

English

As readers and writers we will climb aboard a transport ship to join Beth and the crew in our first Guided Reading Text *Orion Lost* by Alastair Chisolm. Staying with the space theme, we will write the narrative for a short film keeping the reader on the edge of their seats! Additionally, we will create our own news broadcast to inform others about recent space related events. Inspired by significant figures, we will write biographies using a variety of skills to celebrate their achievements. We will also learn more about Mike Massimino in our non-fiction text for guided reading. Finally, we will have the opportunity to read, write and perform our own poems in the style of Bronte.

Maths

As mathematicians we will be reading, writing, ordering, comparing and rounding numbers to at least a million and understand negative numbers in context, counting forward and backwards through zero. Also, we will be strengthening our mental strategies to add and subtract. Building on our Year 4 work, we will consolidate our written formal methods for the four operations to solve problems.

Art

As artists we will analyse the work of Peter Thorpe and Marcus Motum as inspiration to create our own space themed artwork using collage, painting and drawing.

MFL

As linguists we will be learning how to discuss ourselves in French.

Year 5 Autumn Term 2023
Learning Overview Summary

Discovery

Key Concepts: Identity, Belonging and Safety

Science

As scientists we will be investigating our own solar system and our place within it. Also, we will describe the movement of the Earth and other planets relative to the sun in the solar system, including seasons and moon phases. In our Forces unit, we will explore the different forces such as gravity, air resistance, water resistance and friction and the impact they have on moving objects.

History

As historians we will be exploring the contribution and recognition of African-American women in space travel. Alongside this to coincide with Black History Month, we will be celebrating the achievements of significant figures by exploring a variety of their work to inspire our own.

Physical Education

As athletes we will consolidate skills for attacking and defending through the sport of Tag-Rugby. In gymnastics, will be consolidating key skills before developing vault skills. In dance, we will combine flexibility and technique to create and perform a dance.

RE

As citizens we will understand what it is like to belong and rituals in a Muslim's life to show how they belong to their religion.

PSHE

As British citizens we will be understanding how a growth mind-set can be beneficial in different contexts and how to keep ourselves and others safe on and off line. Also to end the term, we will explore different relationships and acceptable relationships.

Computing

As computer scientists we will explore the coding language of conditions in programming using Scratch. Using Powerpoint, we will create a slideshow with images text, audio, transitions and animations for a specific audience.

Design and Technology

As designers we will learn the skill of kneading through our cooking and nutrition unit in order to plan, bake and evaluate focaccia bread.

Music

As musicians we will compose and perform melodies to depict space travel using a range of note lengths.

Geography

As geographers we will be identifying the human and physical features of North America before exploring why the area surrounding Kennedy Space Centre is perfect to launch rockets. Using our findings, we will justify a location in the UK with similar geographical features.

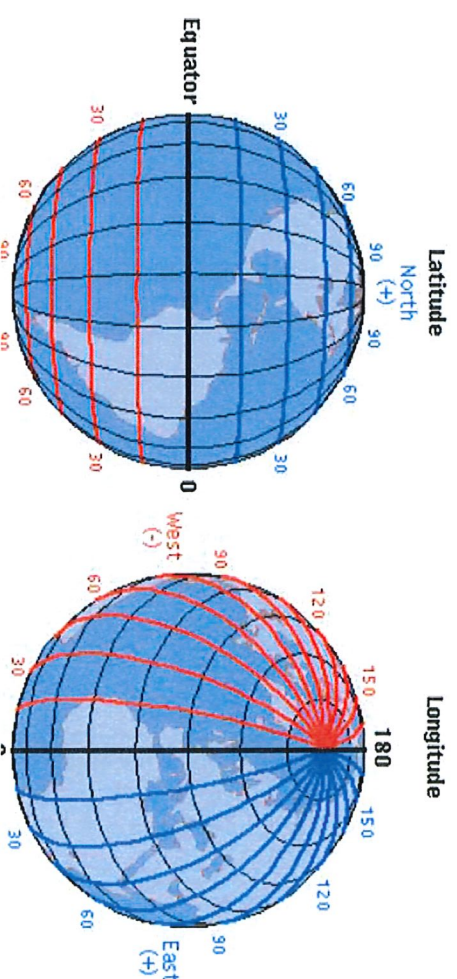
Geography - North America Study (Year 5)

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


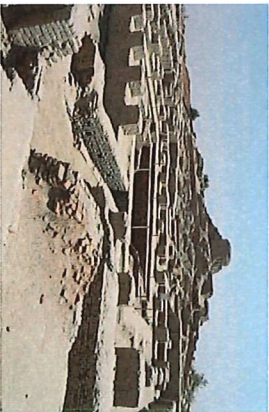

Key concepts- What I will know by the end of the unit

- 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 – History - French- Early Civilisations (Year 5)

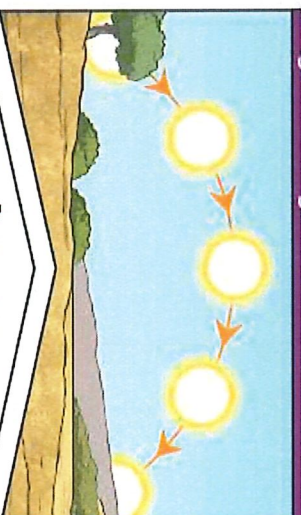
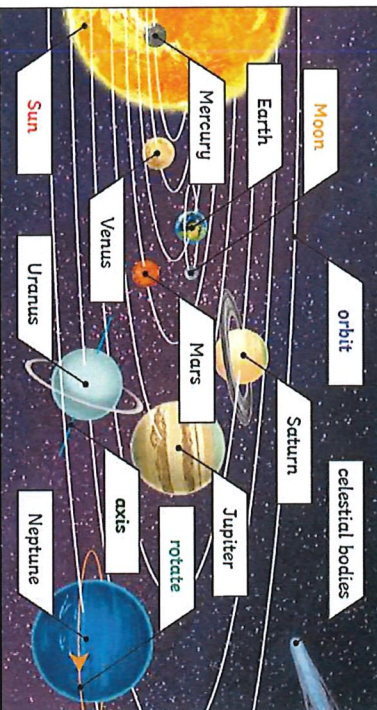
<p>What I should already know</p> <ul style="list-style-type: none"> • The Early Civilizations developed in parallel to the bronze and iron ages in the UK, studied in Y3 • Characteristic features was also the focused skill. 	<p>Key concepts- What I will know by the end of the unit</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - innovations and developments - important knowledge possessed - facilities in their cities - use of science, writing, tech, maths - structure / government of society <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p>Glossary of terms</p>	<p>Or translation of key vocabulary and a picture</p>
<p>Civilisation</p>	<p>People living together in cities</p>
<p>Ancient</p>	<p>Very old or having existed for a long time</p>
<p>Agriculture</p>	<p>The science of farming</p>
<p>Architecture</p>	<p>The science and art of designing buildings</p>
<p>Archaeology</p>	<p>The study of people and artefacts from ancient times</p>

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.

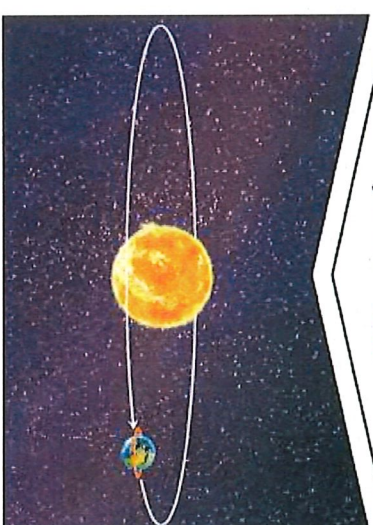
Our Solar System (not to scale)



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

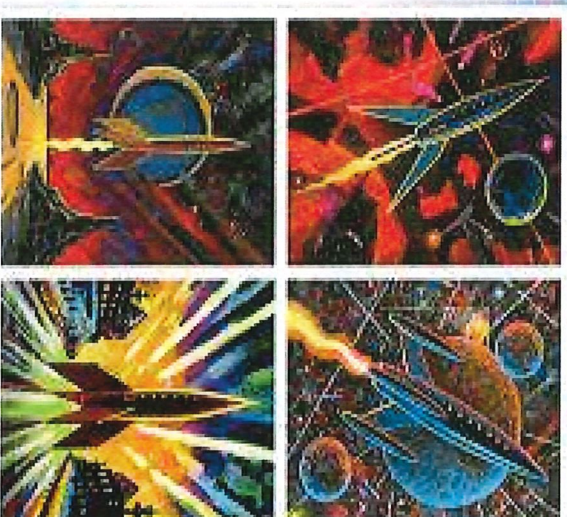
Name of Unit – Art - Earth and Beyond (Year 5)

What I should already know

- ♣ how to use acrylic paints, pastels, pencils, collage materials
- ♣ how to create a variety of secondary colours through mixing
- ♣ how to apply different pressure with pencils and pastels



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

- ♣ how to mix a range of tertiary specific colours
- ♣ how to choose colours to fit mood and reflect setting
- ♣ how to use and combine collage materials
- ♣ how to add texture to a canvas



Glossary of terms	Meaning
medium	A material used e.g. paint
mixed media	A variety of materials used e.g. paint and pastel
composition	The arrangement of images/mark making on the page to create a complete image
background	Furthest away
middle ground	centre
foreground	Closest to viewer
texture	The feel, appearance of consistency of a surface
blending	Combining / merging colours or tones together
layering	Multiple media placed on top of each other with parts of the image from each layer showing through
mark making	Variety of ways we can make marks using different tools e.g. straight lines, stippling
scale	How big or small something is. The size of it.
perspective	How something appears to the viewer e.g. birds eye
tonal scale	Dark through to light
relief	Something that stands out from the image – 3D

Name of Unit: Design and Technology – Cooking and Nutrition – Bread (Year 5)

<p>What I should already know</p> <p>Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.</p> <p>Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</p>	<p>Key concepts - What I will know by the end of the unit</p> <ul style="list-style-type: none"> • To know where and how food is grown such as wheat, olives, tomatoes, garlic, herbs. • To begin to know that seasons may affect the food available. • To know that recipes can be adapted to change the appearance, taste, texture and aroma. • To begin to understand that different food and drink contain different substances like nutrients, water and fibre, that are needed for health. • To know how to use utensils and equipment including heat sources to prepare and cook food. • To understand about seasonality in relation to food products and the source of different food products. • To know and use relevant technical and sensory vocabulary.
	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Mixing to combine ingredients if making savoury muffins or scones</p> </div> <div style="text-align: center;">  <p>Rubbing in to mix fat and flour if making a yeast based product</p> </div> <div style="text-align: center;">  <p>Kneading a bread dough</p> </div> </div>
<p>Glossary of terms</p> <p>Or translation of key vocabulary and a picture</p>	
<p>Rubbing in</p>	<p>Rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs.</p>
<p>Knead</p>	<p>Pulling and squeezing dough to make it smooth.</p>
<p>Yeast</p>	<p>A tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water.</p>
<p>Dough</p>	<p>A mixture of flour, yeast and water before it is cooked.</p>
<p>Proofing</p>	<p>A step in which the dough is allowed to rest and rise a final time before baking.</p>

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 – 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.

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
Semi-breve	4 beats	
minim	2 beats	
crotchet	1 beat	
quaver	$\frac{1}{2}$ beat	
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.

Crime one long continuous sound (usually a low note).

Diminuendo when the volume of music used to describe a character, place, emotion etc.

Ostinato a repeating pattern.

Pitched percussion percussion instruments that can play different pitches, = xylophone, glockenspiel, 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.

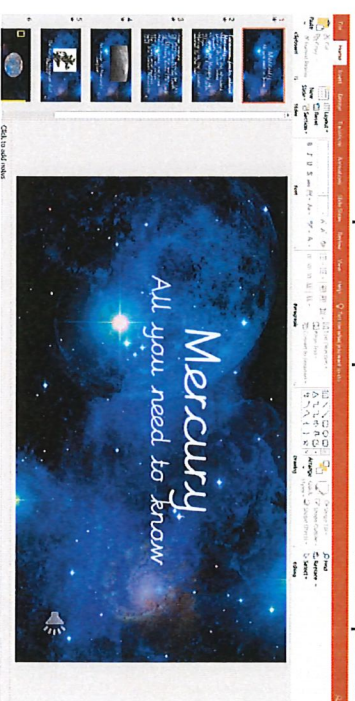
Name of Unit: Computing – Powerpoint (Year 5)

What I should already know

- I will have used Powerpoint in Year 4
- I may have used it to present my home learning
- I should be able to already insert slides and adapt the format, insert pictures, apply my word processing skills.

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

- How to format an appropriate background
- How to use appropriate slide formats and edit text
- How to include animations and transitions onto slides
- Copying and pasting pictures, including using short cut keys
- How to include audio (sound effects and voice recordings)
- How to present a presentation to a specific audience



Glossary of terms	Or translation of key vocabulary and a picture
Background	the underlying colours, shading, texture, and style of the colour scheme.
Design Template	a presentation with a designed format and colour scheme
Master Slides	special slides that control the properties of all other slides in a presentation
Animation	visual effects that are applied to different items like graphics, title or bullet points, instead of the slides.
Transition	motion effects that when in Slide Show view add movement to your slides as you advance from one slide to another



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)



une robe (f)



un manteau (m)



un pull (m)



un pantalon (m)



une chemise (f)



un cardigan (m)



une jupe (f)



une écharpe (f)



Aimes-tu? Do you like...?

J'aime un peu....



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.