Curriculum Overview

Year 5

Year 5 at William Law CE Primary School

This document will cover:

- Foundation curriculum overview
- Maths - Autumn overview
- Reading & Writing overview for Autumn
- Writing & SPAG progression for the year
- Reading skills for Autumn
- History overview for Autumn
- Science One & Two overview for Autumn
- Computing overview for Autumn
- PSHRE overview for Autumn
- DT overview for Autumn

The Curriculum in Year 5

The Foundation curriculum for Year 5

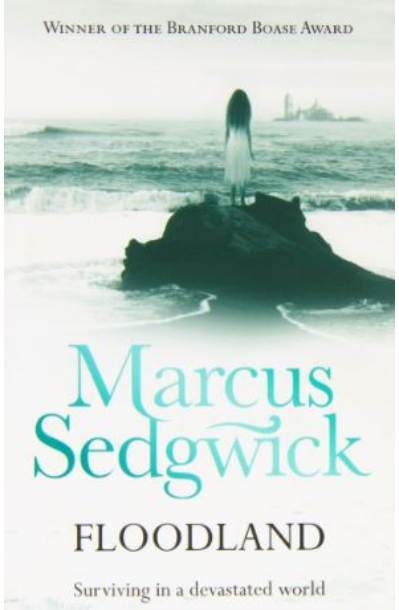
Y5												
	History Ancient Greece	**Science** Forces- Gravity, air resistance and mechanisms Science 3.6	**History** Ancient Greece	**Science** Earth and Space- The Solar system	**Geography** Mountains Geography 3.6	**Science** Properties and changes of materials –properties, solutions and separation Science 1.2,2.2,4.3	**Geography** European country: Barcelona Geography 3.3	**Science** Properties and changes of materials –fair tests, dissolving and mixing and reversible and irreversible changes Science 4.3	**History** Tudors (Battle of Bosworth, Henry VIII, Wives and children, Spanish Armada, Tudor Life, Shakespeare)	**Science** Living things and their habitats (life cycles, reproduction in some plants and animals) Science 1.2; 1.5; 2.1; 2.5,3.4,5.6	**History** Tudors Peterborough Cathedral – Mary Queen of Scots and Catherine of Aragon and the Reformation	**Science** Animals: humans (life cycles and growth & changes into old age - puberty) Science 2.3, 3.3, 4.1 ,5.5
	Art Typography and Maps	**PE** Netball Fitness	**DT** **Structures:** Structures- Bridges	**PE** Football Gymnastics	**Art** Mixed Media Land and City Scapes	**PE** Lacrosse Dance	**DT** **Digital world** Monitoring devices	**PE** Tennis Dance	**DT** **Textiles** Stuffed Toys	**PE** Tag Rugby Volleyball	**Art** Architecture: Dream Big or Small?	**PE** Athletics Rounders
	PSHRE Introduction lesson Family and relationships	**Computing** **Computing Systems and Networks** Search Engines	**PSHRE** Family and relationships Health and wellbeing	**Computing** **Programming 1** Programming Music	**PSHRE** Health and wellbeing Safety and the changing body	**Computing** **Data Handling** Mars Rover 1	**PSHRE** Safety and the changing body Citizenship	**Computing** **Programming 2** Micro:bit	**PSHRE** Citizenship Economic wellbeing	**Computing** **Creating Media** Stop Motion Animation	**PSHRE** Economic wellbeing Transition lesson: Roles and Responsibilities	**Computing** **Skills Showcase** Mars Rover 2
	RE **Judaism:** Why are Rosh Hashanah Sukkot Eid al Adha important?	**Music** At the Movies - composition Skills	**RE** **Christianity:** UC Was Jesus the Messiah?	**Music** Music and ICT – exploring Garageband	**RE** **Christianity:** Do we need rules to live a better life?	**Music** Solar System and listening skills	**RE** **Christianity:** UC What did Jesus do to Save Humanity?	**Music** Ukulele – First Access	**RE** **Hinduism:** How and why do Hindus worship at home and at the Mandir?	**Music** Cyclical patterns – composition and performance	**RE** **Christianity:** Creation and Science:	**Music** Who knows? – exploring composition
	MFL - French Rigolo 1 unit 7 Encore (nationalities, Francophone countries)	**MFL - French** Rigolo 1 unit 8 Les Passe-Temps (hobbies, verbs & opinions)	**MFL - French** Rigolo 1 unit 9 Les Fêtes (festivals, dates, numbers to 60)	**MFL - French** Rigolo 1 unit 11 On Mange (food shopping & opinions)	**MFL - French** Rigolo 1 unit 10 Ou Vas-tu ? (weather reports, French cities & directions)	**MFL - French** Rigolo 1 unit 10 Ou Vas-tu ? (weather reports, French cities & directions)						

Maths coverage in Year 5 Autumn term

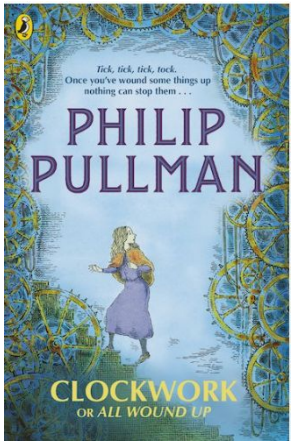
Number and Place Value	Number – Addition and Subtraction	Number – Multiplication and Division
• Read Roman Numerals up 10 1000 and recognise years written in Roman numerals • Solve number and practical problems. <u>Ready to progress objectives</u> 5NPV–1 Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1. Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01. Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01. 5NPV–2 Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and nonstandard partitioning. 5NPV–3 Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each. 5NPV–4 Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts	• Add and subtract whole numbers with more than 4 digits, including using formal written methods. • Add and subtract mentally with increasingly large numbers. • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. • Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. • Solve problems using addition, subtraction, multiplication and division and a combination of these, including the meaning of the equals signs.	• Solve problems using addition, subtraction, multiplication and division and a combination of these, including the meaning of the equals sign. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. • Establish whether a number up to 100 is a prime and recall prime numbers up to 19. • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. • Recognise and use square numbers and cube numbers, and the notation for squared and cubed. <u>Ready to progress objectives</u> **5NF–1** Secure fluency in multiplication table facts, and corresponding division facts, through continued practice **5NF–2** Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth). **5MD–1** Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size. **5MD–2** Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors. **5MD–3** Multiply any whole number with up to 4 digits by any one-digit number using a formal written method. **5MD–4** Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.

The Book Spine in Year 5 for Autumn term

Year 5	Autumn Term 1	Autumn Term 2
Core text for Reading	Shared Reading: **Floodland** by Marcus Sedgewick	Shared Reading: **Clockwork** - Philip Pullman
Genre (model text, purpose)	**Narrative** - Focus on Spiderwick chronicles the library	**Discussion Text** - Do elves exist?
Short Burst Writing ideas	**Descriptive story openers** **Discussion/Interviews for news report** **Recount** - Fictional journey or event **Postcards/emails** - from a character's perspective **Various setting descriptions** **Poems** - repetitive/verses focusing on a key element in a story **Character profiles/emotions**	
Class book (daily read aloud)	**Wonder**- R.J Palacio	**Who let the Gods out?** - Maz Evans



Within Autumn term one, we will be learning about Floodland by Marcus Sedwick. .



Within Autumn term two, we will be learning about Clockwork by Philip Pullman.

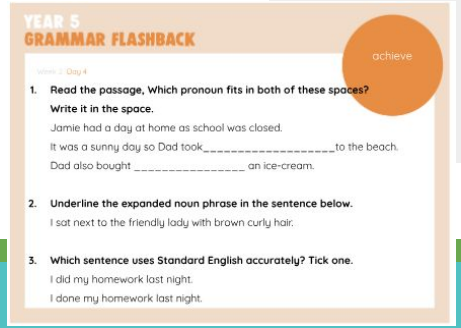
Writing and SPAG in Year 5

Year group	Sentence types	Grammar and Punctuation	Word classes
Year 5	**Recap Year 2** • Simple sentences, identifying what is the subject and object. **Recap Year 3** • Write a compound sentence using coordinating conjunction • Write a complex sentence using conjunctions to make a subordinating clause **Year 5** • Write a complex sentence using parenthesis	**Recap Year 3** • Use a range of coordinating conjunctions (for, but, so, yet) • To use the past tense correctly. • To use the present tense correctly including present perfect (He *has* gone out.) **Recap Year 4** • Use a **wider** range of subordinating conjunctions (because, although, since, after, before) • Use commas to separate complex sentences • Use the correct use of plural possessive apostrophe • To punctuate speech accurately including inverted commas and commas to separate reporting clause for speech. **Year 5** • Use parenthesis, brackets, commas and dashes, to add detail to a sentence. • To use relative clauses using a relative pronoun to add detail to a sentence	**Recap of Year 2** • To use and understand verbs. • To use and understand adverbials. **Recap of Year 3** • To use prepositional phrases • To use similes within a sentence **Recap Year 4** • To begin to use active and passive verbs within a sentence. • To use a thesaurus to choose suitable vocabulary and uplevel synonyms **Year 5** • Use adverbial openers punctuate these correctly to create a cohesive paragraph • To use expanded noun phrases to convey complicated information concisely. • Use modal verbs to indicate degrees of possibility • To convert nouns and adjectives into verbs.

We work on a weekly rotation of SPAG.

We do 4 lessons of spelling a week. All of which are focused on one spelling pattern.

We then do SPAG recaps at the start of every lesson of English along with an Grammar challenge focused on 3 specific grammar strategies and a sentence including a year ⅝ word.


YEAR 5
GRAMMAR FLASHBACK

achieve

1. **Read the passage. Which pronoun fits in both of these spaces? Write it in the space.**
Jamie had a day at home as school was closed.
It was a sunny day so Dad took _____ to the beach.
Dad also bought _____ an ice-cream.

2. **Underline the expanded noun phrase in the sentence below.**
I sat next to the friendly lady with brown curly hair.

3. **Which sentence uses Standard English accurately? Tick one.**
I did my homework last night.
I done my homework last night.

Reading skills coverage for Autumn

Year 5	Step 16 Autumn	Step 17 Spring	Step 18 Summer	End of year expectations
	• Recommending books that they have read to their peers, giving reasons for their choices. • -Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary			
Word Reading	• I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words.	• I can confidently read most words, understanding the impact of prefixes and suffixes on root words.	• I understand the history of words and the relationship between them to help me read unknown polysyllabic words. • I understand the impact of prefixes and suffixes on root words. • I can read all Year4/5 Common Exception Words	• -Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
Range of Texts -Maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • learning a wider range of poetry by heart. • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view courteously				

Year 5	Step 16 Autumn
Comprehension	• I can identify the different features of fiction and non-fiction genres. • I can compare, contrast and evaluate different non-fiction texts. • I can discuss my understanding of a text. • I can skim to identify key ideas. • I can make simple comparisons between books.

Year 5	Step 16 Autumn
Themes and Conventions	• I can use the way in which a text is organised to help me understand. • I can talk about books, discuss the main points and build on my reasoning.
Language for Effect	• - I can comment on how an author has used language and its effect upon the reader.
Making Inference	• I can recognise which characters the author wants the reader to like/dislike. • I can make simple predictions about a story.

Outcome - Range of Texts

Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- making comparisons within and across books.
- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

History for Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

What we already know:	Year 5 History: The Ancient Greeks	What's next?
European country names and capitals – Greece and Athens Climate and vegetation of Southern Europe – the types of food grown in the region (olives, tomatoes etc) Romans, Egyptians, Ancient Greece were some of the first civilizations of the world		Significant aspect of history - Crime and Punishment Y6 Significant period of history - Mayans Y6

Timeline

	Ancient History			1 CE	Modern History			Present
Stone Age	**Bronze Age**	**Iron Age**			**Roman Britain**	**Tudors**	**Victorian Era**	**2023**
800,000 BCE Used stones tools, Nomadic	2,100 BCE Metal was used for the first time	750 BCE Large organised tribes Used Iron for tools			625BCE-476AC	1485-1603	1799 Mary Anning 1820 Florence Nightingale	Yr 5

History for Autumn Term

The Story of Britain	Beliefs	Economy/Trade	Society and Government
People lived in Greece for thousands of years before Greek society developed. The 'Ancient Greeks' that we study lived from 800BCE to 146BCE. Ancient Greek Myths and gods are still well known and the names of the gods are often used by modern companies– Nike; Amazon. The modern Olympic Games were inspired by the original Olympics of the Ancient Greeks. The UK is  democratic Greeks valued education and many of the things that they discovered or invented are still important today: Aristotle – Science; Hippocrates – Medicine; Herodotus – History; Pythagoras – Maths; Astronomy	Belief in the gods was one of the things that united the Ancient Greeks. The Greek gods and the Roman gods are very similar Greeks believed that the gods controlled all aspects of life and they worked hard to please them. Many of the Greek's most impressive buildings were temples to the gods  The Olympic Games were very important to all Greeks and were first held to honour the gods who were believed to live at Mount Olympus. 	Greece was a difficult land to grow crops on so the Greeks Greeks traded all over Africa, Europe and Asia – they were famous for their grapes, wine, pottery and olives.  Today tourism is a major part of the Greek economy	Ancient Greece was a series of city states each with its own king, cultures and way of life. They would often fight each other but would unite when threatened by another nation. The two city states we know most about are Athens and Sparta. Life in the two city-states was very different.  The Greeks invented democracy which was very different from the way monarchies ruled in most countries. Laws began to get set by a council of educated men who voted

Tier One	
Olympics	Chronology
Greece	Climate
Ancient	invasion

Tier Two	
Circa	Latin meaning 'around'. c. 800 BC means around 800 BC.
Civilisation	a human **society** with its own social organisation and **culture**.
Deity	a god or goddess
Democracy	a fair political system where all adults vote for an elected government.
Empire	a number of individual nations that are all controlled by the government or ruler of one particular country
Merchant	a person who buys or sells goods in large quantities
Mythology	a group of myths, especially all the myths from a particular country, religion, or **culture**.
Philosophy	the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live
Polytheists	the worship of or belief in more than one god

Tier Three	
Acropolis	citadel
Archaeologist	

Science For Autumn Term

How does this link to our existing knowledge?

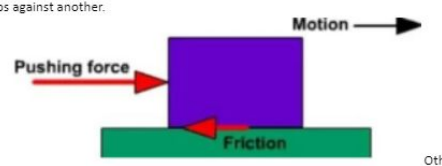
What will we be learning next.

Year 5 Science- Forces	
What we already know: Know what a force is and be able to explain that a push and pull are types of forces. That when forces are applied to an object they allow them to move or stop moving. The strength of the force determines how far and fast an object moves. Friction is the resistance of motion when there is contact between two surfaces. The force that causes objects to move downwards towards the ground is gravity. ·That magnets have poles, and that opposite poles attract, while similar poles repel.	**What's next?** Certain things produce light, usually by burning (e.g. the Sun) or electricity (e.g. street lights) • Shiny materials do not make light but do reflect it. • Shadows are caused when certain materials block light. • Light travels in straight lines. When light is blocked by an opaque object, a dark shadow is formed. • The further away the light source is, the smaller the shadow is. The closer the source of the light, the bigger the shadow

Science For Autumn Term

What are forces?

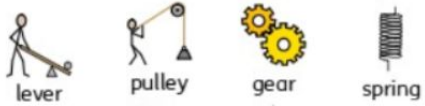
Forces are pushes and pulls. · These forces change the motion of an object. · They will make it start to move or speed up, slow it down or even make it stop. · For example, when a cyclist pushes down on the pedals of a bike, it begins to move. The harder the cyclist pedals, the faster the bike moves. · When the cyclist pulls the brakes, the bike slows down and eventually stops. · Friction is a force - it is the resistance of motion when one object rubs against another.



Other forces that create resistance of motion include water resistance and air resistance.

What are examples of mechanisms?

Levers allow us to do heavy work with less effort . For example, trying to pick up a large heavy box is difficult, however if a lever is used it becomes much easier to move it. · Pulleys also allow us to do heavy work - objects are attached to ropes and pulley wheels, and so instead of lifting heavy object upwards, we can pull on the pulley rope downwards. · Gears are toothed wheels. Their 'teeth' can fit into each other so that when the first wheel turns, so does the next one. This allows forces to move across a surface. · Springs can be stretched by pulling them or squashed by pushing them. The greater the force pulling or pushing the spring, the greater the force the spring uses to move back to its normal shape.

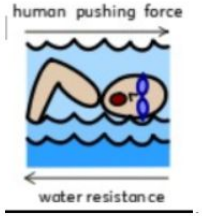


What is gravity and air resistance?

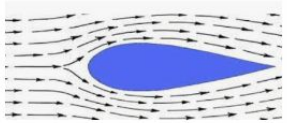
Gravity is the force that pulls objects to the centre of the Earth. · Air resistance pushes up on the parachute, opposing the force of gravity . This makes the parachute land more slowly.

What is water resistance?

Water resistance is the friction that is created between water and an object that is moving through it. · Some objects can move through water with less resistance if they are streamlined.



Streamlined- **A streamlined vehicle, animal, or object has a shape that allows it to move quickly or efficiently through air or water.**



Vocab

Tier One

Surface	Gravity
Force	Opposite

Tier Two

Attract	If one object attracts another object, it causes the second object to move towards it.
Friction	The resistance of motion when one object rubs against another
Gear	A part of a machine that causes another part to move because of teeth which connect the two moving parts.
Lever	A basic tool used to lift or pry things open.
Pulley	A simple machine that makes lifting something easi- er. A pulley has a wheel or set of wheels with grooves that a rope or chain can be pulled over.
Repel	When a magnetic pole repels another magnetic pole, it gives out a force that pushes the other pole away.
Resistance	A force which slows down a moving object or vehicle.
Spring	A spiral of wire which returns to its original shape after it is pressed or pulled.

Science For Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 5- Science Earth and Space

What we already know:	What's next?
We have four seasons (autumn, winter, spring and summer). The Sun is a source of light but the Moon is not. Know that a shadow is caused when an object blocks light from passing through it. To know the history of space travel. The properties of a sphere.	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Science For Autumn Term

What causes day and night?

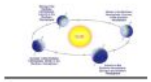
The Earth rotates on its axis anti-clockwise and makes a complete rotation over 24 hours (a day). · This makes it appear as the Sun moves through the sky but the Earth's rotation causes day and night. · Different parts of the Earth experience daylight at different times - this means that it is morning, afternoon and night in different places. This is also the reason why we have time zones. · Because of the Earth's tilt, the poles experience 24 hours of sunlight in the summer, and very few hours of sunlight in the winter. · As the Earth rotates, shadows that are formed

The moon

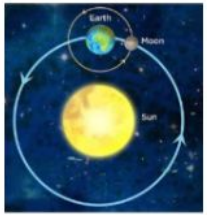
The Moon orbits the Earth anticlockwise and takes approximately 28 days. · The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the Moon. · The Moon has different phases depending on where it is in its orbit. · The Moon's gravity causes high and low tides.

Year length and the seasons

The Earth takes 365 and a quarter days to orbit the Sun. · Because of the extra quarter day it takes to orbit the Sun, every four years on Earth is a leap year! · It is the Earth's tilt that causes the seasons.



The Sun, Earth and Moon are approximately spherical. The Earth orbits the Sun. The Moon orbits Earth.



What is the Solar System?

There are 8 planets in our Solar System (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune).
Pluto is a dwarf planet.
They all orbit the Sun, which is a star, and they all have moons.
The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune).
There are also asteroids, meteoroids and comets in the Solar System. · The Solar System is in a galaxy called the Milky Way.

When the Moon passes between the Sun and Earth, the shadow cast by the Moon falls on the Earth's surface and we would no longer be able to see the Sun. This is called a solar eclipse.

Vocab

Tier One

Orbit	Planet
Shadow	Spin
Spin	Star

Tier Two

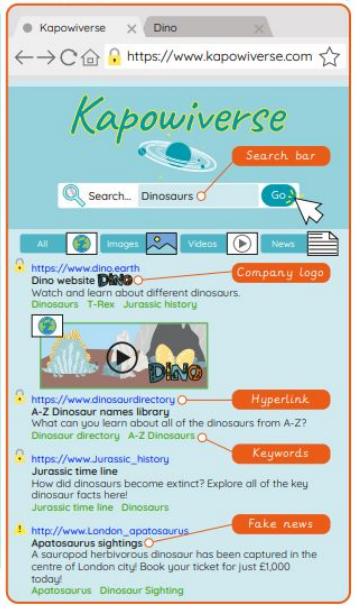
Asteroid	A rock that orbits the Sun in a belt between Mars and Jupiter.
Axis	An imaginary line through the middle of something.
Comet	A bright object with a long tail that travels around the Sun.
Galaxy	An extremely large group of stars and planets. Our galaxy is called the Milky Way.
Gravity	The force which causes things to drop to the ground.
Leap year	A year which has 366 days. The extra day is the 29th February. There is a leap year every four years.
Meteorite	A rock from outer space that has landed on Earth.
Solar system	The Sun and all the planets that go round it.
Sphere	An object that is round in shape like a ball.
Universe	The whole of space and all the stars, planets, and other forms of matter and energy in it.
Time Zones	one of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of GMT (Greenwich Mean Time).

Year 5 Computing - Search engines and Mars Rover 1

Search engines

Algorithm	A sequence of instructions which, when followed, solve a problem.
Company logo	A symbol or motif, used to represent an organisation, so that it can be identified quickly and easily in a busy environment online or in the real world.
Data leak	When information is released without approval from the owner or creator.
Data privacy	The right to keep information private and away from those you do not wish to have access.
Fake news	False and inaccurate information that is shared in a convincing way, usually on social media and in websites.
Inaccurate information	When information is false and untrue. ⚠
Index	A computer saves key information about previously searched results, to make this quicker next time they are accessed.
Keywords (internet)	A set of words used to define and produce an accurate search engine result.
Network	When more than one electronic device is connected in a network through the internet or a local connection in order to share files and information.
Online	When a person is accessing the internet through an electronic device.
Page rank	Web pages are sorted in an order to give the user the most suitable results at the top of the list, the first result could be considered rank one.
Search engine	A way for a user to search the internet's database of information.
TASK	Title, Author, Summary, Kids
Web crawler	A program that uses keywords to search the WWW in a logical and systematic way to find the most suitable results for the user.
Website	A series of web pages and other content, which can be discovered and read through an internet browser, that all belong to a single domain name. For example, Google. The main place where particular web pages can be viewed or accessed.
WWW	The acronym used to express the 'World Wide Web'. It is found at the beginning of website addresses e.g. www.kapowprimary.com

Key facts

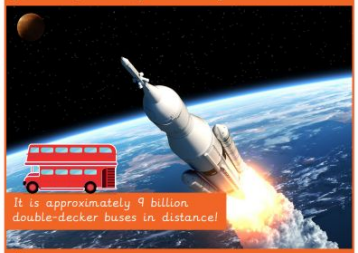


Mars Rover 1

Binary code	A code used in computers, based around the binary values of 0 and 1.
Data	Information used for a specific purpose or investigation.
Data transmission	The movement of information from one or more points to another.
Discovery	When something is intentionally or unintentionally found.
Distance	The amount of space between two places or objects.
Input	Information sent to a computer by an input device such as a keyboard or mouse for processing.
Mars Rover	A robotic vehicle, that explores, investigates and returns data about the terrain on Mars.
Moon	Orbits round planet Earth and is Earth's only natural satellite.
Numerical data	Information that is based on numbers and digits.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Planet	A large natural object that orbits around a star.
Radio signal	A radio wave that is sent or received to somewhere.
Scientist	A person who studies within the fields of Science, such as Physics, Biology and Chemistry.
Sequence	A set order or pattern for something to follow.
Signal	A voltage, current or electromagnetic wave that is either sent or obtained.
Computer simulation	Computer generated imitation of something such as a program test or product prototype.
Space (astronomy)	A vast area around and beyond planet Earth, which is not inhabited.

Key facts

The Mars Rover had to travel 350 million miles (approx) to get to Mars, it took eight and a half months.



Binary:

When a robot thinks independently, it needs to be able to calculate a range of data. All decisions carried out by a robot, or any computer, are done in binary - including the Mars Rover.

Binary value				Decimal value	
0	0	0	0	0	zero
0	0	0	1	1	one
0	0	1	0	2	two
0	0	1	1	3	three
0	1	0	0	4	four
0	1	0	1	5	five
0	1	1	0	6	six
0	1	1	1	7	seven
1	0	0	0	8	eight
1	0	0	1	9	nine
1	0	1	0	10	ten

Year 5 PSHRE - Family & Relationships and Health & Wellbeing

Year 5 - Families and relationships

Attributes	Qualities or characteristics that make up someone's personality.
Bullying	To cause repeated physical or emotional pain to somebody.
Bystander	Someone who watches something happening without getting involved.
Cyberbullying	Bullying that occurs through the internet.
Marriage	The legal commitment of two people to each other which is intended to be lifelong.
Secret	Something which is not meant to be known or seen by anyone.
Wedding	The ceremony which celebrates the marriage of two people.

Some people bully others because they have their own problems and they need help and support to overcome their problems.

If we are aware of bullying, it is important to try and help and not be a bystander.

Getting help

Talk to an adult you trust, this could be:
- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

There are many qualities which make a good frie

Problems in friendships can be overcome and sometimes the friendship can be stronger afterwards.

People can decide if they want to get married or not.

Everyone is different and it is important to recognise our positive attributes.

Sometimes families experience problems and there are people who can help.

If we are worried about something which is happening to us or a friend, we should talk to an adult we trust.

Year 5 - Health and wellbeing

Fail	To be unsuccessful in achieving a goal.
Goal	Something you want to achieve.
Protect	To keep someone safe from something.
Relaxation	Doing calming activities such as having a bath or reading a book.
Responsibility	Being in charge of our own actions.
Steps	To do what is necessary to reach a goal.

Health tips

Establish good habits for sleeping.

Remember: "If at first you don't succeed, try, try and try again".

Write down your goals and the steps you need to get there.

Try to have a balance of food groups in each meal or across the day.

Getting help

If you are worried about your health, talk to an adult you trust or your doctor.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

There are things we can do to look after our mental health, such as yoga.

Sleep is an important part of keeping healthy.

As we get older, we take on more responsibility for our own health.

Finding things hard and failing can feel uncomfortable but they are part of learning.

Having goals can help us achieve things and we will sometimes need to break these down into steps.

We all experience different feelings and we can decide how we are going to react to them.

When we plan a meal, we need to try and include all the food groups which keep us healthy.

UV rays from the sun can damage our skin if we don't protect ourselves.

Year 5 PE - Netball

LESSON 1	To develop passing and moving to maintain possession.
LESSON 2	To use a variety of attacking skills to lose a defender.
LESSON 3	To move into and create space to support a teammate.
LESSON 4	To use defending skills to gain possession.
LESSON 5	To develop accuracy in the shooting action under pressure.
LESSON 6	To use and apply skills, principles and tactics to a game situation.

Year 5 PE - Fitness

LESSON 1	To develop an awareness of what your body is able to do.
LESSON 2	To develop speed and stamina.
LESSON 3	To develop strength using my own body weight.
LESSON 4	To develop co-ordination.
LESSON 5	To develop agility.
LESSON 6	To develop balancing with control.

Year 5 Music

Year 5 Music Autumn

Topic: At the movies

Focus of unit: Composition

Understand and explore music narrative and structure.
Interpreting graphic and pitch notation. Using a storyboard to structure sounds
Learning about sound effects in music and perform with a movie
Identify changes in tempo and its effects
Create and perform a sequence of melodic phrases with a movie
Learn about and create musical clichés in movie soundtracks
Explore the effects of music on movies
Explore techniques used in movie soundtracks
Create descriptive sounds for a movie following a timesheet
Learn about and use cue scores
Evaluate and refine compositions

Class assembly rehearsals
Class 20

Topic: Music and IT

Focus of unit: Exploring Garageband

Explore how music can be played, composed and manipulated through Garageband music app.
Explore composers who use electronics to create music
Use Garageband to :-

- Create/improvise rhythm patterns (both drum kit and sync pad)
- Create/improvise melodies (guitar and keyboard)
- Create harmony using chord sequences (guitar)
- Explore and use pre-recorded loops

Create own piece of music using all of the above
Arrange ideas in sequences and use loops
Edit and arrange compositions – improving and refining

Listening focus: The History of Music

Listening to a variety of music chronologically and discussing composers, instruments and notable features of each period of music in history

Year 5 French

ORACY (speaking and listening)						
Y5	• Engage in a short conversation or role-play with several exchanges using a range of simple familiar questions. • Recognise, use and respond to a range of vocabulary in predictable classroom interactions. • Use adjectives to create spoken and written sentences, describing themselves and others (simple 1st person and 3rd person descriptions including nationality and personality.) • Recall the French phonic sound in and pronounce it clearly	• Talk and write about their interests and express a wider range of personal opinions (hobbies.) • Pick out the main points and a detail from short, spoken passages, spoken clearly and made up of familiar language from various sources (e.g. songs and video clips.) • Use simple adverbs to make spoken and written sentences more interesting (e.g. quite, very.) • Recognise the effect of elision on pronunciation and apply knowledge when using opinion words (j'aime, j'adore) • Recall the French phonic sounds è, é and e recognising that accents affect	• Recognise French numbers to 60, applying phonics knowledge to improve pronunciation • Ask for and give the date of birthdays (number and month) • Apply past phonics knowledge to read aloud bigger numbers with greater accuracy	• Use transactional language to communicate for different purposes (food shopping role plays.) • Apply number knowledge to ask for and give prices • Recognise why liaison is used and apply knowledge to improve pronunciation (giving prices)	• Locate some famous French cities on a map, following compass points • Give and follow a simple series of directions using sequencers to order them. • Form a variety of weather expressions using the impersonal form il (spoken and written) • Appreciate the impact of accents, elisions and some silent letters on sound and apply this knowledge to pronouncing words with a growing confidence (weather song) Recall the French phonic sound	• Say a longer sentence using familiar vocabulary (weather and temperature in different cities) • Pronounce familiar words clearly, paying attention to accents, elisions and silent letters • Present ideas and information to different audiences (group weather report presentation of 4-5 sentences or more using a text model.) Recall the French phonic sound ai and pronounce It clearly

Year 5 French

LITERACY (reading and writing)						
Y5		• Talk and write about their	• Apply knowledge of numbers and months of the year	• Understand and use the main codes in a	• Form a variety of weather expressions using	• Write a short text consisting of three or more sentences
	• Use adjectives to create spoken and written sentences, describing themselves and others (simple 1st person and 3rd person descriptions including nationality and personality.) • Recognise and use some common masculine and feminine adjective endings (e.g. sportif - sportive, intelligent - intelligente.) • Adapt a sentence model successfully to give their own information (e.g. changing the noun, adjective or opinion on a French ID card.) • Read and understand some of the main points in a short, written text based on a familiar topic. • Research, write and present information about a Francophone country.	interests and hobbies. • Express a wider range of personal opinions • Use simple adverbs to make spoken and written sentences more interesting (e.g. quite, very.) • Use the conjunction car (because) to extend some written sentences (giving reasons for opinions about hobbies.)	to form a variety of dates (including those of common festivals.) • Recognise how to conjugate a regular 'er' verb using a resource as support (e.g. regarder.)	bilingual dictionary to check whether a word is masculine, feminine, a noun, verb or adjective (word class.) • Change two or more elements in a given sentence to create a new sentence (e.g. opinion, noun, adjective, verb or adverb) using a word mat, sentence builder or bilingual dictionary as support.	the impersonal form il (spoken and written)	on a familiar topic using a model (weather report.) • Can spot a new word introduced into short sentences made up of familiar vocabulary and use the surrounding words to guess its meaning (holiday postcard reading.) • Use a preposition to describe where an object is located (on, in front of, behind.)

Year 5 R.E.

Year 5 **Hindu/Jew**	Harvest and Thanksgiving: *Why are Rosh Hashanah, Sukkot, Harvest, Diwali important?* SACRE Why do Christian places of worship differ from each other? SACRE	Do we need rules to live a better life? Does the Bible help us realise what is right and wrong? Are the 10 commandments still relevant today? SACRE (Enquiry based)	What can stories and images of deities tell us about Hindu beliefs? SACRE (Enquiry based)
Year 5	Understanding Christianity: ***Incarnation*** 'Was Jesus the Messiah?'	Understanding Christianity: ***Salvation*** What did Jesus do to save humanity?	Understanding Christianity: ***Creation*** Creation and Science: conflicting or complimentary? (Enquiry based)