



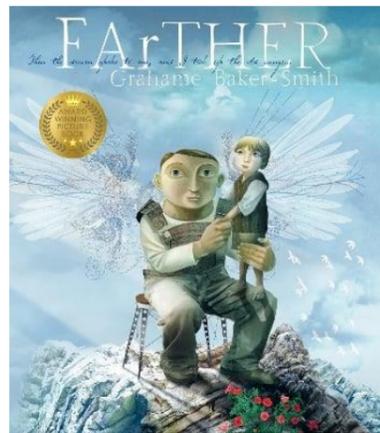
Year 5: Autumn 2

English

FARThER by Grahame Baker-Smith

Fiction – Setting Narrative

Non-Fiction – Recount writing (letter)



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

Forces

Isaac Newton is famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.

Key Knowledge
Examples of forces in action:
swimmer's force, water resistance, gravity, cyclist's driving force, friction, air resistance.

Water resistance and air resistance are forms of friction. Friction is sometimes helpful and sometimes unhelpful. For example, air resistance is helpful as it stops the skydiver hitting the ground at high speed. Friction on a bike chain can make the bike harder to pedal so it is unhelpful.

Mass is how much matter is inside an object. It is measured in kilograms (kg).
Weight is how strongly gravity is pulling an object down. It is measured in newtons (N).

The Moon has a smaller mass than Earth so the gravitational pull on the Moon is smaller than it is on Earth.
Jupiter has a greater mass than Earth so the gravitational pull on Jupiter is stronger than on Earth.

Pulleys can be used to make a small force lift a heavier load. The more wheels in a pulley, the less force is needed to lift a weight.
Gears/Cogs are used to change the speed, force or direction of a motion. When two gears are connected, they always turn in the opposite direction to each other.
Levers can be used to make a small force lift a heavier load. A lever always rests on a pivot.

Key Vocabulary

forces	Pushes or pulls.
gravity	A pulling force exerted by the Earth (or anything else which has mass).
Earth's gravitational pull	The pull that Earth exerts on an object, pulling it towards Earth's centre. It is the Earth's gravitational pull which keeps us on the ground.
weight	The measure of the force of gravity on an object.
mass	A measure of how much matter (or 'stuff') is inside an object.
friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
air resistance	A type of friction caused by air pushing against any moving object.
water resistance	A type of friction caused by water pushing against any moving object.
buoyancy	An object is buoyant if it floats. This is because the weight of the object is equal to the upthrust.

It has a pointed nose to cut through the water, and a smooth, low, curved back to allow the water to flow over and around it.
This shark is streamlined.
It does not create much water resistance so it can move through the water quickly.

Unit 5.2: How do our celebrations reflect the true meaning of Christmas?

Christian Values: Hope, Humility.	Christian Concepts: Incarnation: The arrival of the Messiah, the Son of God, to rescue people and mend the relationship with God. Salvation: God's people are saved because through Jesus, sin is dealt with and forgiveness offered.
Key Vocabulary: Saviour: A person who saves someone or something from danger or difficulty. Messiah: The promised deliverer of the Jewish nation prophesied in the Hebrew Bible. Jesus regarded by Christians as the Messiah of the Hebrew prophecies and the saviour of humankind. Gospel: A written account of the life and teaching of Jesus Christ. Matthew: One of Jesus' apostles (disciples) who is thought to have written the Gospel of Matthew in the New Testament. Luke: A friend of the apostle Paul and believed to have written the Gospel of Luke. Nativity: The birth of Jesus. Herod: The king of Judea who tried to kill Jesus by ordering the death of all children under the age of two in Bethlehem.	Key Knowledge: The nativity story is only recorded in Gospels of Matthew and Luke. These Gospels tell different versions of the nativity, e.g. The Magi are only in Matthew , the shepherds are only in Luke . The Gospel writers wrote for different audiences. The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ. Refugees are people who have had to leave their homes because of civil unrest. It is important that we remember that Jesus was a refugee and he had to flee for safety.
Key Bible Passages: Matthew 1:1-2:23. Luke 1:5-2:40	Key Questions: Where in the Bible is the Christmas story? How does the nativity story/birth of Jesus fit into God's Big Story? Why are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?

Science – Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces; Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.



Art: Drawing – Depth, emotion and movement

Art and design - Drawing



Main subject*
The central theme or object of an artwork.

Focal point*
Part of a composition that catches the eye first.

Depth: The feeling in a picture that some things are closer and others are farther away.

Background*
The area of a picture that looks farthest away, often behind the main subject.

Middle ground*
Part of an artwork positioned between the foreground and background.

Foreground*
The part of a picture that looks closest to the viewer, usually where the main subject is.

Artists

- Jean-Michel.
- Charlie Mackesy.
- Elizabeth Catlett.
- John Muafangejo.

Physical Education

Basketball

Teams

Key Terms

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.

Player Positions

PSHE

Year 5 Celebrating Difference

Key Vocabulary:

Culture	The way of life of a particular people.
Conflict	Serious disagreement or argument.
Racism	When a person is treated worse, excluded, disadvantaged, bullied or degraded because of their race or ethnicity.

Reflection:

Can people with different cultures be friends?
What are your feelings about racism?
How can bullying affect how a person feels about themselves?

Weekly Celebrations:

In this puzzle we will be celebrating people who:

- Include others when working and playing
- Help others
- Make others smile
- Speak kindly to others
- Give and receive compliments
- Show respect for others

Key Skills:

By the end of the puzzle, I will be able to:

- Understand that differences in culture can sometimes be a source of conflict.
- Identify my own attitudes about people from different faith and cultural backgrounds.
- Learn about cultures different from my own.

Key Knowledge:

When a person doesn't respect the different qualities and opinions of another person or group, this can often be called discrimination.
Discrimination is the unfair treatment or bullying of one particular person or group of people. Often, this unfair treatment is because of the person's differences e.g. gender, race, age, disability or other factors.

Art and design - Drawing

Lino printing



- 1 Draw a simple design and transfer the design onto the lino with tracing paper or pencil.
- 2 Use lino cutters to carve away at the parts to stay white.
- 3 Roll the ink out evenly using a brayer and apply it to the lino block.
- 4 Press a paper onto the lino and rub the back evenly, then carefully peel off the paper and let the print dry completely.

Music

Music - Blues



Blues music is often sad and emotional, which is why we say we have 'the blues' when we feel sad. Its main features are the 12-bar blues and the blues scale, and it includes a lot of improvisation.

The Blues scale

The Blues scale to accompany our 12-bar Blues is made up of these notes:

Vocabulary

12-bar blues A series of chords played in a specific order.

'CCCC'	'CCCC'	'CCCC'	'CCCC'
'FFFF'	'FFFF'	'CCCC'	'CCCC'
'GGGG'	'FFFF'	'CCCC'	'CCCC'

chord Two or more notes that are played at the same time and work in harmony.

scale Any set of musical notes which are in order of their pitch.

ascending scale A scale in which the pitch of the notes goes up.

descending scale A scale in which the pitch of the notes goes down.

blues scale A set of notes used to play a melody over a 12-bar blues.

improvisation Making up music as it is played or performed.

bent notes A musical note that varies in pitch usually going up slightly at the end.

bar A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).

quaver A note which last for half a beat.

Computing

Unit 5.2 - Variables

Key Vocabulary

Abstraction	Taking the detail out of a problem to make it easier to solve
Algorithm	A step-by-step set of instructions or rules to solve a problem
Conditionals	Programming statements that allow the program to make decisions based on certain conditions being true or false
Decomposition	Splitting things into smaller parts
Logic	A way of thinking and reasoning that leads to valid conclusions and solutions
Loops	Loops are programming structures that repeat a set of instructions multiple times
Operators	Symbols or characters used in programming to perform specific operations on data
Sequence	The main structure of an algorithm or a computer program
Variable	A name that represents a value that can change in a program

LO: To apply what they know about conditionals, to understand how variables are used in computer programming, and to identify different types of variables.

I can use conditional statements.



History

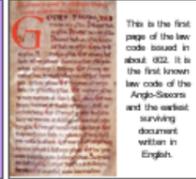


Year 5 History Knowledge Organiser - Anglo-Saxon Britain

- #### Attacks by land and sea
- The Roman Empire was often challenged by tribes from beyond its borders.
 - Emperor Hadrian tried to stop the Picts' raids on the north of Roman Britain. He built a wall from coast to coast - Hadrian's wall.
 - The Picts formed an alliance with the Scots and together they plagued Roman outposts.
 - In 367 the Saxons joined the alliance of Picts and Scots.
 - The Romans in Britain asked for help from Rome, but the Roman Empire had already fallen so could not spare any soldiers.
 - They tried to defend themselves using the new forts they had built much earlier.
 - The Romans could no longer defend Britain from the new invaders, so in 410 they had to give up and the last Roman soldiers left the island.
 - The new invaders poured into Britain - the Germanic tribes made up of Saxons, Angles and Jutes - The Anglo-Saxons.
 - There was a war many battles but the Anglo-Saxons were stronger than the Britons. The Anglo-Saxon age had begun!
 - The forts were left to fall apart, but Ploversey Castle was made into a military base.

- #### Connected Kingdoms
- Different Anglo-Saxon groups took over different parts of Britain.
 - There were 7 main Anglo-Saxon kingdoms.
 - The Angles formed East Angles, Mercia and Northumbria.
 - The Saxons moved to the south of Britain and formed Wessex, Sussex and Essex.
 - The Jutes settled and created the kingdom of Kent.
 - Kent was ruled by a King called Aethelbert who married a Frankish princess called Bertha.
 - Archaeologists found a brooch made in the sixth century with silver and garnets - materials not found in Kent. This showed that materials were imported.
 - King Aethelbert encouraged trade with the Franks in France - glass, ivory and garnets were being traded as well as slaves.
 - Aethelbert did not marry for love, he wanted to make connections with the Franks. His wife (Bertha) came from a dynasty with more land and power than he had.
 - Aethelbert claimed to be the descendant of Hengist.
 - Aethelbert wrote a law code designed to keep the peace.

Aethelbert's law code: people were to pay compensation instead of taking revenge. Women could not receive compensation and were not treated equally - the price they had to pay was higher than a man's for a worse crime!



Important People

King Arthur
Legends tell us that he led the Britons into battle with the Saxons - historians cannot prove he existed.

Hengist and Horsa
Legend tells of how they were invited to help defend Britons against the Picts in the North. Instead they turned on the King and seized his kingdom!

Beal Brown
Archaeologist who excavated Sutton Hoo and found a ship, inside the ship he found bronze pots, shields, a bronze helmet, belt buckles, silver plates and jewellery.

Augustine
The monk sent to Britain to convert the rulers of the seven kingdoms to Christianity.

Vocabulary

- The Saxon Sirens
- Battle axe
- Francisca
- Cyning
- Grave goods
- Anafacts
- High born
- Amber
- Compensation
- Synod of Whitby
- Oth's Dyke

- #### Not Angles, but angels
- There is a story that the leader of the Christians (The Pope) was one day walking through Rome when he saw fair haired, fair skinned people being sold as slaves.
 - He was told they were Angles, he named them as angels. He decided it was time that Britain learnt about Christianity.
 - The leaders of the 7 Kingdoms were Pagan, so the Pope sent a monk called Augustine over to convert the rulers to Christianity.
 - It is likely that Bertha was already a Christian and that King Aethelbert had become a Christian before his marriage to her at the request of her father, a powerful, Frankish King.
 - Aethelbert was the first Anglo-Saxon King to convert to Christianity. He allowed Augustine to build a church in Canterbury - Canterbury Cathedral. King Aethelbert and his wife Bertha have statues outside.
 - Christianity gradually spread with the Pope giving orders that Pagan temples should be converted into Christian churches.
 - The Anglo-Saxons also built monasteries. They became centres of learning and scholarship. Monasteries were the only schools in Anglo-Saxon Britain.



- #### How did the migrations happen?
- The Roman Empire was weakening and they could no longer defend Britain.
 - The Germanic tribes were skilled fighters who were heavily armed. The remaining Britons were overcome and could not fight off the new invaders.
 - The Anglo-Saxons wanted to live in Britain because it had good soil for farming.

Geography

Oceans

The World's Oceans
The World's Oceans are the name geographers give to the 5 main oceans as they are all connected.
1. The Pacific Ocean and the largest lies to the west of North and South America and to the east of Asia and Australasia.
2. The Atlantic Ocean is the ocean to the east of North and South America and to the west of Europe and Africa.
3. The Indian Ocean lies south of India.
4. The Southern Ocean is north of Antarctica.
5. The Arctic Ocean is south of the Arctic.

Vocabulary

North pole	The most northerly point on Earth.
South pole	The most southerly point on Earth.
Enclosed	Surrounded or closed off on all sides.
Salinity	The saltiness of ocean and sea water is described as salinity.
Transported	To take or carry goods from one place to another by vehicle (ship, train, truck or aeroplane).
Trade	The activity of buying or selling goods or services between countries.
Maritime trade	Trade by ship.
Manufactured goods	Things that have been made by people.
Quantities	A specific number or amount of something.
Freight	Goods or cargo carried by ship, train, truck or aeroplane.
Ocean currents	The patterns that the ocean flows in.
Gyres	Where ocean currents meet and move in large circular loops.
Phytoplankton	Tiny plants in oceans and seas that take in carbon dioxide and produce oxygen.
Atlantic coast	Where land meets the Atlantic Ocean, many people live along the Atlantic coast.
Oceanic coast	Where land meets an ocean.
Regulates	To control something that changes.
Fossil fuels	Are formed from the decomposition (breaking down) of plants and animals that died millions of years ago. This matter is then burnt for energy. It is non-renewable and forms 80% of the world's energy.

Maritime Shipping Routes
Ships carrying freight follow maritime shipping routes. Ships try to take the quickest and safest route.

Wind Streams

- The Sahara Desert (in Africa) produces very dry, hot air.
- This dry hot air is sometimes picked up by strong winds called a wind stream.
- This wind stream can pick up ocean water and thunderstorms as well.
- It can produce hurricanes on the American side of the Atlantic Ocean.

Oceans and Climate
The ocean does all sorts of things to make the land around the Earth feel warmer or colder.

- The water in the oceans flows in patterns called ocean currents.
- Some move quickly, some slowly.
- Currents move warm water and cold water from one area to another.
- Currents flowing away from the Equator are warm currents.
- Currents flowing towards the Equator are cold currents.
- Without ocean currents there would be some very extreme weather on the Earth.
- Some ocean currents meet and run in giant circular loops called gyres.
- Phytoplankton in the seas and oceans produce most of the oxygen that we breathe.

Oceans and Climate Change
Oceans and seas regulate our climate. Oceans and seas move warm water from the Equator to the poles. The world's oceans regulate the amount of rain that falls. The oceans absorb carbon dioxide. This helps to keep a balance between temperatures on Earth. Sea levels are rising that will threaten some islands and livelihoods around the world. One reason for rising sea levels is human use of fossil fuels. Burning these fuels to produce energy is causing the ice to melt at the north and south poles.

Human Impact

- Drift-net fishing catches fish (the aim) but also catches other sea-life like sharks, dolphins and turtles.
- Sometimes drift-nets break apart into the sea. These nets do not breakdown very easily and sea-life often gets tangled within them.
- Some ships spill oil. Oil sticks to fur and feathers of marine animals. It can kill them.
- Rubbish that humans produce can get into the oceans. It can end up in gyres and travel round and round polluting the oceans and killing marine life.
- Water extracted from large water sources (such as the Aral Sea) depletes the sea and increases the salinity of the area. This caused fish and birds to die.

MFL - Spanish

Spanish Year 5, Autumn 2 School life - Clothes

¿Qué ropa llevas? (What are you wearing?)

Llevo... (I'm wearing...)

¿Qué ropa llevas?

Llevo un uniforme azul y blanco.

Llevo una camisa, una corbata y unos pantalones.

Llevo una camisa blanca, una falda verde y unos zapatos negros.

Números/ numbers						
10	20	30	40	50	60	70
diez	veinte	treinta	cuarenta	cincuenta	sesenta	setenta

Spanish Year 5, Autumn 2 School life - Clothes

La ropa / Clothes

SINGULAR		PLURAL		English
Masculine	Feminine	Masculine	Feminine	
rojo	roja	rojos	rojas	red
amarillo	amarilla	amarillos	amarillas	yellow
blanco	blanca	blancos	blancas	white
negro	negra	negros	negras	black
morado	morada	morados	moradas	purple
marrón	marrón	marrones	marrones	brown
azul	azul	azules	azules	
verde	verde	verdes	verdes	
gris	gris	grises	grises	grey
lila	lila	lila	lila	lilac
naranja	naranja	naranja	naranja	orange
rosa	rosa	rosa	rosa	pink

VERB

LLEVAR	To wear
Yo llevo	I am wearing
Tu llevas	You are wearing
El/ella lleva	He/She is wearing

KEY SOUNDS

J	h
ll	y
v	b
z	th

primavera (spring) verano (summer) otoño (autumn) invierno (winter)

En verano, llevo una camiseta, unos pantalones cortos y unas zapatillas de deporte.