article 24



Article 27



Article 33

Knowledge Jigsaw

Year 5 French HT4



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 is the capital of France
 Places in the town/city
 Directions
 Fruit and Vegetables
 Likes/ dislikes
 Markets and buying

Clothes



Know that the sound spelling of des is day
 Know that the sound spelling of eau is oh
 Know that the sound spelling of chau is show

Verb to wear: porter

to wear	porter
I wear	je porte
you wear	tu portes
he/ she wears	il/elle porte
we wear	nous portons
you all wear	vous portez
they wear	ils/elles portent

Writing extended sentences using adjectives

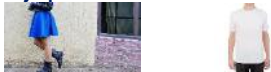
Know that in French the adjective for colour comes after the noun.

Je porte un pantalon noir et une chemise



blanche.

Je porte une jupe bleue et un tee-shirt blanc.



Know that when we say and write colours as adjectives after the noun in French, the spelling changes to match the noun whether it's singular/ plural or masculine/feminine.

Adjectives

Masculine	Feminine	English
grand	grande	big
petit	petite	small
beau	belle	beautiful
vieux	vieille	old

Know that these adjectives go before the noun in French.

Writing extended sentences with two adjectives.

Je porte un petit short bleu, une vieille chemise blanche et des belles baskets noires.



Masculine	Feminine	plural
bleu rouge vert orange jaune noir blanc gris	bleue* rouge verte* orange jaune noire* blanche* grise*	bleues rouges vertes orange jaunes noires blanches grises

Knowledge Jigsaw

Year 5 Music HT4



What we already know

We know chords C, G7, E minor, F, A, D and E.

We can identify instruments in different genres of music.

We can follow notation understanding where notes sit on the staff, note and rest values, repeat signs, dynamics, 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, Composing, Listening and Appraising

Compose verses on a theme to a 12-bar blues structure using chords A, D and E7 major.

Sing and perform a 12-bar blues strumming in time and achieving smooth chord changes.

Listen and appraise a 12-bar blues song by Slim Harpo commenting on lyrics, structure, tempo and instrumentation.



Performing and Listening and Appraising

Sing and perform *Don't Stop* by Fleetwood Mac on chords E and A and single note B.

Listen and appraise a class performance discussing timing, expression and structure.



Performing

Learn the melody of *Hound Dog* by Elvis and perform the song on chords A, D and E.

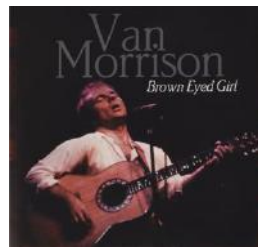
Copy syncopated rhythm patterns in time to a beat.



Performing and Composing

Learn and perform *Brown Eyed Girl* by Van Morrison on chords G, C, D and E minor.

Practise strumming using down strokes and a down-up pattern.



Performing

Play a quiz retrieving knowledge of the guitar and its place in popular music.

Listen and appraise Nirvana *Smells Like Teen Spirit* commenting on structure, instrumentation, mood, tempo and style.





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.
 Know 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.
 Know to consider the following elements when arranging a 'doodle' artwork; shape, scale, proportion and overlapping.

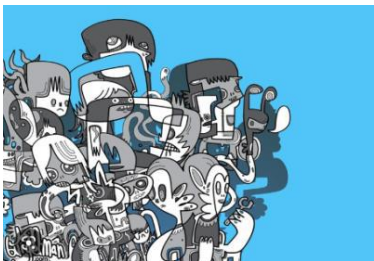
Composition

In the visual arts—in particular painting, graphic design, photography, and sculpture—**composition** is the placement or arrangement of visual elements or ingredients 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 shape and 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. acetate, Sharpie pen, chalk pen, etc.



Knowledge Jigsaw

Year 5 Rounders HT4



What we already know

Two handed pickup

A short barrier can be used alongside a two handed pick up to stop the ball.

It is important to have control of the bat when striking the ball.

When bowling point your hand at your target after you have thrown the ball.

When running, around keep the bases on your left hand side.

Stumping out

The basic rules of rounders

When bowling:

- Point your hand at your target as you release the ball.
- The bowled ball must be an underarm throw.
- The bowled ball must be below the top of the head and above the knee of the batter.

Step forwards with your opposite leg to throwing arm.

Point your fingers at your intended target as you release the ball, use a straight arm.

Move your arm quickly through to increase the speed of the bowl which will make it harder for a batter to hit.



When batting, keep your eyes on the ball.

Stand sideways on to the bowler.

Strike through the ball.

Stand sideways on to the bowler with feet shoulder width apart to allow for a balanced strike.

Hold the bat firmly in one hand, back behind your body, ready to strike through the ball.

Keep your eyes on the ball as it comes towards you.

Swing your bat forwards and turn your hips forwards as you strike for power.

Follow through with your arm and shoulders so that your shoulder faces the way you want the ball to go.

After the batter strikes the ball, it is important to look at where they are and make quick decisions.

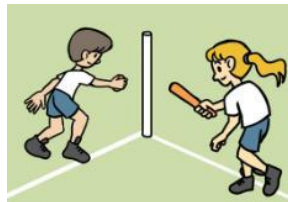
Stump the base the batter is running towards.

When wanting to stump out a batter, it is important to throw the ball between fielders and not to run with it.

When you are near the stomp, you need to press the ball against the stomp – do not throw.

Quick but accurate throwing is important when fielding. It is better to throw the ball between your team than to run with the ball as this can result in obstruction. E.g. if a fielder is standing in the path of a batter.

It is important to be aware of where the batter is running to. If you are in their way and you block their run this is called obstruction.



As a fielder, you need to warm up your shoulders and legs in preparation of running to and throwing the ball.

When preparing to bat it is important to warm up your hips and your arms, especially your shoulders as this avoids injury.

<p>Muscles used:</p> <ul style="list-style-type: none"> • back • forearms • shoulders 	<p>Heel Flicks</p> <ul style="list-style-type: none"> • Kick one heel to your bottom and then the other. • Repeat at speed. 	<p>Muscles used:</p> <ul style="list-style-type: none"> • back • forearms • shoulders 	<p>Lunges</p> <ul style="list-style-type: none"> • Step forward with one leg and bend the back knee until it almost touches the floor. • Repeat with the other leg. • Alternate legs as you move in this way.
<p>Muscles used:</p> <ul style="list-style-type: none"> • back • forearms • hip flexors 	<p>High Knees</p> <ul style="list-style-type: none"> • Lift one knee up to your chest and then the other. • Move your arms forwards and backwards at the same time. • Repeat at speed. 	<p>Muscles used:</p> <ul style="list-style-type: none"> • back • forearms • shoulders 	<p>Hip Circles</p> <ul style="list-style-type: none"> • Place your hands on your feet and rotate your hips in one direction and then the other.
<p>Muscles used:</p> <ul style="list-style-type: none"> • back • forearms 	<p>Toe Reach</p> <ul style="list-style-type: none"> • Keep your legs straight and reach down towards your toes. • Breathe in and as you breathe out reach a little further. 	<p>Muscles used:</p> <ul style="list-style-type: none"> • back • forearms • shoulders 	<p>Arm Circles</p> <ul style="list-style-type: none"> • Rotate your arms around in a circle. • Repeat in both directions. • Try making them all the same time in opposite directions.

Knowledge Jigsaw

Year 5 Tennis HT4



What we already know

The ready position

Parts of the racket

Forehand shot

Backhand shot

Rallying

Scoring

Area of the tennis court

Underarm serve

Volleying

A forehand shot is an important part of tennis.

Start in the ready position.

Move towards the ball instead of standing stationary.

- Body side on with weight sometimes on the back foot.
- Sometimes shifts weight forwards, before point of contact.
- Sometimes strikes with a complete straightening of arms like a long arc either horizontal or vertical pattern.

A forehand groundstroke is often used in tennis to return the ball.

Groundstroke: allow the ball to bounce once.

Groundstroke in tennis is a **forehand or backhand shot that is executed after the ball bounces once on the court**. It is usually hit from the back of the tennis court, around the baseline. In this tennis groundstroke there are two forms one is the forehand groundstroke and another one is the backhand groundstroke.



A backhand shot can be used to return the ball.

A backhand shot is where you strike the ball on your non-dominant side.

From the ready position, move the racket backwards and turn sideways to the ball. The racket is swung with two hands from low to high. Hit the ball with the racket face facing where you want the ball to go. Place your strongest hand at the bottom of the racket and the other hand above.



A backhand groundstroke is often used in tennis to return the ball.

Groundstroke: allow the ball to bounce once.

- Make contact with the ball when your racket face is facing your partner and brush the racket over the top of the ball.
- Turn your body so that the back of your hand is showing.
- Use two hands to help you to control the ball.

Groundstroke means that the ball is played after a bounce. A backhand is played if the ball comes to the player's non-dominant side.

Variety in a rally is important to practice the different shots in tennis.

Hit the ball near to your partner so that they can return it.

Return to the centre of the baseline in your ready position so that you are prepared for the next shot.

