

## **Name of Unit – RE – Suffering (Christianity) – Year 5**

### **What I should already know**

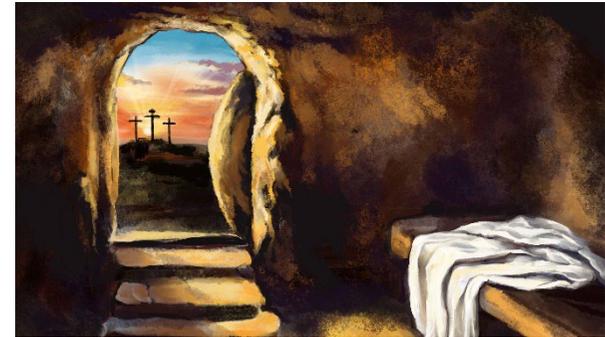
Developed understanding of Enquiry cycle and what the different stages entail.

Most children will be able to describe concepts and starting to explain what these mean.

Children will have had experience of the Easter story from KS1 and in Years 3 and 4.

### **Key concepts- What I will know by the end of the unit**

- To simply explain the concept of suffering and know that suffering can come in different forms such as pain, accident, grief and loneliness.
- To recall the Easter story and identify the key points.
- To evaluate the importance of Jesus' suffering to Christians.
- To simply how the idea of resurrection can affect people's lives.



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>suffering</b>	the state of undergoing pain, distress, or hardship.
<b>consequences</b>	a result or effect of something happening, typically one that is unwelcome or unpleasant.
<b>Christianity</b>	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.
<b>Easter</b>	the most important and oldest festival of the Christian Church, celebrating the resurrection of Christ
<b>resurrection</b>	(in Christian belief) the rising of Christ from the dead.
<b>loneliness</b>	sadness because one has no friends or company.

## Name of Unit – Art – Egyptians (Year 5)

### What I should already know

- ♣ how to use acrylic paints, pastels, pencils, collage materials
- ♣ how to create a variety of secondary colours through mixing
- ♣ how to apply different pressure with pencils and pastels

### Key concepts- What I will know by the end of the unit

- ♣ how to explore **line** and **tone** in order to create proportion and perspective
- ♣ how to experiment with mark-making and **colour** to create texture and perspective
- ♣ how to consider composition in other artists' work and apply this to my own



<u>Glossary of terms</u>	<u>Meaning</u>
<b>photography</b>	The art of taking and processing photographs
<b>mixed media</b>	Using more than one medium in one piece of artwork (e.g. painting + drawing)
<b>horizon</b>	The line at which the earth's surface and the sky appear to meet
<b>composition</b>	The way the elements are arranged to create a piece
<b>landscape</b>	All the visible features of an area of land
<b>experiment</b>	Showing creativity in using a range of skills or mediums
<b>proportion</b>	The size of different parts in relation to each other
<b>perspective</b>	Creating the effect of three-dimensions on a two-dimensional surface
<b>scale</b>	The size of a specific part
<b>effect</b>	Achieving a particular outcome for the viewer
<b>relief</b>	A sculpted, three-dimensional piece attached to a flat, two-dimensional surface
<b>blending</b>	Combining/merging colours or tones together
<b>three-dimensional</b>	Having 3 dimensions (width, height and depth)
<b>texture</b>	The physical feel or appearance of a surface

## Name of Unit – Computing - Animation

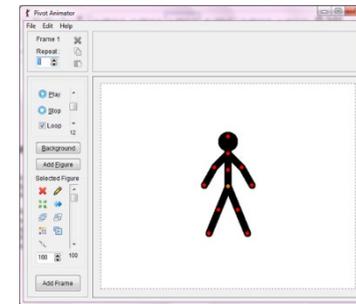
### What I should already know:

I may have already watched animated films such as Wallace and Gromit or Chicken run.

I may have used apps such as 'Lego Movie Maker' to make my own animations.

### Key concepts- What I will know by the end of the unit

- \*To discover early forms of animation before computers were used.
- \*To use 'Pivot animator' to create a simple animation using stick figures.
- \*To create a storyboard for a group animation.
- \*To create an animation using 'stop motion studio'.
- \*To use 'onion skinning' effectively to make a smooth transition between frames.
- \*To critically analyse and edit my animation.



### Stop Motion

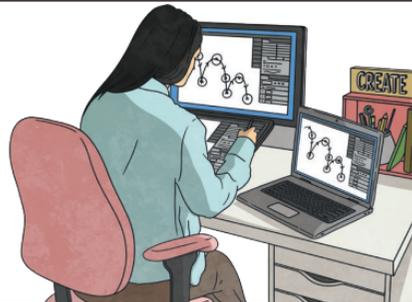
**Stop motion animation** is a technique that involves moving an object in small increments and taking a photo of each **still image**. The **still images** are then linked together as part of a timed sequence to create a moving picture.



**Stop motion animation** uses 2D or 3D objects rather than pictures that have been drawn.

### What Is Animation?

**Animation** is the process of creating the illusion of moving images using a series of still **frames**. In this way, **animations** can appear to bring still objects or pictures to life. **Animators** create **animations** by either drawing each **frame** individually, using **stop motion** or by creating **computer graphics**.



### What Is Onion Skinning?

In **animation**, the phrase onion skinning describes seeing the top **frame** you are working on, with one or more previous **frames** shown underneath. This allows the **animator** to decide how much of a change to make based on the previous image in the sequence.



### Glossary of terms

Or translation of key vocabulary

#### animation

The process of creating the illusion of moving images using a series of still frames

#### animator

An artist who creates animations through multiple images known as frames

#### frame

A single image that makes up one specific moment or unit of time in the animation

#### frame rate

The number of individual frames displayed per second

#### still image

In animation, a still image refers to a static frame or picture that does not have any motion

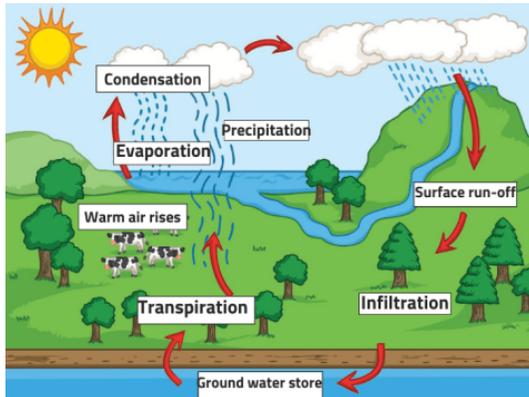
#### stop motion

Still images linked together as part of a timed sequence to create a moving picture.

## Geography – Rivers (Year 5)

### What I should already know

- Different plants and animals live in and are suited to different habitats (science)
- Beaches can change over time due to a range of physical processes
- The water on earth exists in a cycle



### Key concepts- What I will know by the end of the unit

- What the different stages of a river are
- To know how physical processes (eg. the water cycle) and human processes (eg. Pollution, the building of marinas) affect rivers
- To know how rivers affect ecosystems
- To know where the key rivers in Britain are and identify them on a map
- Undertake fieldwork on the river and present my findings
- To compare a local river to other rivers across the world



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>river</b>	Natural stream of water which flows into the sea, a lake or another river
<b>source</b>	The start point of a river
<b>estuary</b>	The point at which the river meets the sea
<b>bank</b>	The land either side of a river
<b>current</b>	The flow of water in a river, usually caused by the
<b>deposition</b>	When a river drops material being carried by it (eg small particles of rock and sand)

## Name of Unit Music – Ukulele (Year 5)

### What I should already know

#### Year 5 Autumn Term Vocabulary List

Dynamics		Interrelated Dimensions of Music	
Pianissimo	Very quiet	Pulse	The heartbeat or steady beat of a piece of music.
Piano	Quiet	Rhythm	The combination of long and short notes to create a pattern.
Mezzo piano	Quite quiet	Pitch	How high or low a note is.
Mezzo forte	Quite loud	Dynamics	How loud or quiet music is.
Forte	Loud	Tempo	How fast or slow a piece of music is.
Fortissimo	Very loud	Timbre	The quality and character of the sound.
		Structure	How the sections of a piece are ordered.
		Texture	Layers of sound in the music.
		Notation	Ways to visually represent music.
Other Vocabulary			
Melody	A combination of pitch and rhythm.		
Coda	The concluding section of a piece of music.		
Ostinato	A repeating rhythm		
Crescendo	Gradually getting louder.		
Diminuendo	Gradually getting quieter.		
Note Lengths			
Name	Length	Note symbol	Rest symbol
minim	2 beats		
crotchet	1 beat		
quaver	$\frac{1}{2}$ beat		
semi-quaver	$\frac{1}{4}$ beat		

### Key concepts- What I will know by the end of the unit

How a ukulele makes sound.

What a chord is and how to play 4 different chords.

How strumming patterns can be used to add interest to a piece of music.

### Glossary of terms

Or translation of key vocabulary and a picture

### ukulele

An instrument from Hawaii . Part of the string family.

### chord

A series of notes played together.

### strumming pattern.

Different rhythms that can be used to create interest in a piece, made up of a variety of up and down strokes.

**Name of Unit- Respect, Rights and Responsibilities**

**What I should already know**

How to make an informed choice including a healthy, balanced diet.

What rights to children have and are these always met?

How do you respect the rights of other people and respect your own rights?

**Key concepts- What I will know by the end of the unit**

Continuing their learning from year 4, children will think about how their choices impact their health and will look at dental hygiene.

They will further recognise the impact of a healthy or unhealthy lifestyle as well as looking at the effects of illegal drug use.

They will be taught about how promote a healthy lifestyle and this is showing respect to yourself.

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>respect</b>	treating other people the way you would like to be treated, and acknowledging the thoughts and opinions of others. when you respect someone, you treat them kindly and use good manners.
<b>drug</b>	any substance (other than food) that is used to prevent, diagnose, treat, or relieve symptoms of a disease or condition.
<b>illegal</b>	any action which is against or not authorized by the law
<b>legal</b>	permitted by law.
<b>choices</b>	the right or ability to choose



## Name of Unit: All about ourselves (Year 5 Spring)

### What I should already know

- To express and respond to opinions
- To engage in conversations about fruits, vegetables, clothes
- To understand basic grammar rules when describing the colour of clothes
- To engage in conversation related to payments

### Key concepts- What I will know by the end of the unit

- To name body parts
- To describe my hair and eyes
- To correctly place an adjective in a sentence.
- To describe what you are doing
- To describe what you are wearing



*J'ai les cheveux longs et roux et les yeux verts.*

## Les parties du corps



### Qu'est-ce que tu fais?

*What are you doing?*

### Qu'est-ce que tu portes?

*What are you wearing?*

<p>les cheveux</p> <p>courts mi-longs longs</p>			<p>les cheveux</p> <p>châtains blonds roux</p>		
<p>les cheveux</p> <p>raides ondulés bouclés</p>			<p>les yeux</p> <p>bleus verts marron gris</p>		