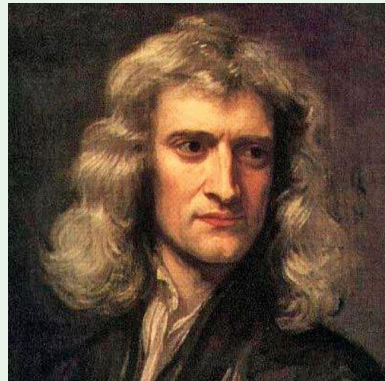
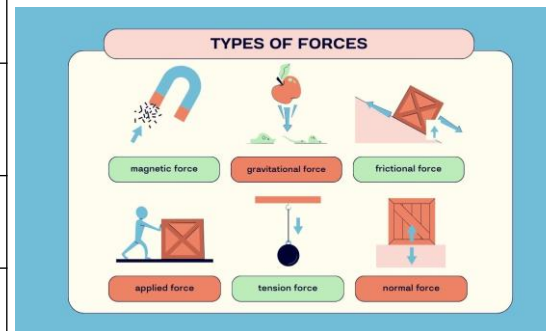


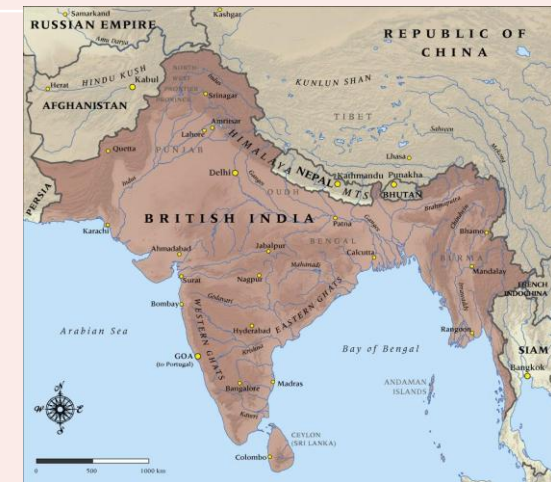
Year 5: Science – Forces and motion

Subject Specific Vocabulary		Working Scientifically	Lines of Enquiry
Gravity	A force which pulls two objects towards each other.	❑ Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ❑ Use test results to make predictions to set up further comparative and fair tests. Identify scientific evidence that has been used to support or refute ideas or arguments. ❑ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms. ❑ Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ❑ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	What causes objects to fall to the ground?
Friction	A force between two surfaces that are sliding or trying to slide across or past each other.		What is air resistance and how does the size of an object affect it?
Air resistance	A type of friction between air and a material moving through it.		What is friction?
Water resistance	A type of friction between water and a material moving through it.		How does an objects shape affect the speed it moves through water?
Levers	A long rigid body with a fulcrum along its length.		What is a lever and how does it work?
Pulleys	A simple machine which comprises of a wheel on a fixes axle with a groove to guide a rope or cable.		How does a pulley system work?
Gears	Wheels with teeth that slot together. When one moves, the others turn as well.		Our Famous scientist for this unit is: Sir Isaac Newton 
Parachute	A device used to slow and object that is falling towards the ground. As it pens, air resistance increases.		
Newton meter	A device used to measure the amount of force an object displays.		
Dynamic	A process characterised by constant change, activity or movement.		



Year 5 History: How did the British Empire impact India?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
British Empire	A phrase used to describe all the places around the world that were once ruled by Britain.	*Identify and sequence the main events of the British empire's rule in India. *Know that Britain first arrived in India in 1757. *Know that Britain ruled India from 1858 - 1947 *Know India gained its independence in 1947. *Know what the East India Trading Company was and their influence in Asia. *Identify the time period of the British Raj and its impact on Indian culture and society. *Draw comparisons between modern day India and the British Raj. *Demonstrate understanding and reach informed conclusions as how life was different under the rule of the British Raj. *Use and interpret historical sources to explain historical events and the life of people at the time.	Why was India a colony of the British empire?
Colonisation	The process where one country establishes control over another.		What was the role of the East India Trading Company in India?
East India Trading Company	A British company that traded with India and other countries. It expanded its power to control a lot of land in Asia between 1757 and 1858.		What was life like for ordinary people in India under British rule?
India	A country in Asia. It is the seventh largest country in the world and has over 1 Billion people living there.		Who was Gandhi and what was the 'peaceful path' to independence?
Empress	A powerful woman who is either a ruler of an empire or the wife of an emperor. Queen Victoria was named Empress of India during her reign as ruler of the British Empire.		What is the legacy of the British in India?
British Raj	The time when Britain ruled over India from 1858 to 1947.		
Mughal Empire	The empire that ruled in India before Britain took over.		
Resistance	To fight against or oppose.		
Independence	Freedom from control by an external power.		
Legacy	Something left behind for others to remember; something that comes to us from the past.		



Year 5 DT: Textiles

Subject specific vocabulary		Key Skills	Lines of enquiry
Stitch	A loop of thread passed through pieces of fabric to hold them together.	Generate a range of innovative ideas after collating relevant information (i.e. users' views – surveys, questionnaires, interviews). Produce a detailed plan, with step-by-step instructions, cross section diagrams and prototypes. Suggest alternative plans, considering the positive aspects and drawbacks of each. Use a range of suitable tools and equipment expertly, explaining your choice. Consider the aesthetic qualities and functionality of my work when making. Explain their choice of material and component according to functional properties and aesthetics. Measure, mark out, join, assemble materials and components with accuracy. Assemble, join, combine materials and components with accuracy. Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. Suggest improvements that could be made, considering materials and methods that have been used. Analyse how sustainable materials are. Analyse impact products have beyond their intended purpose.	What types of stitching can I use to sew fabrics together?
Seam	The line where two pieces of fabric are stitched together.		How can I use fabric and stitching to create an engaging pattern?
Applique	A technique where fabric shapes are sewn onto a larger piece to create a design or pattern.		What techniques will help me to create my design?
embroidery	Decorating a piece of fabric using thread to create patterns.		How can I create my design using applique?
Motif	A decorative image or design.		
Running stitch			
	Back stitch		
			
Blanket stitch	Over stitch		

Year 5 : Computing – Computing systems and networks

Subject Specific Vocabulary`		Software and Tools	Key skills
Algorithm	An algorithm is a set of instructions for a computer, split into little steps.	Search engines and online web search tools. 	I can explain that systems are built using a number of parts
Search Engine	A webpage where you can look up different information is called a search engine.		I can describe the input, process, and output of a digital system
Web crawler	A computer program that crawls across the World Wide Web to find and index pages for search engines. It is sometimes called a spider		I can explain that computer systems communicate with other devices I can identify tasks that are managed by computer systems
System	A group of related things that work together as a whole.		I can identify the human elements of a computer system
Input	Data that is sent to a program to be processed		I can explain the benefits of a given computer system
Output	The result of data processed by a computer		I can explain how to keep my personal information safe online I can make use of a web search to find specific information
Process	A program, or part of a program, that is running on a computer		I can refine my web search
Digital	Electronic technology that generates, stores, and processes data.		I can compare results from different search engines
Selection	Part of a program where if a condition is met, then a set of commands is run		I can recognise trustworthy websites
Network	An algorithm is a set of instructions for a computer, split into little steps.	E-Safety	I can explain why we need tools to find things online
Search Engine Optimisation	The process of getting more clicks onto a web page from a search engine by improving the web page content.		I can recognise the role of web crawlers in creating an index
Unit Overview Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.			I can relate a search term to the search engine’s index I can order a list by rank and explain that a search engine follows rules to rank results
		I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect I can explain what a strong password is and demonstrate how to create one.	I can give examples of criteria used by search engines to rank results I can describe some of the ways that search results can be influenced I can recognise some of the limitations of search engines I can explain how search engines make money

Year 5: PE - Hockey

Subject Specific Vocabulary – Key words	
Heads up	Knees bent
Hands wide apart	Loose right hand
Strong side	Angle
Push	Strike
Draw	Timing
Accelerate	Interception
Jab	Block
Flat stick	Tackle
Dribble	Pass
Control	



Local Clubs
Junior Anchorians
Holcombe Hockey Club

Key Skills - Objectives
To explore the shake hands grip and reverse grip when travelling with the ball.
To dribble with direction and explore the reverse stick.
To explore passing over a distance whilst on the move and learn how to stop the ball.
To explore how to attack.
To explore how to defend and tackle
To implement skills and technique learnt in competitive matches.



Rules of the game
Hockey players can only hit the ball with the flat side of their stick.
Hockey players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to control the ball at any time.
A goal can only be scored either from a field goal, a penalty corner, or from a penalty stroke.
Hockey players may not trip, push, charge, interfere with, or physically handle an opponent in any way. Hockey is a non-contact sport and all fouls result in a free hit or a 'penalty corner' for the non-offending team.

Team Work / Fair Play
Give maximum effort and strive for the best possible performance.
Accept success and failure, victory and defeat, with dignity and set a positive example to others.
Respect the spirit of fair play in hockey. This is more than playing within the rules. It also encourages friendship, respect for others and participating with the right spirit.

Famous People/Teams
Luke Boothroyd
Mark Thomas
Hollie Pearne-Webb
Leah Wilkinson

Year 5: PE – Fitness

Subject Specific Vocabulary – words		Key
Agility	The ability to be in motion, stop, change direction and get moving again.	
Balance	The ability to maintain a controlled body position.	
Collaboration	The ability to work constructively with others.	
Co-ordination	To move easily and in a controlled way, particularly the arms and the legs.	
Perseverance	The ability to keep doing something in spite of obstacles.	
Speed	The rate at which a person/ object moves along a path.	
Stamina	Staying power or enduring strength.	
Strength	The quality or state of being strong.	

Key Skills - Objectives

Develop an awareness of what your body is capable of.

Develop speed and stamina.

Develop strength using my own body weight.

Develop co-ordination through skipping.

Perform actions that develop agility.

Develop control whilst balancing.

Local Clubs

CrossFitKids - Medway

Nuffield Health - Medway Fitness

Team Work / Fair Play

Show respect to others.

Give maximum effort and strive for the best possible performance.

Listen to and take on board the ideas of others.



Famous Fitness Trainers

Joe Wicks

Nick Mitchell

Sarah Lindsay

Year 5 RE: Is the Christmas story true?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
Advent	The four-week period before Christmas.	Explain why people may see the same event in different ways.	Why can eye-witness accounts of the same event be different?
Christian	A person who believes in Jesus Christ and follows his teachings.	Explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.	Is this Christmas story true?
Eyewitness account	A description given by someone who was present at an event.	Explain the Christian belief that Jesus was the incarnation of God.	Which version of the Christmas story is true?
Incarnation	The appearance of a god or spirit in human form.	Identify different sources of the Christmas story and explain the meaning of Christmas to Christians.	
Nativity	A story that tells the conception and birth of Jesus.	Explain my own opinion on whether the Christmas story is true and say what Christians my think of my opinion.	Was Jesus really born on 25 th December?
Perspective	The way a person see the world.		What is scientific truth?
Scientific truth	Scientific truths are based on clear observations of physical reality.		
Subjective	Something that is subjective is based on personal opinions and feelings rather than on facts.		
Truth	Something that is proven by facts.		

Year 5: Spanish – La fecha (the date)

Subject Specific Vocabulary	
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December



Key Skills

To name, understand and use the days of the week in Spanish.

To name, understand and use the months of the year in Spanish.

To say, read and write numbers 1-31 in Spanish.

To ask and answer the question ¿Qué fecha es hoy?

To ask and answer the question ¿Cuándo es tu cumpleaños? (When is your birthday?) in Spanish.

Lines of Enquiry

What are the days of the week in Spanish?

What are the months of the year in Spanish?

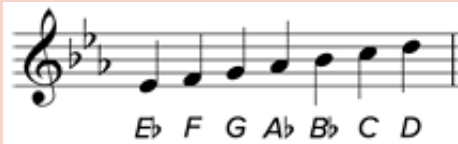
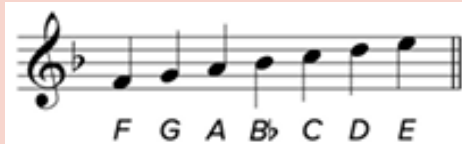
What are the numbers 1-31 in Spanish?

How do I ask and answer questions about the date in Spanish?

How do I ask and answer questions about birthdays in Spanish?



Year 5 : Music – How does music connect us with our past?

Understanding music		Song 1: The sparkle in my life Pop	Song 2: Dreaming of Mars 20 th and 21 st century orchestral	Song 3: Get on board Gospel
Tempo:	Moderato — at a moderate speed (112bpm)	Time signature: 4/4 — there are four crotchet beats in a bar Key signature: E $\flat$ major — there are three flats in the key signature	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 four crotchet beats in a bar Key signature: F major — there is one flat in the key signature
Time signature:	2/4 — there are two crotchet beats in a bar	Parts: Part 1: C, D $\flat$, E $\flat$ A $\flat$, B $\flat$ Part 2: C, E $\flat$, F Part 3: C, E $\flat$, F Part 4: E $\flat$	Parts: Part 1: G, G $\sharp$, A, B $\flat$, C Part 2: G, G $\sharp$, A, B $\flat$, C Part 3: G $\sharp$, A, B $\flat$, C Part 4: C	
Key signature:	F major — there is one flat in the key signature ($\flat$)			
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers			
Improvise together		Key skills		
Time signature:	4/4	Copy back rhythms from memory or with notation. Create melodic patterns using rhythmic combinations of the notes C, D, E$\flat$, E, F, F$\sharp$, G, A$\flat$, A, B$\flat$, B Analyse, explore and discover the song/piece's musical concepts and style. Understand the importance of vocal warm-ups and explain why they are important. To rehearse and perform their part within the context of the unit song. Present what has been learnt in the lesson with confidence and ease. Share and talk about their improvisation. Improvise using the notes that are given.		
Key signature:	A minor			
Notes:	A, B, C, D, E, F$\sharp$, G 