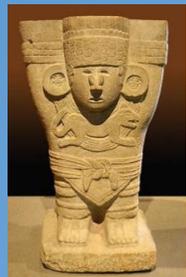


Year 5 : The Maya – a lost civilisation? (Art & Design)

Subject Specific Vocabulary		Key Skills	Sticky Knowledge
Altar	An altar is a structure upon which offerings, including sacrifices, are made for religious purposes. Altars are found at shrines, temples, churches and other places of worship. Stele were often located near altars.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	The Maya were skilled at various types of art, especially making pottery and carving stone.
Artefact	An object, made by a human being, which is of cultural or historical interest.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	A stela was a large tall stone slab covered with carvings and writing. Many were sculpted in low relief although plain monuments are found throughout the Maya region.
Carving	An object or design carved from a hard material as an artistic work.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Researching existing artwork informs the design of new artwork to fit the purpose.
Ceramics	Pots and other articles made from clay hardened by heat.	Use a journal to collect and develop ideas; annotate work in a journal.	
Glyphs	Symbols representing the sounds in the Maya language.	Shape, form, model and construct from observation or imagination.	
Hieroglyphics	A writing system of ancient Egypt, Maya and other civilizations, using pictorial symbols to represent individual sounds.	Plan a sculpture through drawing and other preparatory work	Using the correct tools and using them appropriately helps to develop effective techniques.
Relief	A sculptural technique, where the sculpted elements are raised from the flat surface of background material.	Develop skills in using clay inc. slabs, coils, slips, etc.	Celebrating what has gone well and recognising what has not gone well enables us to make improvements to our work.
Sculpture	The action or art of making statues by carving or chiselling (as in wood or stone), by modelling (as in clay), or by casting (as in melted metal).	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.	
Slip	The purpose of slip is to act as glue to hold the slabs of clay together. Apply slip with a paintbrush to areas of clay that have already been scored.	Develop close observation skills using a variety of view finders.	
Stele	A large, tall, stone slab covering with carvings and writing.	Produce intricate patterns and textures in a malleable media.	



Year 5 : Science – Animals including Humans

Subject Specific Vocabulary	
Adolescence	The period of transition between childhood and adulthood.
Fertility	The ability to produce offspring.
Gestation period	The period of time that a mammal carries her offspring, or babies, inside her body before giving birth.
Life expectancy	The average number of years an animal is expected to live.
Menstruation	As a girl develops into a woman, her body changes so she can have a baby when she grows up.*
Puberty	Puberty is when a child's body begins to grow, change and develop as they become an adult.
Testicles	Male mammals, including men, have two testicles, supported in a sac of skin below the penis called the scrotum.
Uterus (womb)	The uterus is where a baby develops until its birth.



Key Skills

Understand what may affect normal growth in babies, eg: diet, care, genetics, illness.

Use data bases to record statistics on the growth of babies in terms of weight and height.

Identify and explain the changes that take place in humans during puberty.

Understand and explain the physical changes that happen during old age.

Compare and reach informed conclusions about the life expectancy of different mammals, including humans.

Compare and reach informed conclusions about the gestation periods of different animals, including humans.

Sticky Knowledge

In old age:

- Muscle mass decreases and muscles lose strength.
- Wrinkles develop on the skin, and it loses its elasticity.
- Hair begins to turn grey/ white. Many people begin to lose the hair on their heads (mainly men).
- Fertility decreases (more quickly for women).
- People begin to shrink in height as bones and cartilage become worn down.
- Organs begin to lose their effectiveness, and the senses (e.g. sight, hearing, etc.) become weaker.

In puberty

Girls:

- Grow taller. They develop breasts, and their hip bones widen. The body becomes curvier.
- Hair begins to grow on their bodies, including armpit and pubic hair.

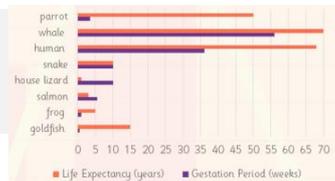
In puberty

Boys:

- Grow taller. They develop more muscle mass, and their chest and shoulders broaden.
- Voices become deeper. Their skin becomes oilier, meaning they may get spots.
- Hair begins to grow on their faces and bodies, including armpit and pubic hair.

Life expectancy refers to the number of years an animal, including humans, can expect to live.

The gestation period is the time that a mammal carries her offspring inside her body before giving birth.



Human Ageing Timeline

Baby
0-1 years



Child
2-11 years



Adolescent
12-17 years



Early Adulthood
18-35 years



Mid-Adulthood
36-59 years



Late Adulthood
60+ years



Subject Specific Vocabulary

Lesson 1	<i>en France</i> (f) to France <i>en Espagne</i> (f) to Spain <i>en Italie</i> (f) to Italy <i>en Allemagne</i> (f) to Germany <i>en Grèce</i> (f) to Greece <i>aux États Unis</i> (m) to America <i>en Chine</i> (f) to China <i>au pays de Galles</i> (m) to Wales
Lesson 2	<i>une tente</i> a tent <i>un hôtel</i> a hotel <i>un appartement</i> an apartment <i>un gîte</i> a gîte <i>une ferme</i> a farm <i>une caravane</i> a caravan <i>un camping-car</i> a campervan <i>une station de ski</i> a ski resort <i>une auberge de jeunesse</i> a youth hostel
Lesson 3	<i>un tigre</i> a tiger <i>une girafe</i> a giraffe <i>un éléphant</i> an elephant <i>un pingouin</i> a penguin <i>un singe</i> a monkey <i>un rhinocéros</i> a rhinoceros <i>un lion</i> a lion <i>un ours</i> a bear <i>un perroquet</i> a parrot
Lesson 4	<i>un crabe</i> a crab <i>du sable</i> (m) some sand <i>un bateau</i> a boat <i>un requin</i> a shark <i>une glace</i> an ice cream <i>des vagues</i> (f) some waves <i>un surfeur</i> a surfer <i>un château de sable</i> a sandcastle <i>une mouette</i> a seagull

Year 6: FRENCH – On Holiday

Subject Specific Vocabulary

Lesson 5	<i>un parc d'attractions</i> a theme park <i>une grande roue</i> a big wheel <i>des montagnes russes</i> (f) a rollercoaster <i>un train fantôme</i> a ghost train <i>un manège</i> a carousel <i>de la barbe à papa</i> some candy <i>floss</i> <i>une maison hantée</i> a haunted house <i>un bateau pirate</i> a pirate ship <i>un toboggan aquatique</i> a water slide <i>un pédalo</i> a pedalo
Lesson 6	<i>les papis</i> (m) grandpas <i>d'abord</i> firstly <i>ennuyeux</i> boring <i>horrible</i> horrible <i>on a mangé</i> we ate

Sticky Knowledge

- Recognise some basic holiday vocabulary.
- Understand some sentences about animals at the zoo.
- Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure.
- Be able to translate French words using a bilingual dictionary with assistance.

Questions and Answers

<i>Où vas-tu en vacances?</i> Where are you going on holiday?
<i>Je vais en/au/aux...</i> I'm going to...
<i>Tu loges où?</i> Where are you staying?
<i>Dans...</i> In...
<i>Qu'est-ce que tu fais pendant les vacances?</i> What are you doing during the holidays?
<i>Je passe ... semaine(s) dans ...</i> I'm spending ... week(s) in ...
<i>Qu'est-ce que tu as vu au zoo?</i> What did you see at the zoo?
<i>J'ai vu...</i> I saw...
<i>Quel est ton animal préféré au zoo?</i> What is your favourite animal at the zoo?
<i>Mon animal préféré est...</i> My favourite animal is...
<i>Qu'est-ce qu'il y a à la plage?</i> What is there at the beach?
<i>Il y a...</i> There is/are...
<i>Combien de ... as-tu vu à la plage?</i> How many ... did you see at the beach?
<i>J'ai vu...</i> I saw...
<i>Qu'est-ce qu'il y a au parc d'attractions?</i> What is there at the theme park?
<i>Il y a...</i> There is/are...
<i>Qu'est-ce que tu as pris au parc d'attractions?</i> What did you go on at the theme park?
<i>J'ai pris...</i> I went on...

YEAR 5 : THE MAYA – A LOST CIVILISATION? (HISTORY)

Subject Specific Vocabulary		Key Skills	Sticky Knowledge about the Maya
AD	AD comes from Latin Anno Domini meaning 'In the year of Our Lord', that is after Jesus was born.	Identify and sequence the main periods of world and UK history.	The Maya civilisation formed and reformed during the period 1800 BC to 1500 AD (pre-classic, classic and post-classic periods).
Astronomy	The branch of science that studies outer space.	Identify the geographical area inhabited by the Maya.	The Maya civilisation formed in the geographic areas that make up present-day Mexico, Guatemala, Honduras, Belize, El Salvador, Nicaragua and Costa Rica.
BE/BCE	Before Christ/Before the Common Era, that is the time before Jesus was born.	Demonstrate understanding and reach informed conclusions as to why the Maya worshipped many gods.	The Maya civilisation was organised into city-states; there was no one, overall ruler. It was based on a class system: the ruler of the city-state was the most important person, followed by the priests, then nobles, next craftsmen/artisans and finally peasants/slaves.
Chronology	A word meaning 'the study of time'. Putting events in chronological order means listing them in the order in which they happened.		
City-states	A city that governs itself independently.	Explain the Maya class system.	The Maya worshiped nature gods, (especially god of sun, rain and corn); they carried out rituals of human sacrifice and built elaborate pyramidal temples.
Class system	The structure of society is based on the power and wealth of each individual.	Evaluate the effectiveness of the Maya number system.	The Maya developed a place value number system.
Mesoamerica	Mesoamerica refers to the geographic areas that comprise the modern-day countries of Mexico, Guatemala, Honduras, Belize, El Salvador, Nicaragua, and Costa Rica.	Explain how and why the Maya studied the skies.	The Maya built observatories to study the sky; they tracked the movements of Venus, the sun, the moon and the stars. Over time, they learnt to predict eclipses and planned rituals to take place at the same time.
Observatory	An astronomical observatory is a place for observing, or studying, natural objects and events in space.	Reach informed conclusions about the legacy of the Maya civilisation.	
Place value number system	A place value system is one in which the position of a digit in a number determines its value.		
Ritual	A ritual is a ceremony or action performed in a customary way.	 	
Society	The term describes human beings together - the total of their social networks and social interactions.		

Year 5 : We are Game Developers (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about developing an interactive game
Algorithm	An algorithm is a clear sequence of instructions that allows a computer to solve a problem.	Snap!: http://byob.Berkeley.edu	I can create a storyboard or diagram for an algorithm for my game.
Debugging	Debugging is checking the code in a computer program to ensure it works and changing it if it doesn't.	Games: Angry Birds: http://chrome.angrybirds.com	I can create sound and graphics in Scratch for my game.
Code	Coding is putting information and commands into a program, making it possible for you to create software, apps and websites.	Some simple Scratch games: http://scratch.mit.edu/projects/15906446 http://scratch.mit.edu/projects/15906870 http://scratch.mit.edu/projects/15907506	I can put instructions in the right order for my game.
Programming	The process of developing and implementing various sets of instructions to enable a computer to do a certain task.		I can find mistakes in my game.
Sprites	A bitmap graphic that is designed to be part of a larger scene. It can either be a static image or an animated graphic	<h2>E-Safety</h2>	I can create and add music for my game.
Storyboard	A storyboard is a visual representation of how the story depicted in the movie or animation will be told.		I can use selection and repetition in my game.
Unit Overview: The pupils plan their own simple computer game. They design characters and backgrounds and create a working prototype which they develop further based on feedback they receive.		Pupils don't need accounts to download Scratch 1.4 or Scratch 2.0 or to use Scratch 2.0 or Snap! Online.	I can correct mistakes in my game.
		If the pupils do register for accounts they need to give a parent or carer's email address.	I can listen to my partner's ideas about my game and make it better.
		Once registered the pupils can share their work with the global Scratch community in a safe online space.	I can add instructions to my game.
			I can break my game into smaller parts and work on them separately.
			I can animate my characters by creating different graphics for them.
			I can use variables in my game.
I can explain how my game works.			
I can add comments to the script of my game.			

Year 5: PSHE – Safe relationships and respect

Subject Specific Vocabulary – Key words

Physical	To do with the body rather than the mind or feelings.
Contact	The state of touching.
Prejudice	An unfavourable opinion or dislike formed without examining the facts fairly.
Equal	To be the same in amount, size or value.
Respect	The admiration for the good qualities or achievements of a person or group.
Tradition	The passing down of beliefs or customs from one generation to another.
Belief	The feeling that something exists or is true.
Discrimination	To treat people differently or unfairly because of their race, sex, age or religion.



Key Skills - Objectives

To understand how it feels in a person's mind and body when they are uncomfortable.

To learn that no one should ask them to keep a secret that makes them feel uncomfortable.

To understand that everyone should be treated equally.

To understand why it is important to listen and respond respectfully to a wide range of people.

To understand what discrimination means and to identify different types of discrimination.

To learn how to safely challenge discrimination.



Year 5 : RE (Christianity/Judaism)

Subject Specific Vocabulary		Key Skills	Sticky Knowledge
Christianity	Christianity is the largest religion in the world and is based on the life and teachings of Jesus of Nazareth.	Suggest reasons for similarities and differences between different religions.	The Christian and Jewish religions believe in the existence of one God.
Cross	The best-known religious symbol of Christianity. It is a representation of the instrument of the crucifixion of Jesus.	Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.	Christians believe that Jesus is the son of God and that he is the Messiah. Jews do not believe Jesus to be the Messiah; that believe that he Messiah has not yet come.
Judaism	The religion of the Jewish people.	Explain the effect of religious codes of conduct and rules of living on everyday life.	The Schema is one of the most important Jewish prayers. It is contained in the mezuzah, which is often seen on the right-hand side of the doorpost of a Jewish home.
Kosher	Food that Jews are permitted to eat.		
New Testament	The name given to the part of the Christian Bible that was written after the birth of Jesus Christ.	 	Moses received the Ten Commandments directly from God on Mount Sinai, written on two stone tablets. The Ten Commandments are equally important in Jewish and Christian traditions.
Priest	A person who is allowed to do religious rites.		The Ten Commandments forbid such things as theft, adultery, murder and lying.
Rabbi	A religious Jewish scholar who is an expert in Jewish law.		Jewish people only consume kosher food and drink. The Torah (Jewish holy book) indicates to Jews which foods are not permitted (trefah foods).
Star of David	A symbol of Judaism; a 6-pointed star.		
Synagogue	A place of worship for people of the Jewish religion.		
Ten Commandments	A set of rules that are important to Christianity and Judaism.		
Torah	A Hebrew word that means "instructions".		