



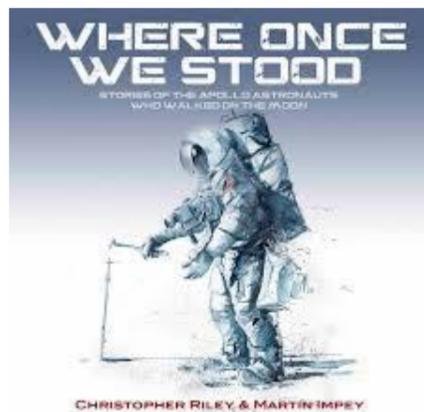
Year 5: Autumn 1

English

Where Once We Stood by Christopher Riley

Fiction: Exploration Narrative

Non-Fiction; Formal recount



Mathematics

Number: Place Value

Number: Addition and Subtraction

Number: Multiplication and Division

Number: Fractions

Behaviour:

Be Ready

Be Respectful

Be Safe

School Values

Truth

Fairness

Justice

Joy

Religious Education

Science - Working Scientifically:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

Unit 5.1: How and why do Christians read the Bible?

Christian Values: Wisdom - Faith - Truth

Key Vocabulary:
Old Testament: The first part of the Christian Bible, written before the birth of Jesus Christ.
New Testament: The second part of the Christian Bible, that describes the life of Jesus Christ and the lessons that he taught.
Gospel: The message concerning Christ, the kingdom of God and salvation.
Word of God: Something that God has decreed, something that God has said when addressing humans, words that God spoke through the prophets.
Translation: The process of translating words or text from one language into another.

Key Questions:

- How and why is the Bible used?
- Do you need a Bible to be a Christian?
- Why is the Bible holy?
- Why is the Bible a best seller?
- Why are there so many versions of the Bible?

Key Bible Passages:
 2 Timothy 3:16-17, Proverbs 30:5, Isaiah 40:8, Psalm 119:105, Hebrews 4:12, Psalm 23, 1 Corinthians 13, Colossians 4 v 2-6, Matthew 6 v 25-34, 1 Thessalonians 5 v 16-24, Philipians 4 v 4-7

Key Knowledge:

- There are several different genres of writing in the Bible.
- There are many translations of the Bible in English and other languages.
- The Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues.
- The Bible is the inspired word of God.
- The Bible gives guidance for Christian living and this impacts on believers lives and communities.

Judaism
 The Torah Scroll is a holy object, the divine word of God, a rule book, a guide, a source of inspiration and much more. Studying the Torah is considered by many Jews to be the greatest spiritual activity.

Hinduism
 The Vedas are the most ancient religious texts which define truth for Hindus. Hindus believe that the texts were received by scholars direct from God and passed on to the next generations by word of mouth. Bhagavad Gita or "Song of the Lord" is part of the sixth book of the Mahabharata, the world's longest poem. It is one of the most popular Hindu texts and is known as a smriti text (the remembered tradition). This is considered by some to be of less importance than shruti (the heard text, such as the Vedas). The Ramayana is one of India's best known tales. It tells the story of Prince Rama and Sita (this is remembered during the festival of Diwali).

Islam
 Muslims believe in one God, Allah, and follow the teachings of the Prophet Muhammad, Allah's messenger. Muhammad received the Qur'an, the Islamic holy book, from Allah.

Earth and Space

Geocentric model: Years ago people believed that planets moved around the Earth.

Helio-centric model: The work and ideas of many astronomers (such as Copernicus and Kepler) combined over many years before the idea of the helio-centric model was developed. Galileo's work on gravity allowed astronomers to understand how planets stayed in orbit.

Time taken for:
 The Earth to spin once on its axis. **24 hours**
 The moon to orbit the Earth **28 days**
 The Earth to orbit the sun **365 days ¼ days**

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.

FROM THE SUN OUTWARDS:
 Mercury
 Venus
 Earth
 Mars
 Jupiter
 Saturn
 Uranus
 Neptune

Key Vocabulary:
Sun: A huge star that Earth and the other planets in our solar system orbit around.
star: A giant ball of gas held together by its own gravity.
moon: A natural satellite which orbits Earth or other planets.
planet: A large object, round or nearly round, that orbits a star.
spheres: A round 3D shape in the shape of a ball.
spherical bodies: Astronomical objects shapes like spheres.
satellite: Any object or body in space that orbits something else, for example the Moon is a satellite of Earth.
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.
geocentric model: A belief people used to have that other planets and the Sun orbited around Earth.
helio-centric model: The structure of the Solar System where the planets orbit around the Sun.

Science – Earth and Space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night
- and the apparent movement of the sun across the sky

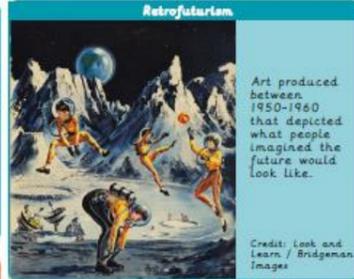


Art

Drawing: Make Your Mark

Year 5 - Drawing

collagraphy	A printmaking process that uses textures to create interesting surfaces within a print.
decision	After taking different things into account you come to a conclusion.
futuristic	An object or image that looks like it is from the future.
imagery	A collection of visual images.
propaganda	Information, that may be misleading, to promote an often political cause.
purpose	The reason for something being created.
retrofuturism	A vision of what the future might look like created in the pre-1980s.
technique	Applying a particular method of making something.



Impact of the Space Race on art and design



Year 5 - Drawing

Making a collagraph printing plate

Step 1

Glue the different textures to your flat cardboard plate.

Top tip!
It must be allowed to dry completely before you use it.

Step 2

Completely cover your plate with printing ink. Use a thick brush to get into all the gaps. Make sure the ink is evenly applied.

Step 3

Place your inked plate onto your paper and press firmly all over. You can use a dry roller to do this.

Top tip!
Work from top to bottom to smooth over the entire plate.

Step 4

Peel the paper away from the printing plate to reveal your print!

Physical Education

Basketball

Teams
A team consists of 10 players, 5 of those players are allowed on the court at any one time.

Key Vocab/Skills

Dribbling (KS1)	Head up/spread fingers and fingertips bounce the ball at waist height.
Chest pass (KS1)	Wide grip on the ball, hands in W position, taken from chest height.
Bounce pass (KS1)	Wide grip, W position, take a step forward, bounce the ball before the player who you hope will receive the ball.
Backboard (KS2)	A board behind the basket, off which the ball may rebound.
Triple threat (KS2)	Knees bent/hands positioned on ball so ready to shoot with head up. Can dribble, pass or shoot from here.
Guarding (KS2)	Following an opponent to stop him from driving, shooting or passing easily.
Rebound (KS2)	Get control of a ball that has come off the rim or backboard after a failed shot attempt.
Slam dunk (KS2)	A high jump shot in which the ball is thrust down through the hoop.
Travelling (KS2)	The violation of moving with the ball without dribbling correctly.

Rules

Once a player stops dribbling and picks up the dribble, they can only pivot, shoot, or pass the ball.
Score by shooting a ball through a hoop
A side line ball is taken from the opposite team to who touched it last
Outside of the three point arc (semi-circle) a basket scores 3pts and inside scores 2pts
Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession
Personal fouls include hitting, pushing and holding
Players cannot travel with the ball or double dribble
Players cannot hold the ball for longer than 5 seconds

Match

- The aim of the match is for one team to pass/dribble the ball down the court to their shooting circle and score into the goal post.
- The game begins with a jump ball. The referee throws the ball into the air in the centre circle and two opposing players leap up and try to tap it away.

Key Terms

Tactical	Physical
Attack and defence	Coordination
Free space	Agility
Lose an opponent	Reaction time
Change of speed	Power
Timing	Stamina
Decision making	Strength

Player Positions

PSHE

Year 5

Being Me in My World

Key Vocabulary:

Community	People living in the same area or having common interests.
Wants	A wish to have or do something.
Needs	The things you must have for a satisfactory life.

Reflection:

What makes an effective class team?
What skills do you have that can help a team work well together?

Key Knowledge:

A community is a group of people with common interests. We are all members of a community.
A community could be the local area or it could be our school or other groups you are part of.
It is important that we treat our community with respect and value the key part everyone plays in a community.

Key Skills:

By the end of the puzzle, I will:

- Be able to work as part of a groups, listening and contributing effectively.
- Understand how to set personal goals.
- Understand the rights and responsibilities associated with being a citizen in the wider community.

Weekly Celebrations:

In this puzzle we will be celebrating people who:

- Respect everybody's right to learn.
- Care about others feelings.
- Show responsibility.
- Make our school community a better place.
- Help others feel welcome.
- Show our Christian vision.

TRUTH **FAIRNESS** **JUSTICE** **JOY**

Music

Year 5: Egyptians

Musical feature: Composition notation

Structure: The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.

Major: A tonality where the music sounds happy or bright.

Minor: A tonality where the music sounds sad or tense.

Tempo: The speed or pace of the music.

Ensemble: A group of people who perform instrumental or vocal music.

Vocabulary

Melody: The combination of pitch and rhythm which forms a tune.

Improvising: Making up music as it is played or performed.

Notation: Written symbols used to represent music.

Motif: A short musical phrase that is often repeated.

Call and response: A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.

Unison: Playing or singing notes at the same pitch at the same time.

Verse: A repeated section of a song that usually features new lyrics on each repetition.

Notation

Staff notation

Quaver		Half	$\frac{1}{2}$	
Crotchet		One	1	
Minim		Two	2	
Dotted minim		Three	3	
Semibreve		Four	4	

Letter notation

Computing

Unit 5.1 - Create & Search Databases

Key Vocabulary

Database	A structured set of information stored and organised in a computer system
Ascending	Arranging items or data in a particular order from lowest to highest or in alphabetical order
Descending	Arranging items or data in a particular order from highest to lowest or in reverse alphabetical order
Field	A category or section within a database where specific pieces of information are stored
Information	Facts or knowledge about something
Keywords	Specific words or terms used to search for information in a database or search engine
Record	A piece of information or data that is written down or stored in a database
Retrieval	The action of bringing back or obtaining information from a database or storage system
Search	The act of looking for specific information or data in a database or other sources

LO: To create and search a database.

Charts

Name	Week 1	Week 2	Week 3	Week 4
Bob	21	34	11	22
Billy	21	12	21	13
Thomas	21	21	12	21

How can I sort my data?

History

The Round City: Baghdad

Topic Focus:

Causation.
Why were there so many restless minds in Cordoba and in Baghdad?

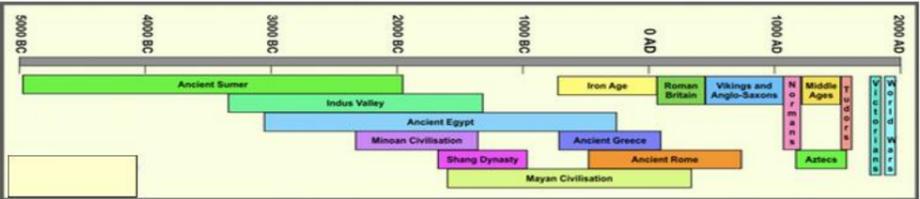
Lessons:

1. Perfect time for the perfect city
2. Perfect place for the perfect city
3. Building the perfect city
4. City of books and learning: the House of Wisdom
5. Learning about the world: maths and geography
6. Changing the world: science, technology and medicine









Geography

Why is California so thirsty?

Key Focus:

How have the actions of people affected the drought in California?

Geographical skills:

Interpreting a range of thematic maps

Lessons:

1. Why is water so important?
2. Farming in California
3. Why is California running out of water?
4. Growing almonds
5. The Californian Aqueduct
6. What next for California?







MFL - Spanish

Spanish Year 5, Autumn 1
Self, Family and Friends & Illnesses

Key Questions in the third person (she / he)

¿Cómo se llama tu madre / padre? - Mi madre / padre se llama	What is your mother/ father called? My mother/ father is called...
¿Cuántos años tiene tu madre / padre? - Mi madre / padre tiene ... años	How old is your mother/ your father? My mother/ father is ... years old
¿Dónde vive tu madre / padre? - Mi madre / padre vive en ...	Where does your mother/ father live? My mother/ father lives in...
¿Tiene hermanos (as) / alguna mascota? - Tiene un / una ...	Does he/ she have brothers or sisters/ a pet? He/ she has...
¿Cuándo es su cumpleaños? - Su cumpleaños es el ... de ...	When is his/ her birthday? His/ her birthday is the...
¿Cuántas personas hay en tu familia? - En mi familia hay ...	How many people are there in your family? In my family there are...

Los Números/ Numbers

10	20	30	40	50	60
Diez	Veinte	Treinta	Cuarenta	Cincuenta	Sesenta

School Improvement
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La Familia/ The Family

Mi padre	My dad	Mi tío	My uncle
Mi madre	My mum	Mi tía	My aunt
Mi hermano	My brother	Mi primo	My cousin (male)
Mi hermana	My sister	Mi prima	My cousin (female)
Mi abuelo	My grandfather	Mi perro	My dog
Mi abuela	My grandmother	Mi gato	My cat
		Yo	Me / I

VERBS in the third person

El/ella se llama	He / she is called
El/ella vive	He / she lives
El/ella tiene	He / she has

KEY SOUNDS

ie	ee eh
ue	oo ay
ei	eh ee

Spanish Year 5, Autumn 1
Self, Family and Friends & Illnesses

School Improvement
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Key Questions

¿Qué te duele? - Me duele(n)	What is hurting you? - My ... is hurting
¿Qué le duele a tu madre? - A mi madre le duele(n)	What is hurting your mum? - My mum's ... is hurting

Body parts/ Las partes del cuerpo

La mano	hand	El dedo	finger
La espalda	back	El estómago	stomach
La garganta	throat	Las piernas	legs
El brazo	arm	Los dientes	teeth

KEY SOUNDS

ue	oo ay
ie	ee eh

VERBS

Doler	To hurt
Me duele (n)	... hurt(s) me
Te duele (n)	... hurt(s) you
Le duele (n)	... hurt(s) her/him

