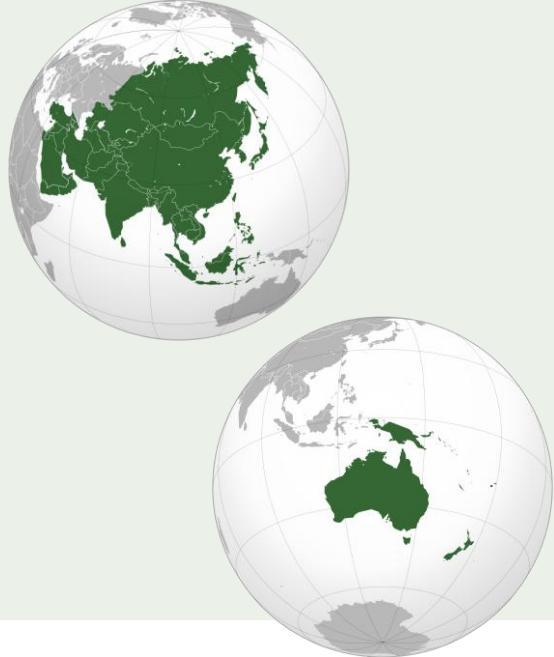


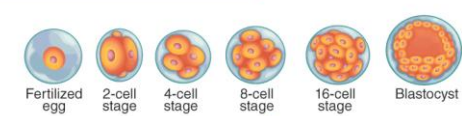
Year 5 : Geography – Where in the world is Asia and Oceania?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
Continent	A large, continuous land mass on earth, often separated by mountains, oceans or other features. There are seven continents on Earth.	Know that the continents of Oceania & Asia are made up of several countries. Know where Japan, China, India, Indonesia, South Korea, Australia and New Zealand are on a map. Know how to read the latitude and longitude for countries studied. Know how climate varies across the region. Know how to explain why different places experience day and night at different times. Know how to describe the position of a place using hemispheres, latitude, and longitude. Know what time zones are and know how they are linked to the Earth's rotation and the Prime/Greenwich Meridian. Know how to interpret thematic maps that show data (e.g., population, rainfall, temperature, climate zones and biomes) Know how to compare physical features such as elevation or terrain using map shading or symbols. Understand vegetation belts and how they relate to climate. Know how trade links work (e.g. how goods travel between countries). Know how the population density of the local area compares to other countries. (real-life) Compare the countries across the region and in comparison, to the UK.	Where is India?
Asia	The largest and most diverse continent on the planet, made up of 48 countries.		Where is China?
Oceania	A continent on planet Earth. To the south of Asia, it is made up of 14 countries.		Where is Japan?
Climate	The weather and conditions in a place over a long period of time.		Where is Indonesia?
Latitude	Horizontal lines that circle the globe. The equator is 0 degrees and the north and south poles are 90 degrees.		Where is South Korea?
Longitude	Vertical lines that circle the globe. These lines converge at the poles. The prime meridian runs through Greenwich in London and is 0 degree.		Where is Australia?
Himalayas	The worlds highest mountain range, located in Asia. Mount Everest, the worlds tallest mountain is in this range.		
Thar desert	A large desert that can be located in India.		
Great Barrier Reef	The worlds largest coral reef system off the coast of Australia. It is a world heritage site.		
Great dividing range	A large mountain range in eastern Australia that stretches for 3,500 kilometres.		
Ring of fire	Tectonic plates where volcanoes occur. Asa and Oceania sit on one side of the ring of fire.		

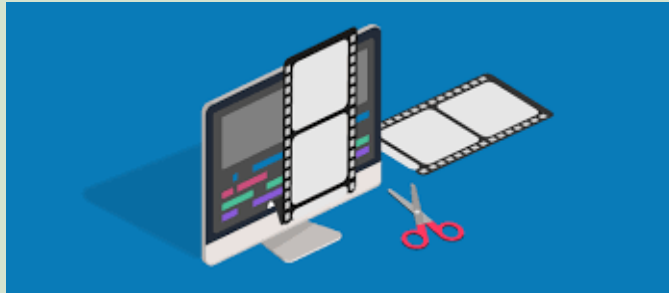
Year 5 Art and Design: Painting

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
Tint	A colour made by adding white to a hue.	I can mix and match colours to create shades, tints and tones with increasing confidence, building on previous knowledge of the colour wheel. I can create different shades of the same colour palette and consider atmosphere or light effects. I can select and use a range of paint (acrylic, water colours, powder paint, poster paint) to create visually interesting paintings developed in stages/layers. I can select and control a range of brushes to demonstrate painting techniques with the types of marks made. I can give consideration given to shape, texture, patterns and lines. I can use sketchbooks to collect and record visual information from different sources, plan, test, and develop ideas/skills for future work which they can revisit. I can compare, adapt and refine ideas commenting on the process and make links to decide their next steps.	How can I mix colours to create different tints, shades and hues?
Shade	A colour made by adding black to a hue.		How can I use complementary and contrasting colours effectively?
Hue	A base colour.		How will different brush types and sizes affect the strokes I make?
Complementary	Colours that work well alongside each other.		How can I recreate a piece of art in the style of an artist?
Contrasting	Colours that create an obvious difference when placed next to each other.		Artist focus: Hokusai and Ethleen Palmer
Layer	Different elements of a piece of art all added together to create the final piece.		
Tone	The lightness or darkness of a colour.		
Foreground	The parts of the painting that are closest to the viewer.		
Background	The parts of the painting that are furthest away from the viewer.		
Primary colour	Colours that cannot be made by mixing others: Blue, Yellow and Red.		
Secondary colour	Colours made by mixing two primary colours together: Purple, Green and Orange.		
Tertiary colour	Colours that are created by adding more or less of a primary colour into a secondary colour.		

Year 5: Science – Animals including humans

Subject Specific Vocabulary		Working Scientifically	Lines of Enquiry
Adolescence	The time in a young person's life when physical and emotional changes leading to adulthood happen.	❑ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ❑ Record data and results of increasing complexity using scientific diagrams and label, classification keys, tables, scatter graphs, bar and line graphs. ❑ Planning different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary. ❑ Describe the changes as humans develop to old age.	How do babies develop before birth?
Adolescent	A young person in the process of developing from a child into an adult.		What are the different gestation periods of animals?
Adult	A person who is fully grown.		What milestones do humans experience throughout their lives?
Arthritis	A disease that causes joints to become swollen and painful.		What is puberty and how does it affect us?
Gestation period	The amount of time that a baby spends inside the mother's womb before it is born.		How do humans change as they reach old age?
Life expectancy	How many years an organism is expected to live. This changes over time.	 EMBRYO DEVELOPMENT  	What do people think about getting old and changing?
Menstruation	A monthly cycle in females. Each month, an egg is released, and if not fertilised by a sperm, the female has her period.		Our Famous scientist for this unit is: Jean Purdy
Pregnancy	The process of nurturing a fertilised egg in the womb as it grows until it is ready to be born.		
Puberty	The first part of adolescence, when physical changes begin to happen to the body.		
Teenager	A person aged between 13 and 19 years old.		

Year 5 : Computing – Video production

Subject Specific Vocabulary`		Software and Tools	Key skills
Video	Video is the recording, reproducing, or broadcasting of moving visual images	iPad iMovie's Video editing tools.   E-Safety	I can explain that video is a visual media format
Audio	Sound, especially when recorded, transmitted, or reproduced.		I can identify features of videos
Pan	When the camera moves between two subjects while filming.		I can compare features in different videos
Angle	The angle at which the camera is placed in relation to the subject in a particular shot.		I know what to do if I see any content online that makes me feel uncomfortable
Subject	The person or thing that is the main focus of the video.		I can identify and find features on a digital video recording device
Split	A transition from one shot to another in video, where transition of the audio and video happen at different times.		I can experiment with different camera angles
Tilt	A cinematographic technique in which the camera stays in a fixed position but rotates up/down in a vertical plane.	I can make use of a microphone	
Unit Overview This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.		I can suggest filming techniques for a given purpose	
		I can capture video using a range of filming techniques	
		I can review how effective my video is	
		I can outline the scenes of my video	
		I can decide which filming techniques I will use	
		I can create and save video content	
		I can store, retrieve, and export my recording to a computer	
		I can explain how to improve a video by reshooting and editing	
		I can select the correct tools to make edits to my video	
		I can make edits to my video and improve the final outcome	
		I can recognise that my choices when making a video will impact the quality of the final outcome	
		I can evaluate my video and share my opinions	

Year 5 : Music – How does music bring us together?

Understanding music		Song 1: Ghost parade 20 th and 21 st century orchestral	Song 2: Words can hurt 20 th and 21 st century orchestral	Song 3: Joyful, Joyful Gospel
Tempo:	Allegro – at a brisk speed (128 beats per minute)	Time signature: 6/8 – there are six quaver beats in a bar. Key signature: C minor – there are three flats in the key signature. Parts: Part 1: C, G, A^b, B^b Part 2: C, G, A^b, B^b Part 3: C, G, A^b, B^b Part 4: C 	Time signature: 4/4 – there are four crotchet beats in a bar. Key signature: G major – there is one sharp in the key signature. Parts: Part 1: G, A, B, C, D, E, F[#] Part 2: G, A, B, C, D, E, F[#] Part 3: G, A, B, C, D, E, F[#] Part 4: G 	Time signature: 4/4 – there are four crotchet beats in a bar. Key signature: C major – there are no sharps or flats in the key signature. 
Time signature:	4/4 – there are 4 crotched beats in a bar.			
Key signature:	A minor – there are no sharps or flats in the key signature.			
Rhythmic patterns using:	Minims, dotted crotchets, crotchets and quavers.			
Improvise together		Key skills		
Time signature:	4/4	Create rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests. Create melodic patterns using the notes A B C D E F[#] G. Listen, learn and practise a song with a vocal score. Justify your feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 3/4, 4/4 and 6/8 metre. Identify the musical style of a song or piece of music. Identify instruments by ear and through a range of media.		
Key signature:	A minor			
Notes:	A, B, C, D, E, F[#], G 			

Year 5 : RE – What is the best way for a Hindu to show commitment to God?

Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
Commitment	Being dedicated to a cause, activity or faith.	Comparing the different ways Hindus put their beliefs into practice. Understanding and discussing the term 'commitment' . Identifying the Hindu beliefs highlighted through Puja. Explaining the process of puja and why it is important to Hindus. Understanding the significance of pilgrimage and holy sites to Hindus.	What is a commitment?
Puja	The act of worship in the Hindu faith.		How does Puja show commitment to God?
Polytheism	Belief in more than one God, or more than one aspect of God.		How do mantras help reaffirm commitment to God?
Mandir	The place of worship for Hindus.		What are the Vedas?
Murti	A sacred image or statue of the chosen god a Hindu worships.		Is pilgrimage important to Hindus?
Pilgrimage	A long journey made by religious people to sites of special importance to their faith.		How do Hindus show their commitment to God?
Mantra	A word or phrase that is repeated to aid concentration and focus.		
Veda	The sacred texts of the Hindu faith.		



Year 5: PE - Gymnastics

Subject Specific Vocabulary – Key words

Balance	The ability to stay upright or stay in control of body movement.
Control	To exercise direction over body movements.
Counter balance	This is created when a weight balances another weight.
Tension balance	As counter balance, but the gymnasts pull away from one another.
Flexibility	The range of limb movement around joints.
Pathway	Different ways of travelling, using different directions and levels.
Posture	The position in which you hold your body.
Technique	The way of performing a skill.
Travelling	

Local Clubs

DLJ Gymnastics Club

Firefields Gymnastics Club

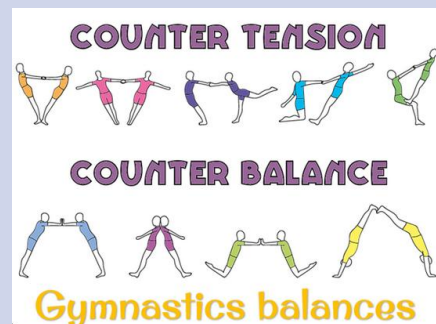
Gillingham Gymnastics Club

Key Skills - Objectives

To learn how to perform point and group balances.

To learn the difference between symmetric and asymmetric shapes.

To be able to link balances and shapes to create a short routine.



To be able to incorporate a piece of equipment into a short routine.

To understand the principles behind effective jumping.

To be able to create and perform a routine which involves all skills learnt from previous weeks.

Team Work / Fair Play

Good communication; sharing and developing ideas.

Focus on the end goal; evaluating performance.

Offering encouragement and support.

Being organised and having fun.

How shall I travel?



Famous People/Teams

Ellie Downie

Louis Smith

Beth Tweddle

Mat Whitlock

Subject Specific Vocabulary – Key words

Touch	Movement
Direction	Control
Turn	Pass
Strike	Laces

Local Clubs

Medway United Football Club

Rainham Five-A-Side Football

Anchorians Football Club



Year 5: PE - Football

Key Skills - Objectives

To develop understanding of the basic rules of football whilst taking part in a number of dribbling exercises whilst using different parts of their feet

To develop dribbling skills whilst changing direction

To learn how to make a short pass using the correct technique: non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball

To make short passes using increasing accuracy and control

To shoot using their laces



Rules of the game

- A football match is played by two teams, with each allowed no more than 11 players on the field at any one time, one of whom is a goalkeeper.
- A match is played in two 45 minute halves.
- The game begins with the toss of a coin, and the winning captain decides which goal to defend or to take the first kick off.
- All players must use their feet head or chest to play the ball. Only the goalkeeper is allowed to use their hands, and only within their designated goal area.
- The aim of the game is to score a goal, which is achieved by kicking or heading the ball into the opposition team's goal.
- If the ball touches or crosses the side line, it is thrown back in by the team that was not the last to touch the ball.

Famous People/Teams

Lionel Messi — FC Barcelona

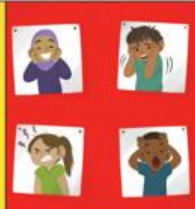
Cristiano Ronaldo

Steph Houghton

Sandy MacIver

Year 5 : PSHE – Zones of Regulation

Subject Specific Vocabulary		Key Skills/Objectives	By the end of the unit, I will know:
Blue Zone	The Blue Zone is used to describe when a person feels sad, tired, sick, or bored.	Identify a range of emotions and read my own body's cues to determine emotions that I am experiencing.	What emotions are linked to each of the Zones?
Green Zone	A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The person feels a strong sense of internal control when in the Green Zone.	Explain how my behaviour affects me and how other people feel about me.	How can the Zones help you to understand and express your feelings?
Nurture	To take care of, feed, and protect someone or something.	Identify triggers that influence my behaviours.	What is a trigger?
Red Zone	A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.	Confidently use tools to regulate myself when I am experiencing intense emotions.	How can the Zones help you to regulate your behaviour?
Self-regulation	The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.	Know how to problem solve desirable solutions to problems I encounter.	
The Zones	A system to categorize how the body feels and emotions into four coloured Zones with which a person can easily identify.		
Trigger	An irritant that causes a person to become less regulated and increases the likelihood of going into the Yellow or Red Zone.		
Yellow Zone	A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The person's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.		

The ZONES of Regulation			
			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Year 5: Spanish – Me Presento (presenting myself)

Subject Specific Vocabulary	
¡Buenos días!	Good morning!
¡Hola!	Hi/Hello!
¿Cómo estas?	How are you?
Adios	Goodbye
¡Hasta Luego!	See you later!
¿Como te llamas?	What is your name?
Me llamo	My name is...
¿Quanto años tienes?	How old are you?
Tengo... años	I am... years old
¿Donde vives?	Where do you live?
Vivo en...	I live in...
Soy...	I am...



¡Hola! Me llamo Claudia. Tengo diez años. Vivo en Salamanca.



Key Skills

To ask and answer the question 'how are you?'

To ask and answer the question 'what is your name?'

To consolidate, read and write numbers 1-20 in Spanish.

To use knowledge of numbers to say how old they are.

To ask and answer the question 'where do you live?'

Lines of Enquiry

How do I introduce myself and ask someone their name?

How do I ask someone how old they are?

What are the numbers 1-20 in Spanish?

How do I ask someone how old they are?

How do I ask someone where they live?

Soy...	
español	española
inglés	inglesa
irlandés	irlandesa
galés	galesa
escocés	escocesa