HOOK JUNIOR SCHOOL

Art – Greek Democracy (Year 5)

Key element(s)

Colour

There are 3 **primary colours**: **RED**, **YELLOW** and **BLUE**

Secondary colours are made by mixing 2 **primary colours** together: **ORANGE**, **GREEN**, **PURPLE**

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 to score, slip, join and mould clay to create Greek pottery.

♣ how to mix natural colours to create a Greek palette.

Key artist(s)

Name: Kate Malone

Era: Contemporary (b.1959)

Nationality: English

Known for her large sculptures and bright glazes
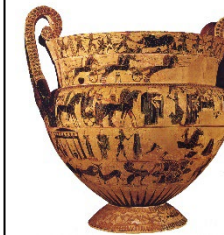
Name: Ergotimos & Kleitias

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

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

Outcomes

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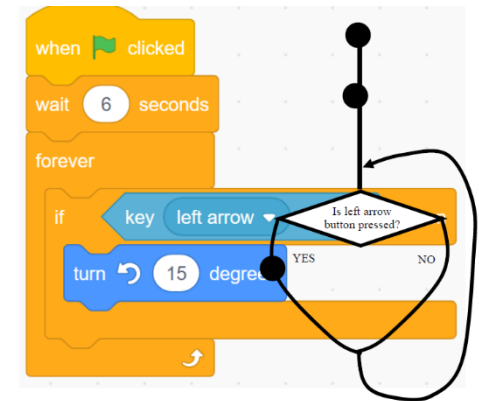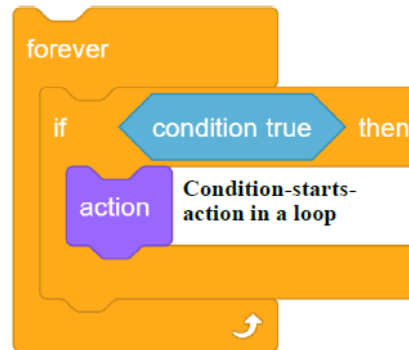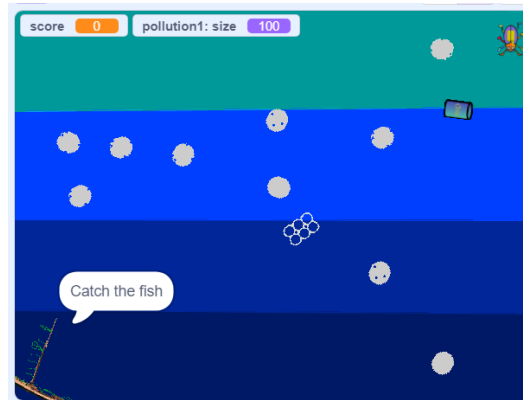
Glossary of terms	Or translation of key vocabulary and a picture
condition	If statements that can either be true or false, met or unmet
indefinite loop	Any loop where it is hard to predict how many times the loop will be run either because it never ends or because it is ended by a condition
infinite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

HOOK JUNIOR SCHOOL

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.

Fabric right side

Seam allowance
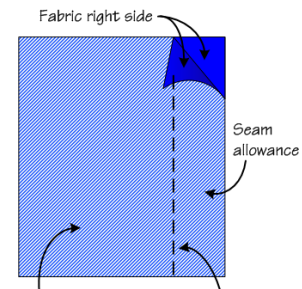
Influential Focus Designer:

Thierry Hermes

(Fashion Designer)

Hermes was established in 1837 by Thierry Hermes in Paris, France. Originally a harness workshop, the company started making leather handbags.

Glossary of terms	Or translation of key vocabulary and a picture
CAD	Computer Aided Design- To use software to design an element for final product.
heat transfer	a method of printing that allows you to print a design onto a piece of clothing or an object.
applique	a sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design.
seam allowance	extra fabric allowed for joining together - 15mm for domestic patterns.
prototype	A prototype can be a fully working model of the product, a version where only part of it works, or a non-working model to see if the size and shape are right.

HOOK JUNIOR SCHOOL

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.

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

HOOK JUNIOR SCHOOL

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 une... petite... maison.

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

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

J'habite dans un... grand... château.

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

Comment est ta maison?

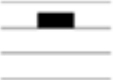Ma maison est: grande,/ moyenne/ petite.

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

Name of Unit: Year 5 singing

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

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	½ beat		
semi-quaver	¼ beat		

Glossary of terms	Or translation of key vocabulary and a picture
Harmony	The combination of simultaneously sounded musical notes to produce a pleasing sound.
Melody	The combination of pitch and rhythm.
Unison	All together
Ensemble	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.

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

HOOK JUNIOR SCHOOL

Name of Unit – RE – Ummah (Islam) – Year 5 Summer 1

### 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.
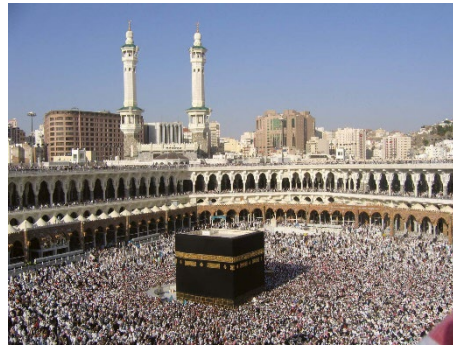
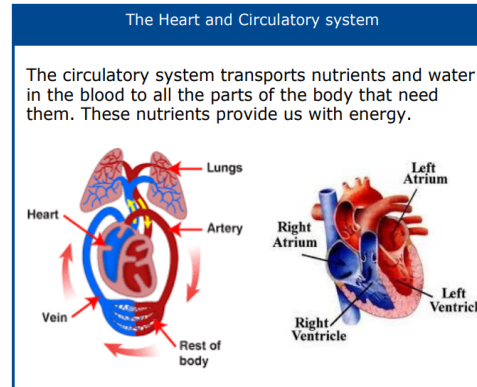| Glossary of terms	Or translation of key vocabulary and a picture
Ummah	the whole community of Muslims bound together by ties of religion.
community	a group of people living in the same place or having a particular characteristic in common.
Hajj	the greater Muslim pilgrimage to Mecca, which takes place 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.
Zakat	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.
Mosque	a Muslim place of worship.
Mecca	Islam's holiest city – the birthplace of the prophet Muhammad.

Science - Circulation (Year 5)

What I should already know

- The basic needs of animals for survival (water, food, air)
- The importance of exercise, hygiene and a balanced diet.
- The basic parts of the digestive system.
- Respiration is one of the seven life processes.
- The life cycle of a human and how we change as we grow.

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

The Heart and Circulatory system

The circulatory system transports nutrients and water in the blood to all the parts of the body that need them. These nutrients provide us with energy.

Lungs
Heart
Artery
Vein
Rest of body
Left Atrium
Right Atrium
Left Ventricle
Right Ventricle

- The blood **circulates** around the body in a way that ensures all muscles in the body get a supply of oxygen and sugar.
- The **heart** pumps blood to every muscle in the body. The circulatory route must allow the blood to collect oxygen from the lungs, sugar from the intestines and visit muscles.
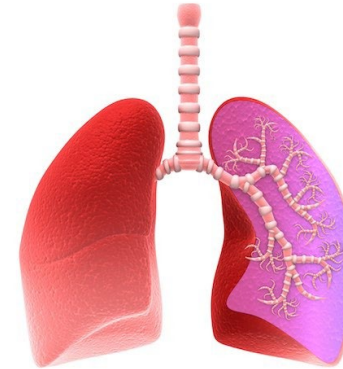
- Air is breathed into the **lungs** where the oxygen in the air is passed into the blood.
- Every part of animals' bodies need oxygen, especially **muscles**.
- Muscles need a supply of oxygen and **sugar (glucose)** to make them work, they are supplied by the blood.

Glossary of terms	Or translation of key vocabulary and a picture
heart	The organ in your chest that pumps the blood around your body
blood vessels	The narrow tubes through which your blood flows include the arteries, veins and capillaries
blood	A red fluid that is pumped by the heart and supplies the body with nutrients and oxygen
veins	Blood vessels that carry blood to the heart.
arteries	Blood vessels that carry blood away from the heart.
oxygen	A colourless gas that exists in large quantities in the air. All plants and animals need oxygen in order to live.
lungs	The two spongy organs inside your chest which fill with air when you breathe in. They remove carbon dioxide from blood and add oxygen.