

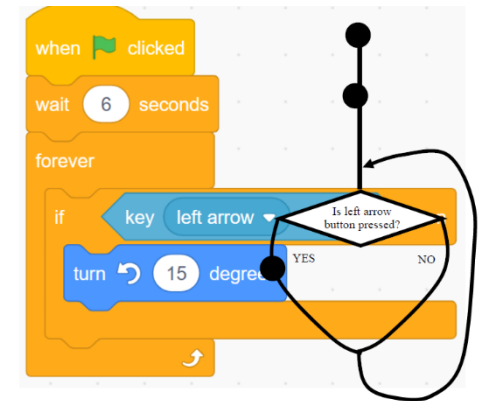
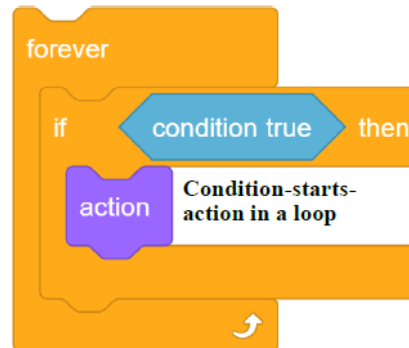
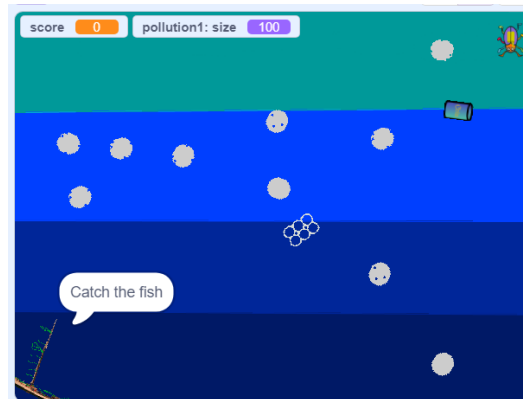
## Name of Unit – Computing – Scratch - Conditions in a loop

### What I should already know

I will have already used Scratch this year to look at conditions. I have completed the Scratch booklet called 'Making choices'. I will know how to draw flow of control diagrams and that a diamond represents a condition. In Year 4, I will have looked at count-controlled loops.

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

- A condition is a state we can check to see if it is true or false
- Conditions starts with an 'if'
- Conditions are only checked once unless they are in a loop
- Conditions lead to two possible pathways 'True' and 'False'
- Conditions are only checked when reached in the flow of control
- An algorithm is any set of instructions to carry out a task that can be understood by another human
- Decomposition is breaking up a project into parts to solve separately



Glossary of terms	Or translation of key vocabulary and a picture
<b>condition</b>	If statements that can either be true or false, met or unmet
<b>indefinite loop</b>	Any loop where it is hard to predict how many times the loop will be run either because it never ends or because it is ended by a condition
<b>infinite loop</b>	An indefinite loop with no way of ending built in. In Scratch this is called a forever loop.
<b>decomposition</b>	To break a problem down into smaller parts to solve each part separately
<b>loop (condition-controlled)</b>	A command that repeatedly runs a defined section of code until a condition is met

## Art – Greek Democracy (Year 5)

### Key element(s)

#### Line

A **line** is a path left by a moving point (e.g. by a pencil). A **line** can take many **forms** (e.g. horizontal, curved). A **line** can show contours, movement and feeling.



#### Shape & Form

A **shape** is an area enclosed by a **line**. It could be just an outline or it could be **shaded** in.

**Form** is a 3D **shape**. Sculpture and 3D art is about creating **form**.



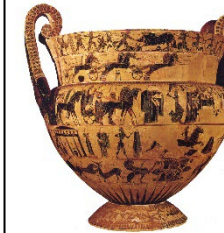
### Key concepts- What I will know by the end of the unit

- ♣ how to create 3D form using tone by drawing and sculpting.
- ♣ how other artists use form to create pottery and line to decorate it
- ♣ how to score, slip, join and mould clay to create Greek pottery

### Key artist(s)



Name: Kate Malone  
Era: Contemporary (b.1959)  
Nationality: English  
Known for her large sculptures and bright glazes



Name: Ergotimos & Kleitias  
Era: Greek (570BC)  
Nationality: Greek  
Known for their pottery and painting skills

Glossary of terms	Meaning
elements	The different visual parts of art
line	A path left by a moving point
shape	An area enclosed by a line
form	3D art, through sculpture or the illusion of 3D on a 2D surface
2D	2-dimensions, has only width and height
3D	3-dimensions, has width, height and depth
sculpt	Shape or carve to create 3D form
mould	Making a material into a particular shape
score	Scratching the surface of a material (clay)
slip	Adding water to clay to join pieces together
join	Putting two or more pieces of clay together

<b>Ancient Art</b> Before 800 BC Classified by Geography	<b>Mesopotamian</b> <b>Egyptian</b> <b>African</b> <b>Asian</b> <b>Pre-Columbian</b>
<b>Art Periods</b> 800 BC – 1900 AD Classified by Time Period	<b>Greek / Roman</b> 800 BC – 400 AD <b>Religious Medieval</b> 400 AD – 1350 AD <b>Scientific Renaissance</b> 1350 AD – 1600 AD <b>Ornate Baroque</b> 1600 AD – 1750 AD <b>Logical Neoclassical</b> 1750 AD – 1800 AD <b>Passionate Romantic</b> 1800 AD – 1850 AD <b>Precise Realistic</b> 1850 AD – 1900 AD
<b>Art Movements</b> 1900 AD – present Classified by Type	<b>Eclectic Modern Art</b> 1900 AD – 1960 AD <b>Contemporary Art</b> 1960 AD – present

### Outcomes



## Name of Unit: : Design and Technology – Textiles- Tote Bag (Year 5)

### What I should already know

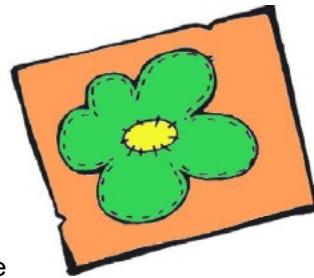
- Experience of basic stitching such as running stitch and blanket/over stitch.

I can join two pieces of material together using stitching or gluing.

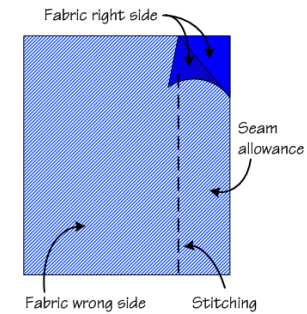
- Experience of making and using simple pattern pieces/prototypes.

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

- I can generate innovative ideas by carrying out research through investigating products.
- I can pin, sew and stitch materials together to create a product using a wide range of appropriate stitching.
- I can use computer aided design (CAD) as a decorative element.
- I can use applique to add a decorative element.
- I understand the pro and cons of each fastening and select one appropriately.
- I can evaluate my final product by testing it against the design criteria.



Applique

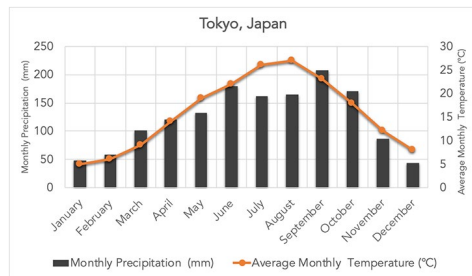


<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>CAD</b>	Computer Aided Design- To use software to design an element for final product.
<b>heat transfer</b>	a method of printing that allows you to print a design onto a piece of clothing or an object.
<b>applique</b>	a sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design.
<b>seam allowance</b>	extra fabric allowed for joining together - 15mm for domestic patterns.
<b>fastening</b>	such as a button or zip that you use to fasten something and keep it shut.

## Geography - Athens and Southampton (Year 5)

### What I should already know

- Human and physical features of world cities
- How to interpret climate graphs
- What longitude and latitude are
- How trading resources can help countries economically



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

- Where Greece is and what countries and seas border it
- Where Greece and the UK are in relation to each other and how you would travel from one to another
- To know the time difference between the UK and Greece and know why this is
- What the physical and human features of the Southampton and Athens are
- To know and understand why Greece imports a lot of resources
- That harbours are used for trade and tourism
- To understand and compare how Athens and Hampshire make money



### Glossary of terms

<b>trade</b>	Countries buying and selling resources to and from each other
<b>transport</b>	The movement of people or resources
<b>Time zone</b>	A part of the world where it is the same time of day
<b>harbour</b>	Place on a coast where ships come and go from
<b>tourism</b>	People visiting a place on holiday



## History - Ancient Greece and their Legacy – Year 5

### What I should already know

Legacy of Greeks seen through Roman culture (Y3). This time period follows on from the early civilizations studied previously (Y5) with trade and culture moving between the Greeks and Egyptians.



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

- Knowledge of the following aspects of the Greeks:
- **Politics** – establishment of democracy, use of ostracism and evaluation of how ‘equal’ Athenian democracy was.
- **Language** – influence on the English language (e.g. prefixes and root words)
- **Architecture** – classical style and modern use of it.
- **Sport** – Olympics’ origins and events.
- **Theatre and Performance** – plays (tragedies and comedies), music and poetry.
- **Ideas & Beliefs** – myths, gods.
- **Knowledge** – famous Greeks and what they’re famous for.
- Know how each of the above areas have influenced / continue to influence the modern western world.



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>politics</b>	The way that people living in groups make decisions.
<b>democracy</b>	The people have a say in how their government is run.
<b>architecture</b>	The science and art of designing buildings.
<b>significance</b>	Something that is meaningful or important.



**Name of Unit: Family and Friends (Year 5 Summer)**

**What I should already know**

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

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

- To introduce and describe family members in details: name, age, role in the family
- To introduce and describe pets in details: name, age, size, colours
- To describe where you live or where a member of your family/friends live
- To name and describe rooms in your house and add details with an adjective

TU: *Comment tu t'appelles?*

*Quel âge tu as?*

*Où habites-tu?*

*As-tu un animal?*

IL: *Comment il s'appelle?*

*Quel âge il a?*

*Où habite-t-il?*

*A-t-il un animal?*

ELLE: *Comment elle s'appelle?*

*Quel âge elle a?*

*Où habite-t-elle?*

*A-t-elle un animal?*

*Où habites-tu?*



*en ville*



*à la mer*

*J'habite....*



*à la montagne*



*à la campagne*

J'habite dans *un... petit... château.*



J'habite dans *un... château... de taille moyenne.*



J'habite dans *un... grand... château.*



J'habite dans *une... petite... maison.*



J'habite dans *une... maison... de taille moyenne.*



J'habite dans *une... grande... maison.*



*Comment est ta maison?*

*Ma maison est: grande, / moyenne / petite.*

*Dans ma maison, il y a ....*

## Music: Year 5 singing

### What I should already know

Why warming up our bodies is important.

How to sing in simple 2-part harmony.

How to sing in a round.









How to project our voices.

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

How singing can positively affect our mental health.

How to portray emotions when we sing.

How to sing in multiple parts.

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		

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>harmony</b>	The combination of simultaneously sounded musical notes to produce a pleasing sound.
<b>melody</b>	The combination of pitch and rhythm.
<b>unison</b>	All together
<b>ensemble</b>	A group of people who perform together.

## PSHE - Inclusion, Social Skills and Play (Year 5)

### What I should already know

Equality is the state of being equal, especially in status, rights, or opportunities. There is not equality throughout the world.

Children will experience different emotions at different times including different intensities of these emotions.

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

Children will take part in a topical debate about the NHS using their skills from Let's Think in English.

They will identify why rules are important and how these impact on their freedom. Following on from this, they will debate do rules provide freedom or prevent freedom.

The children will look at conflicts and how these can be resolved, one method being compromise. They will look at how to voice opinions whilst still showing respect. Using this acquired knowledge, they will attempt to respect views and resolve conflict in games.

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>debate</b>	a formal discussion on a particular matter where both sides of the argument are heard
<b>freedom</b>	the power or right to act, speak, or think as one wants.
<b>prevent</b>	to stop something from happening
<b>compromise</b>	an agreement or settlement of a dispute that is reached by each side making adjustments
<b>conflict</b>	a disagreement or argument, and it can be serious.



## Name of Unit – RE – Ummah (Islam) – Year 5

### What I should already know

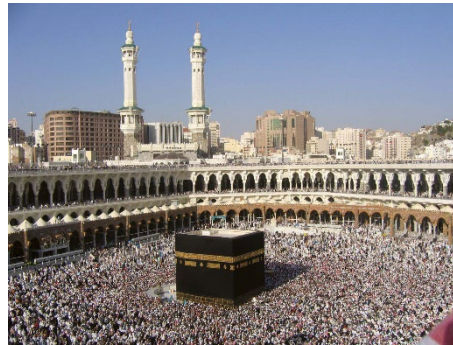
Developed understanding of Enquiry cycle and what the different stages entail.

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

Children will have had experience of Islam from previous units in Year 5 (Belonging and Stewardship).

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

- Explain the meaning of Ummah.
- Explain my own response to Ummah and the idea of community.
- To explain examples of how their responses and ideas affect the way they behave in communities.
- To explain how aspects of Muslim practice develop a sense of Ummah.



Glossary of terms	Or translation of key vocabulary and a picture
<b>Ummah</b>	the whole community of Muslims bound together by ties of religion.
<b>community</b>	a group of people living in the same place or having a particular characteristic in common.
<b>Hajj</b>	the greater Muslim pilgrimage to Mecca, which takes place in the last month of the year and which all Muslims are expected to make at least once during their lifetime if they can afford to do so.
<b>Zakat</b>	payment made annually under Islamic law on certain kinds of property and used for charitable and religious purposes, one of the Five Pillars of Islam.
<b>Mosque</b>	a Muslim place of worship.
<b>Mecca</b>	Islam's holiest city – the birthplace of the prophet Muhammad.