

Name of Unit – History - Early Civilisations (Year 5)

What I should already know

- The Early Civilizations developed in parallel to the bronze and iron ages in the UK, studied in Y3
- Characteristic features was also the focused skill.

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

- Knowledge of the locations of Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer and why the early civilizations settled near water.
- Gain knowledge of major aspects of the 4 early civilizations (Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer) focusing on:
 - innovations and developments
 - important knowledge possessed
 - facilities in their cities
 - use of science, writing, tech, maths
 - structure / government of society



Glossary of terms	Or translation of key vocabulary and a picture
civilisation	People living together in cities
ancient	Very old or having existed for a long time
agriculture	The science of farming
architecture	The science and art of designing buildings
archaeology	The study of people and artefacts from ancient times

Name of Unit – RE – Belonging (Islam) (Year 5)

What I should already know

Developed understanding of Enquiry cycle and what the different stages entail. Concepts covered include Courage, Protection, Holy, Good and Evil and Creation.

Developing knowledge and understanding of Christian and Hinduism involving specific ceremonies and what is involved in following these religions.

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

- To be able to define the concept of belonging.
- To explain how belonging makes me feel.
- To describe how belonging can be applied to own and others' lives.
- To know what Shahada means and Muslim Prayer (Salah).
- To describe how belonging is important to Muslims.

The Five Pillars of Islam

These are the five most important duties for Muslims.



Glossary of terms	Or translation of key vocabulary and a picture
belonging	A person who is part of, or a member of, a group.
Allah	The name Muslims use for their God. Allah sent down the Qur'an, the Muslim holy texts and created everything.
Shahada	The belief that "There is no god but God, and Muhammad is the Messenger of God". This is central to Islam.
prayer mat	It is used by Muslims to carry out their prayers. They place the mat on the ground and begin to prayer on the mat and is a part of their religious ritual. Muslims must ensure that their prayer mat is facing in the direction of Mecca - a holy place in the Islamic religion.
Muhammad	The name Muhammad means 'Peace Be Upon Him'. He was the founder of Islam and the proclaimer of the Qur'an, Islam's sacred scripture.
Qur'an	It is the holy book of Islam. According to Muslim tradition, God revealed the Koran to the prophet Muhammad in visions and messages over a period of 20 years. In Islam, the book is regarded as the true word of Allah, or God.

Name of Unit – Music - Composition based on ‘Mars’ by Handel (Year 5)

What I should already know

Dynamics			
Pianissimo	Very quiet		
Piano	Quiet		
Mezzo piano	Quite quiet		
Mezzo forte	Quite loud		
Forte	Loud		
fortissimo	Very loud		
Note Lengths			
Name	Length	Note symbol	Rest symbol
Semi-brave	4 beats	o	
minim	2 beats	J	
crotchet	1 beat	J	
quaver	1/2 beat	J	
Inter-related dimensions of music			
Pulse	The heartbeat or steady beat of a piece of music.		
Rhythm	The combination of long and short notes to create a pattern.		
Pitch	How high or low a note is.		
Dynamics	How loud or quiet music is.		
Tempo	How fast or slow a piece of music is.		
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.		

Glossary of music terms used

Bar	a small section of music that is used to help counting
Coda	another word for ending
Drone	one long continuous sound (usually a low note)
Leitmotif	a short fragment of music used to describe a character, place, emotion etc
Ostinato	a repeating pattern
Pitched percussion	percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc.
Tune	another word for a melody. A linear line of notes that makes a satisfying musical shape
Unpitched percussion	percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc.

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

How a variety of composers use similar structures to create compositions about space.

How the timbre of an instrument changes the image in the listeners mind.

How to layer simple rhythms and melodies to create a unique composition.

Glossary of terms

Or translation of key vocabulary and a picture

crescendo

Gradually getting louder.

diminuendo

Gradually getting quieter.

ostinato

A repeating rhythm.

melody

A tune with a variety of note pitches.

coda

The concluding section of a piece of music.

What I should already know

Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.

Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.



Cutting using the bridge technique

Cutting using the claw technique

The eatwell plate

Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



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

- To know that there are a vast range of ingredients used around the world and I can name some of these such as wheat, olives, tomatoes, garlic, herbs.
- To know that recipes can be adapted to change the appearance, taste, texture and aroma.
- To explain the process of making bread from grain to bread.
- To use a range of cooking skills with confidence to prepare increasingly challenging ingredients- kneading.
- To explain who The Warburtons are and the influences of their work within the food industry.
- To know and use relevant technical and sensory vocabulary.



Mixing to combine ingredients if making savoury muffins or scones



Rubbing in to mix fat and flour if making a yeast based product



Kneading a bread dough

Influential Focus Designer:

Warburtons (Baker)



Warburtons is now the largest bakery business in the country but still remains a private family-owned business

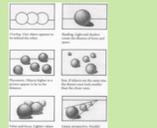
Glossary of terms	Or translation of key vocabulary and a picture
rubbing in	Rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs.
knead	Pulling and squeezing dough to make it smooth.
yeast	A tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water.
dough	A mixture of flour, yeast and water before it is cooked.
proofing	A step in which the dough is allowed to rest and rise a final time before baking.

Art – Earth and Beyond (Year 5)

Key element(s)

Space

Space is the area around, within and between components of a piece of art. **Space** can be positive or negative, open or closed, shallow or deep, and 2D or 3D.



Texture

Texture is the surface quality of something, the way something feels or looks like it feels.

Actual texture really exists and can be touched. **Visual texture** is made using marks to look like actual texture.



Shape & Form

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

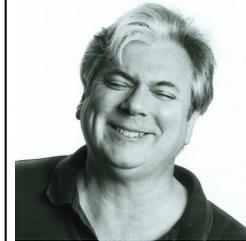
Form is a 3D **shape**. Sculpture and 3D art is about creating **form**.



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

- ♣ how to use a range of media (sketching pencils, watercolours, oil pastels)
- ♣ how a contemporary artist uses space and shape in their work, considering how to use this in my own work.
- ♣ how to add texture to my work using a range of media.

Key artist(s)



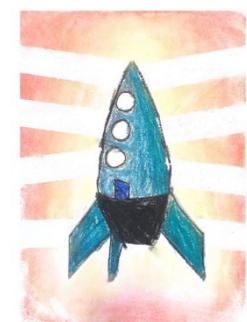
Name: Peter Thorpe
 Era: Contemporary
 Nationality: American
 Known for his bold artwork and illustrations on book covers for many publishing firms.



Glossary of terms	Meaning
elements	The different visual parts of art.
texture	How light or dark something is.
space	The area around and within a piece of art.
shape	An area enclosed by a line.
media	The material being used (e.g. paint).
layering	Multiple media on top of each other.
foreground	Appears closest to the viewer.
middleground	Appears at a middle distance.
background	Appears furthest away from the viewer.
scale	How big or small something is.
relief	Something that stands out from an image.

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
Art Movements 1900 AD – present Classified by Type	Passionate Romantic 1800 AD – 1850 AD
	Precise Realistic 1850 AD – 1900 AD
	Eclectic Modern Art 1900 AD – 1960 AD
	Contemporary Art 1960 AD – present

Outcomes

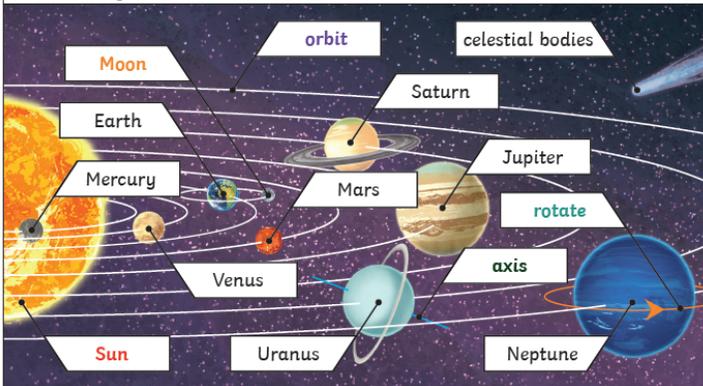


Name of Unit – Science - Earth and Space (Year 5)

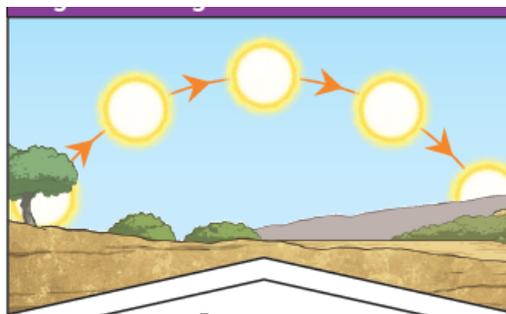
Key concepts- What I will know by the end of the unit

Mercury, Venus, Earth and Mars are rocky **planets**. They are mostly made up of metal and rock. Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.

Our Solar System (not to scale)



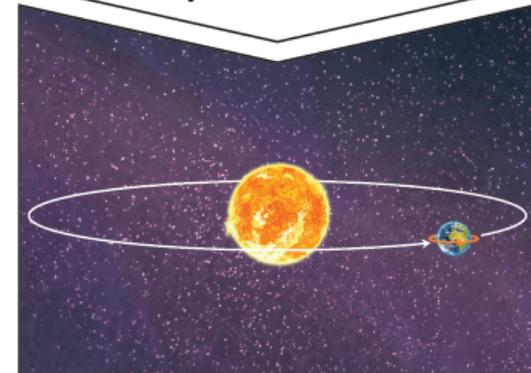
The **Moon** orbits Earth in an oval-shaped path while spinning on its **axis**. At various times in a month, the **Moon** appears to be different shapes. This is because as the **Moon** rotates round Earth, the **Sun** lights up different parts of it.



It appears to us that the **Sun** moves across the sky during the day but the **Sun** does not move at all. It seems to us that the **Sun** moves because of the movements of Earth.



Earth **rotates** (spins) on its **axis**. It does a full **rotation** once in every 24 hours. At the same time that Earth is **rotating**, it is also **orbiting** (revolving) around the **Sun**. It takes a little more than 365 days to **orbit** the **Sun**. Daytime occurs when the side of Earth is facing towards the **Sun**. Night occurs when the side of Earth is facing away from the **Sun**.



Glossary of terms	Or translation of key vocabulary and a picture
sun	A huge star that Earth and other planets in our solar system orbit around
star	A giant ball of gas held together by its own gravity
orbit	To move in a regular, repeating curved path around another object
rotate	To spin, e.g Earth rotates on its own axis
axis	An imaginary line that a body rotates around e.g Earth's axis (imaginary line) runs from the North Pole to the South Pole
satellite	Any object or body in space that orbits something else, for example: the Moon is a satellite of Earth



Name of Unit: Going Shopping (Year 5 Autumn)

What I should already know

- To greet people
- To discuss how I am feeling
- To count to 100
- To say the colours

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

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

la pomme (f) 	la poire (f) 	la banane (f) 	la fraise (f) 
la pêche (f) 	la prune (f) 	les raisins (m) 	l'orange (f) 
l'ail (m) 	l'oignon (m) 	le chou-fleur (m) 	la pomme de terre (f) 
la carotte (f) 	le chou (m) 	le poivron (m) 	le brocoli (m) 

Aimes-tu? Do you like...?

J'aime un peu.... 

J'aime.... 

J'aime beaucoup.... 

Je n'aime pas.... 

Colours are adjectives. They agree with the gender (whether it is masculine or feminine) of the noun they describe.

Colour	Masculine form	Feminine form
	blanc	blanche
	violet	violette
	noir	noire
	gris	grise
	bleu	bleue
	vert	verte

These colours stay the same in the masculine and feminine forms: **orange, rouge, rose, marron, jaune.**

Je voudrais..... I would like.....

Où puis-je acheter....? Where can I buy.....

Vous pouvez acheter des chaussures au magasin de chaussures. You can buy shoes at the shoe shop.

Avez-vous un pull rouge? Do you have a red jumper?

Oui, j'ai un pull rouge. Yes I have a red jumper.

Non, je n'ai pas de pull rouge. No, I do not have a red jumper.

C'est combien? How much is it?

C'est trois euros cinquante. It is three euros and fifty cents.

Voici quatre euros. Here are four euros.

Voici votre monnaie. Merci. Here is your change. Thanks.

une robe (f) 	un manteau (m) 	un pull (m) 	un pantalon (m) 
une chemise (f) 	un cardigan (m) 	une jupe (f) 	une écharpe (f) 

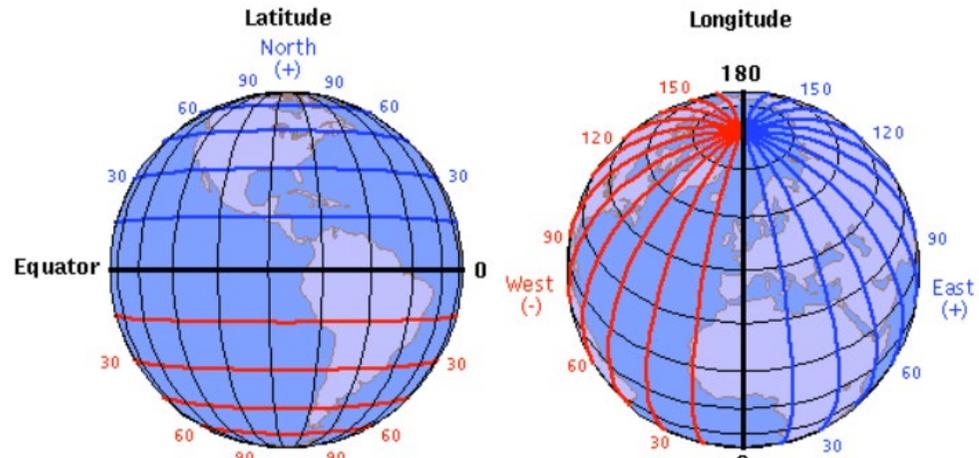
Geography - North America Study (Year 5)

What I should already know

- Continents of the world
- South American countries
- Human and physical features of different areas
- 8 compass points
- OS maps – using 4 figure grid references

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

- Location of North American countries and their capital cities
- To explain the lines of longitude and latitude
- That time zones are linked to lines of longitude
- Reading climate graphs linked to physical features of North American locations
- To compare population, currency and languages of North American countries
- To identify similarities and differences between the UK and USA



Glossary of terms

longitude	Distance in degrees east or west of the Prime Meridian. Imaginary lines that run around the world vertically.
latitude	Distance in degrees north or south of the Equator. Imaginary lines that run around the world horizontally.
climate	The long term weather average.
population	The total number of persons inhabiting an area.
currency	The system of money used in a particular country.
landmark	A prominent or well-known object or a feature of a human or physical landscape.

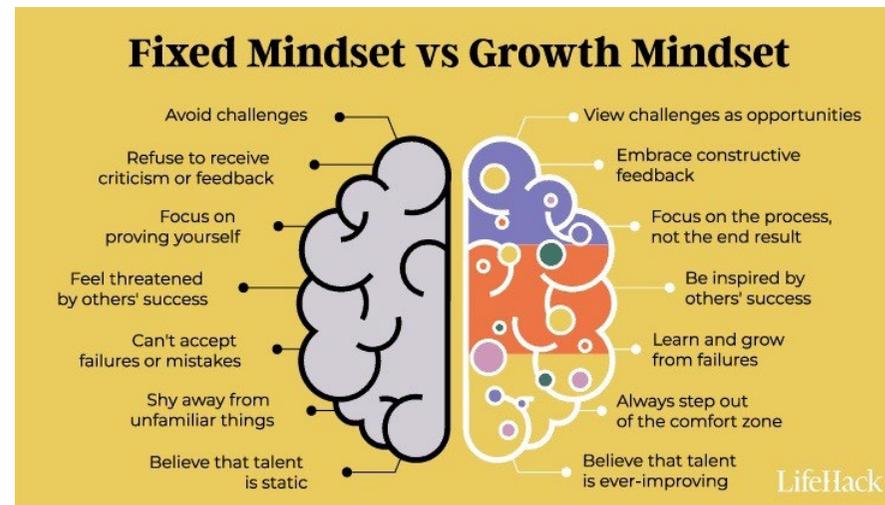
Name of Unit - PSHE Growth Mindset (Year 5)

What I should already know

- Growth vs fixed mindset exploration
- How making mistakes and failure are part of the learning process
- What do they think makes an effective learner?
- How to keep themselves physically and mentally well.

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

To understand how a growth mindset can be helpful in different contexts. They will identify strengths and areas for development in learning including suggesting ways to help people learn/ They will think about what makes an effective teacher as well as explaining how the brain works and what happens when they are learning. They will continue to learn how to keep themselves well.



Glossary of terms	Or translation of key vocabulary/ picture
growth mindset	a belief that you can develop your skills and talents through hard work, the right strategies, and guidance from others
fixed mindset	a belief <i>that</i> describes people who see their qualities as fixed traits that cannot change <i>and who are more likely to give up</i>
determination	a positive emotional feeling that involves persevering towards a difficult goal in spite of obstacles.
resilience	the process and outcome of successfully adapting to difficult or challenging life experiences/ not giving up
characteristics	a feature or quality belonging typically to a person, place, or thing and serving to identify them
effective	successful in producing a desired or intended result.

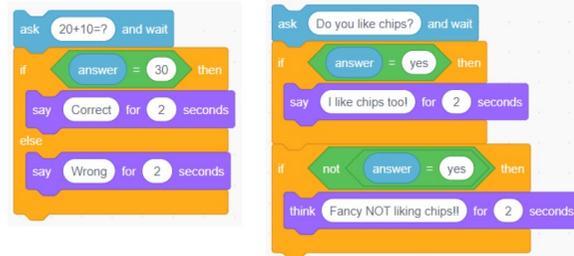
Name of Unit: Computing – Scratch (Year 5)

What I should already know:

- I will have already used Scratch in Year 3 and 4
- I know what an algorithm is and can give everyday examples
- I will already know what count - controlled loops are
- I will have used the same style booklets last year to go through a series of sessions

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
algorithm	A list of steps (or rules) to do something
conditions	If statements that can either be true or false, met or unmet
condition-starts-action	Another name for if then conditional selection commands that don't include an else
condition-stops-loop	Another name for a loop that is ended by a condition called a repeat until block in Scratch
count-controlled-loop	A definite loop (we know how many loops) controlled by a number
debugging	Finding and fixing problems in code
online safety	Knowledge needed to keep yourself and others safe when using online services