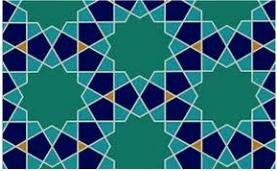


# Year 5 : Art & Design - Using printing techniques

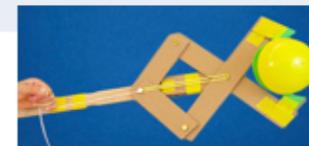
| Subject Specific Vocabulary |  | Key Skills   | Sticky Knowledge  |  |
|-----------------------------|--|--|---|--|
| observation                 | The process of carefully watching someone or something.  | Discuss the artwork of Mark Garlick and explain what I like and what I don't like.           | Mark Garlick is a freelance illustrator, author and computer animator based in Hove, East Sussex.                         |  |
| technique                   | A way of carrying out a particular task.   | Use sketchbooks to produce artwork in the style of Mark Garlick.                             | Mark Garlick specialises in painting astronomical phenomena, balancing his scientific knowledge with artistic techniques. |  |
| medium                      | Refers to the materials that are used to create a work of <i>art</i> . The plural of <i>medium</i> is <i>media</i> .   | Review and revisit ideas.  | Reviewing and revisiting ideas helps us to make meaningful improvements.  |  |
| print                       | Printmaking is a process where multiple prints of an image can be made. A composition is created on a surface from which a transfer using ink is possible, such as a plate, stone, piece of wood, potato, etc. | Refine drawing techniques.   | Choosing the most appropriate materials to create print surfaces will have a positive impact on the finished work.        |  |
| refine                      | Making small changes which improve an idea in some way.  | Select appropriate materials to create print surfaces.                                       | Careful refining of a piece of artwork helps to progress skills and techniques.   |  |
| spacescape                  | A <i>spacescape</i> is a type of digital or traditional art that depicts scenes in space (usually with a science-fiction-like quality).  | Evaluate my artwork, identifying similarities and differences with the work of Mark Garlick. | Evaluating a piece of work helps to identify improvements to be made.   |  |
|                             |  |           |                                      |  |

# Year 5 : Computing - We are Artists

| Subject Specific Vocabulary   |   | Software and Tools   | Sticky Knowledge about fusing geometry and art  |
|---|---|--|---|
| Geometric   | A geometric pattern or arrangement is made up of shapes such as squares, triangles or rectangles. | Google drawings<br><a href="https://docs.google.com/drawings/d/1g0-umusl43n_sPDtlrWy_uKOxBBiBube04T8AHgHYOU/edit">https://docs.google.com/drawings/d/1g0-umusl43n_sPDtlrWy_uKOxBBiBube04T8AHgHYOU/edit</a>   | I can recognise that vector drawings are made using shapes                              |
| Landscape   | All the visible features of an area of land, often considered in terms of their aesthetic appeal. | Geometric Islamic art:<br><a href="http://www.patterninislamicart.com">www.patterninislamicart.com</a>   | I can experiment with the shape and line tools  |
| Op art  | Op art (short for optical art) is a style of visual art that uses optical illusions.              | Escher's art: <a href="http://www.mcescher.com">www.mcescher.com</a>   | I can identify the shapes used to make a vector drawing                                 |
| Vector drawing  | A drawing made on a computer by putting lines and shapes together to create a complete image.     | Bridget Riley's art:<br><a href="http://www.karstenschubert.com/bridget-riley">www.karstenschubert.com/bridget-riley</a>   | I can move, resize, and rotate objects I have duplicated                                |
| Duplicate   | Creating an exact copy of something.  | TurtleArt: <a href="http://turtleart.org/gallery/index.html">http://turtleart.org/gallery/index.html</a><br><br>Terragen scenes:<br><a href="http://planetside.co.uk/galleries/terrigen-gallery">http://planetside.co.uk/galleries/terrigen-gallery</a>                            | I can explain how alignment grids and resize handles can be used to improve consistency |
| Align   | To arrange something so that they form a line or are in a proper position.                        | <b>E-Safety</b>  |   |
| Modify  | To change the form or qualities of something/a drawing.   | If the pupils use Google Image Search to study examples of artists' work ensure that 'safe search' is locked to 'strict'.<br><br>Precautions over the protection of identity and intellectual property should be in place if the pupils upload work they create for others to see. | I can modify objects to create a new image  |
| <p><b>Unit Overview:</b><br/>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> |   |     | I can identify that each added object creates a new layer in the drawing                |
|   |   |  | I can change the order of layers in a vector drawing                                    |
|   |   |  | I can recognise when I need to group and ungroup objects                                |
|   |   |  | I can reuse a group of objects to further develop my vector drawing                     |
|   |   |  | I can create a vector drawing for a specific purpose                                    |

# Year 5 : Who are our National Parks for? (D&T)

| Subject Specific Vocabulary |  | Key Skills   | Sticky Knowledge   |
|-----------------------------|--|--|--|
| environment                 | the daily surroundings of a person or animal; the natural world of the land, air and sea.          | Use research and develop design criteria to inform design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals/groups. | Decomposition of rubbish leads to the release of poisonous gases which impact on the quality of the air we breathe. It can cause diseases like asthma. |
| decomposition               | the state or process of rotting; decay.  | Use sketching techniques to generate a number of initial ideas based upon themes.  | Disposing of rubbish responsibly helps to make the environment cleaner and safer.  |
| litter picking              | Picking up rubbish that is left lying around outside.  | Use a range of tools (scissors, split pins, paper clips, craft knives) to cut, shape, join and finish accurately.  | Researching existing products informs the design of new products that are fit for purpose.   |
| design brief                | a statement that explains a need or problem that can be resolved by designing a product.           | Use a wide range of materials and components (paper, card, cardboard, craft sticks, elastic bands, string, tape).  | Choosing the correct tools and using them appropriately helps to develop effective techniques.   |
| product                     | an object or substance that is manufactured (for sale).  | Understand and use mechanical systems in their products (levers).  | Exploring different materials and identifying which one(s) best fit the purpose leads to a more effective outcome.                                     |
| end user                    | the person who actually uses a particular product.   | Critically evaluate a product to recognise its strengths and to identify areas for development (both their own and others' work).  | Celebrating what has gone well and recognising what has not gone well enables us to make improvements to our work.                                     |
| lever                       | A mechanism that allows people to lift heavy loads with little effort.                             |  |  |
| specification               | detailed description of how to make or do something.   |  |  |
| finish                      | complete the manufacture or decoration of an object by giving it an attractive surface appearance. |  |  |
| critical evaluation         | Provide an opinion on the accuracy of the product and suggest changes for improvement.             |  |  |



## Subject Specific Vocabulary

|                                   |  |  |
|-----------------------------------|--|--|
| Lesson 1<br>The wheels on the bus | <i>le bus</i><br><i>les roues</i> (f)<br><i>le moteur</i><br><i>le klaxon</i><br><i>le bébé</i><br><i>les gens</i> (m)<br><i>tourment</i><br><i>les essuie-glaces</i> (m)  | the bus<br>the wheels<br>the engine<br>the horn<br>the baby<br>the people<br>turn<br>the windscreen wipers                             |
| Lesson 2<br>On route              | <i>chanter</i><br><i>dormir</i><br><i>lire</i><br><i>rêver</i><br><i>jouer aux jeux vidéos</i><br><i>manger des bonbons</i><br><i>bavarder avec mes amis</i><br><i>écouter de la musique</i>                     | to sing<br>to sleep<br>to read<br>to daydream<br>to play video games<br>to eat sweets<br>to chat with my friends<br>to listen to music |
| Lesson 3<br>Through the window    | <i>un arbre</i><br><i>un oiseau</i><br><i>une ville</i><br><i>un moulin</i><br><i>une vache</i><br><i>un feu tricolore</i><br><i>un camion</i><br><i>une cabine téléphonique</i><br><i>une boîte aux lettres</i> | a tree<br>a bird<br>a town<br>a windmill<br>a cow<br>traffic lights<br>a lorry<br>a phone box<br>a post box                            |
| Lesson 4<br>At the museum         | <i>une momie</i><br><i>des os</i> (m) <i>de dinosaure</i><br><i>des bijoux anciens</i> (m)<br><i>une billetterie</i><br><i>une peinture</i><br><i>des pièces en or</i> (f)<br><i>une armure complète</i>         | a mummy<br>some dinosaur bones<br>some ancient jewellery<br>a ticket office<br>a painting<br>some gold coins<br>a suit of armour       |

# Year 5: FRENCH – A School Trip

## Subject Specific Vocabulary

|                                  |  |  |
|----------------------------------|--|--|
| Lesson 5<br>In the countryside   | <i>nager</i><br><i>dessiner</i><br><i>jouer à la balle</i><br><i>faire du cheval</i><br><i>faire un pique-nique</i><br><i>nourrir un agneau</i><br><i>ramasser des feuilles</i><br><i>ramasser des mûres</i> | to swim<br>to draw<br>to play catch<br>to ride a horse<br>to have a picnic<br>to feed a lamb<br>to collect leaves<br>to collect blackberries |
| Lesson 6<br>A trip to the museum | <i>un cercueil</i><br><i>une voix</i><br><i>une reine riche</i><br><i>les élèves</i><br><i>bienvenue</i><br><i>elle porte</i><br><i>je tombe</i><br><i>je regarde</i><br><i>quelqu'un crie mon nom</i>       | a coffin<br>a voice<br>a rich queen<br>the pupils<br>welcome<br>she is wearing<br>I fall<br>I look<br>someone shouts my name                 |

## Sticky Knowledge

- Recognise and understand the difference between “mon”, “ma” and “mes” in the French story text.
- Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences.
- Recognise the future tense when prompted.
- Form basic opinions about what they like to do in the context of school trips.
- Join in with familiar French songs, pronouncing the majority of words clearly.

## Questions and Answers

|   |   |
|---|---|
| <i>Qu'est-ce que tu entends?</i>                          | What do you hear?                             |
| <i>J'entends...</i>                                       | I hear...                                     |
| <i>Qu'est-ce que tu aimes faire dans le bus?</i>          | What do you like to do on the bus?            |
| <i>J'aime...</i>  | I like...                                     |
| <i>Qu'est-ce que tu voudrais faire pendant le voyage?</i> | What would you like to do during the journey? |
| <i>Je voudrais...</i>                                     | I would like to...                            |
| <i>Qu'est-ce que tu vois?</i>                             | What do you see?                              |
| <i>Je vois...</i>   | I can see...                                  |
| <i>Tu as vu combien de ... / d'...?</i>                   | How many ... did you see?                     |
| <i>J'ai vu...</i>   | I saw...                                      |
| <i>Qu'est-ce qu'il y a au musée?</i>                      | What is there at the museum?                  |
| <i>Il y a...</i>  | There's... / There are...                     |
| <i>Tu préfères quelle exposition?</i>                     | Which exhibition do you prefer?               |
| <i>Je préfère...</i>                                      | I prefer...                                   |
| <i>Qu'est-ce que tu aimes faire à la campagne?</i>        | What do you like to do in the countryside?    |
| <i>J'aime...</i>  | I like...                                     |
| <i>Qu'est-ce que tu vas faire à la campagne?</i>          | What are you going to do in the countryside?  |
| <i>Je vais...</i>   | I'm going...                                  |



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

## Subject Specific Vocabulary

|                |  |
|----------------|--|
| Time signature | The type and number of beats in a bar  |
| Key signature  | Where it shows what key the music is in.   |
| Minim          | A note which lasts two beats.  |
| Crotchet       | A note which lasts one beat.   |
| Quaver         | A note which lasts half a beat.  |
| Improvise      | To make up a tune and play it on the spot.   |
| Major          | A key with a bright/happy sound  |
| Minor          | A key with a dark /sad sound   |
| Blues          | A key and type of music which generally has a sad feel. Sometimes some of the notes clash together which makes it feel unstable. |
| Texture        | Layers of sound in music.  |



## Sticky Knowledge

Pop music has:

- a simple structure of alternating verses and choruses.
- strong melodies and hooks, with an emotional singing style and lively rhythms.
- a polished studio sound.
- lyrics about love, relationships and having fun.

Minimalism has:

- repeating patterns, which change very gradually over time.
- different-sounding rhythms layered over the top of one another.
- simple harmonies, which don't change very frequently

20<sup>th</sup> and 21<sup>st</sup> Century music is when:

- any musical style or combination of styles can be performed, in any context.
- any instrument can be included in the orchestra, such as amplified/electronic instruments and audio effects.
- unusual harmonies, melodies and rhythms can be used.
- unusual vocal and instrumental performance techniques can be used.

## Key Skills (Lesson Learning) Children will be:

- Share your and listen to others' thoughts respectfully and feelings about the music using some musical language.
- Analyse, explore and discover the song/piece's musical concepts and style
- Place the song/piece in its historical, cultural and global context.
- Decide whether a song/piece has a message or tell a story?
- Understand and explore where the piece fits
- Understand the emotion / feeling / intent of the song and explain it
- Understanding that singing as part of an ensemble or large group is fun, but you must listen to each other
- Learn to sing/play by ear or from notation
- Compose individually, or as part of a group
- Talk about their ideas and revise them in response to feedback
- Think about structure in music and how ideas can be repeated or contrasted for interest
- Think about the use of dynamics
- Successfully create a melody in keeping with the style of the backing track
- Using prior knowledge, use simple rhythmic combinations of minims, crotchets and paired quavers, perhaps with their rests



# Year 5: PE – Basketball

## Subject Specific Vocabulary – Key words

|                |  |
|----------------|--|
| Dribble        | The act of bouncing the ball on the floor with either one or both hands.       |
| Double dribble | When a player dribbles the ball, stops moving then begins to dribble again.    |
| Space          | A spot where there is no one there.  |
| Opponent       | A player in the other team.  |
| Defender       | A player whose job is to stop the other team from scoring.                     |
| Attacker       | A player whose job is to score.  |
| Chest pass     | A very fast and flat pass which enables the team to move quickly up the court. |
| Bounce pass    | A short pass which enables the player to find a teammate in a crowded area.    |

## Key Skills - Objectives

- To develop protective dribbling against an opponent.
- To move into a space to support a teammate.
- To choose where to pass and when to dribble the ball.
- To track an opponent and use defensive techniques to win the ball.
- To perform a set shot and a jump shot.
- To understand the rules of the game and use them to play a game
- To use all of the tactics learnt to play a game.



## Rules of the game

- To win the game you must score more baskets than your opponent.
- Players need to keep themselves and the ball inside of the playing area.
- Players cannot walk or run while holding the ball, they need to dribble the ball whilst moving.
- You cannot dribble with two hands at the same time.
- You cannot double dribble. This is where you dribble, stop and then dribble again.
- Players must not make unfair contact with another player.

## Team Work / Fair Play

- Respect coaches, teammates, opposition and referees.
- To accept the decision of the referee with good grace.
- Players work towards a collective effort to score baskets to achieve success.
- Listen and take on board the ideas of others.

## Famous People/Teams

- Ogugua Anunoby (Current English NBA player)
- Michael Jordan (Famous American basketball player)
- Basketball England

## Local Club

Kent Crusaders  
<https://www.kentcrusaders.co.uk/wp/>

# Year 5: PE – Dance

## Subject Specific Vocabulary – Key words

|             |  |
|-------------|--|
| Structure   | The parts and order of the parts.  |
| Quality     | The precision that is used when performing an action.                          |
| Control     | Ensuring that actions and movements are performed accurately and with balance. |
| Dynamics    | How an action is performed.  |
| Transition  | How a performer moves from one action into another.                            |
| Level       | Whether the action is performed high, middle or low.                           |
| Choreograph | To create a series of dance movements with an end performance.                 |



## Key Skills - Objectives

To create a dance using a random structure and perform the actions showing quality and control.

To understand how changing the dynamics of an action changes the appearance of a performance.

To understand and use relationships and space to change how a performance looks.

To work with a group to create poses and link them together using transitions.

To use choreographing devices when working as a group.

To work with a partner to copy and repeat actions keeping in time with the music.

To use counting to keep in time with a partner

To use changes in level, direction and pathway



## 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.



## Local Club

Medway School of Dance  
<http://www.medwayschoolofdance.co.uk/>

AMG Dance  
<https://amgdance.co.uk/>

The Street Academy of Dance  
<https://www.thestreetacademy.co.uk/>

## Famous People/Teams

Shirley Ballas – Ballroom dancer

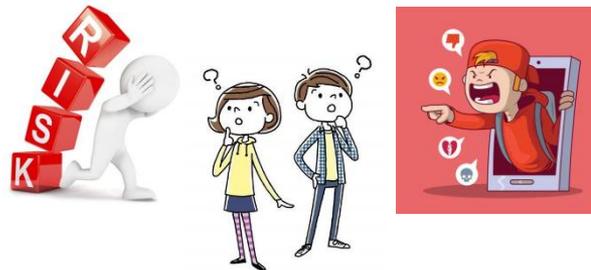
Margot Fonteyn – Ballet dancer

Diversity – Dance troupe

# Year 5 : PSHE – Health and wellbeing

| Subject Specific Vocabulary |   |
|-----------------------------|---|
| Physical health             | The care of our bodies for optimal health and functioning.  |
| Mental health               | How we think, feel and act  |
| Medicine                    | A preparation or treatment for the prevention of illness or disease.  |
| Drug                        | A medicine or substance that has an effect on the body when taken or ingested.  |
| Feelings                    | An emotional state or reaction.   |
| Menstrual cycle             | The process of ovulation and menstruation in females.   |
| Genitalia                   | The organs of reproduction, especially the external organs.   |
| Puberty                     | The period where a young person's body changes, and they become able to reproduce.  |
| Risk                        | A situation involving exposure to danger.<br>Or<br>To act in such a way to bring about the possibility of an unwelcome event. |
| Habit                       | Something that a person does often in a regular and repeated way  |
| Addiction                   | Being so involved in an activity that you are unable to stop.   |

| Key Skills  |
|---|
| Explain what a habit is and why it can be hard to change  |
| Recognise positive and negative risks and weigh up risk factors when making a decision                  |
| Demonstrate strategies for dealing with in person and online bullying and how to support others.        |
| Understand what is safe to share online and offline and to reflect on the possible consequences.        |
| Understand the ways in which medicines can be helpful or harmful  |
| Use a range of words to describe intensity of feelings  |
| Understand what types of touch are acceptable/unacceptable  |
| Know the correct words for the external sexual organs and know what menstruation is and why it happens. |
| Identify the consequences of positive and negative behaviour on themselves and others.                  |
| Explain the difference between a safe and an unsafe secret.   |



| Sticky Knowledge about Health and wellbeing  |
|--|
| Cyberbullying is the use of the internet, mobile phone or other technology to bully another person   |
| A dare is when one/or more than one person tells another child to do something. This thing may not always follow the rules and could get someone in trouble. |
| Puberty is where the body changes and develops. People get taller, grow body hair and notice other changes.  |
| Our body parts have different names including our external genitalia.  |
| The menstrual cycle is a natural part of a female's life.  |
| All medicines are drugs but not all drugs are medicines.   |
| Risks are a part of life but we need to know how to manage them (physically and emotionally) to keep ourselves safe.   |
| Habits are a part of life but sometimes they can develop into an addiction which can be more harmful, depending on what it is.                               |
| People are not always who they appear to be online so you need to be careful online.   |
| Sometimes it is ok to break a confidence to keep someone safe.   |

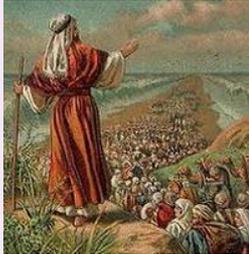
# Year 5 : RE (Judaism) - Celebrations related to key figures, including Easter

## Subject Specific Vocabulary – Key words

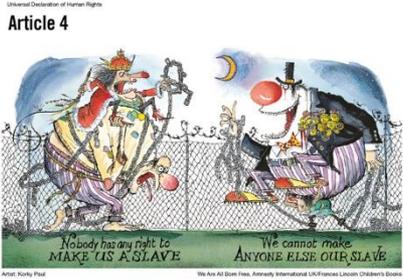
|                                       |  |
|---------------------------------------|--|
| Book of Exodus                        | The biblical Book of Exodus tells the story of the Israelites and their liberation from slavery in Egypt.  |
| Esther                                | Esther is a Jewish girl who becomes Queen to King Xerxes of Persia and, through her bravery, prevents the slaughter of all the Jews living in Persia at that time. |
| Israelites                            | Israelites lived in the kingdom of Israel, in areas where the modern <u>State of Israel</u> is now.  |
| Moses                                 | Moses is a central figure in Judaism. He was the prophet who led the Hebrew slaves out of Egypt.   |
| Passover                              | Passover commemorates the Biblical story of Exodus — where God freed the Israelites from slavery in Egypt.   |
| Purim                                 | A Jewish holiday, which celebrates a time when Jews in Persia (now Iran) escaped a plot to harm them.  |
| Seder Plate                           | Each food on the Seder plate is symbolic of an aspect of Passover.   |
| Universal Declaration of Human Rights | A document that promotes the equal opportunity for everyone in the world to grow and develop in freedom and equality and to the fullness of their potential.       |

## Key Skills - Objectives

- To explain how religious stories and texts are used within different world religions.
- To explain how religious stories are relevant to believers today.
- To retell the story of the Exodus of the Jews from Egypt.



- To explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.
- To understand and explain the symbolism of the Seder plate.
- To understand the principles of the Universal Declaration of Human Rights.



## Sticky Knowledge

Purim is a Jewish holiday which celebrates the actions of Esther.

Esther was married to King Xerxes of Persia. Through her bravery, the slaughter of all the Jews living in Persia at the time was avoided.



Moses led the Hebrew slaves (Israelites) out of Egypt to freedom.

Passover is a Jewish celebration which commemorates the Biblical story of Exodus, where God freed the Israelites from slavery in Egypt.

On the first two nights of *Passover*, a special meal called a *seder* is held. At the *seder*, families and friends sit around the table and read the story of Moses leading the Israelites from Egypt.

*Seder* means 'order'. Food is eaten in an order and aspects of life when Jews were slaves in Egypt are remembered. This includes elements of pain and joy.

The *Universal Declaration of Human Rights* (UDHR) is a historic document which outlined the *rights* and freedoms everyone is entitled to. It was the first international agreement on the basic principles of *human rights*.

UDHR, Article 4: 'Nobody has any right to make us a slave' / 'We cannot make anyone else our slave.'

# Year 5: Earth and Space Knowledge Mat

| Subject Specific Vocabulary |  |    | Sticky Knowledge about Earth and space  |  |
|-----------------------------|--|--|---|--|
| <b>orbit</b>                | An orbit is a repeating path that one celestial body takes around another.   |  | <h3>Working Scientifically</h3> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scattergraphs, bar and line graphs.</li> <li><input type="checkbox"/> Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li><input type="checkbox"/> Report and present 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.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> One million Earths could fit inside the sun – and the sun is considered an average-sized star.</li> <li><input type="checkbox"/> An asteroid about the size of a car enters Earth's atmosphere roughly once a year – but it burns up before it reaches us.</li> <li><input type="checkbox"/> The sunset on Mars appears blue.</li> <li><input type="checkbox"/> Earth is the third planet from the sun and the only world known to support an atmosphere with free oxygen, oceans of liquid water on the surface, and life.</li> </ul> |
| <b>solar system</b>         | The solar system is made of the eight planets that orbit our sun; it is also made of asteroids, moons, comets and lots more.   | <ul style="list-style-type: none"> <li><input type="checkbox"/> There is no atmosphere in space, which means that sound has no medium or way to travel to be heard.</li> <li><input type="checkbox"/> Venus is the hottest planet in the solar system and has an average surface temperature of around 450° C.</li> <li><input type="checkbox"/> The sheer size of space makes it impossible to accurately predict just how many stars exist.</li> </ul> |   |  |
| <b>astronomical</b>         | Astronomy is the study of outer space, focusing on celestial bodies such as stars, comets, planets and galaxies.   |  |   |  |
| <b>planet</b>               | There are 8 planets in our solar system, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.  |  |   |  |
| <b>rotation</b>             | Rotation is when a shape is turned around a fixed point.   |  |   |  |
| <b>spherical</b>            | Something spherical is like a sphere in being round, or more or less round, in three dimensions.   |  |   |  |
| <b>crescent moon</b>        | It is a sliver of the moon that is lit up and can be seen. It is less than half the moon.  |  |   |  |
| <b>gibbous moon</b>         | The best way to describe a gibbous moon is that the moon is three-quarters lit up.   |  |   |  |
| <b>eclipse</b>              | An eclipse occurs when an astronomical object is temporarily obscured. A lunar eclipse is when the Earth moves between the Sun and the Moon, therefore blocking the Sun's rays from striking the Moon. |  |   |  |
| <b>lunar</b>                | Is anything related to the moon.   |  |   |  |