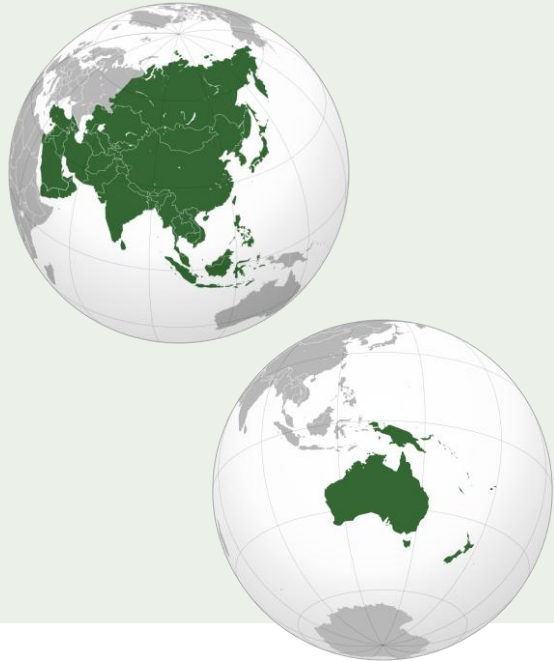


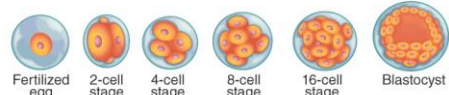
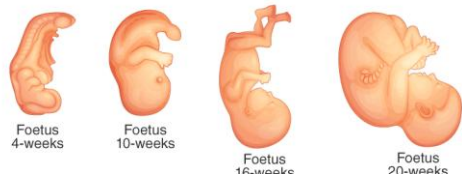
Year 5 : Geography – Where in the world is Asia and Oceania?

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.		

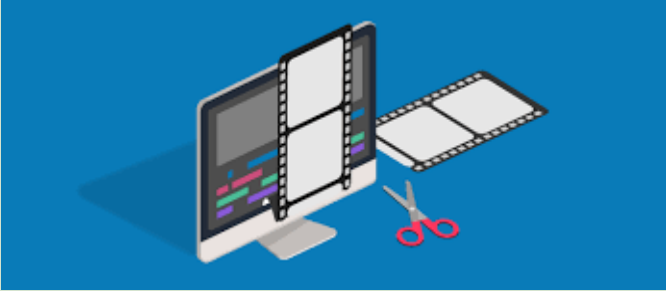
Year 5 Art and Design: Painting

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.   	I can explain that video is a visual media format I can identify features of videos I can compare features in different videos I know what to do if I see any content online that makes me feel uncomfortable I can identify and find features on a digital video recording device I can experiment with different camera angles I can make use of a microphone 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
Audio	Sound, especially when recorded, transmitted, or reproduced.		
Pan	When the camera moves between two subjects while filming.		
Angle	The angle at which the camera is placed in relation to the subject in a particular shot.		
Subject	The person or thing that is the main focus of the video.		
Split	A transition from one shot to another in video, where transition of the audio and video happen at different times.		
Tilt	A cinematographic technique in which the camera stays in a fixed position but rotates up/down in a vertical plane.	E-Safety	
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 explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	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 does it mean if Christians believe God is holy and loving?

Subject Specific Vocabulary		Key Knowledge	Lines of Enquiry
Holy	God is morally pure.	Christians use the Bible to explore what God is like, reading many different books in the Old Testament and the New Testament to understand better the nature of God. The book of the prophet Isaiah in the Old Testament talks about his experience of God. He talks about how God is holy and powerful. For Christians, God is omnipotent, which means he is all powerful, for example as the Creator in the book of Genesis. God is also described as omnipresent, this Loving Omnipresent Omnipotent Eternal means that God is everywhere because he is eternal and is outside time because he is not limited by time as he created it. God is also described as omniscient, this means he knows everything that has happened, is happening and will happen because he is outside of time and can see every moment in time. When a believer reads the letter 1 John they will find God described as loving because he is kind and forgiving to his creation. God loves his people and he came to earth as Jesus so that he could heal the rift between himself and humanity that had been caused by The Fall.	What words do Christians connect with their idea of God?
Omnipresent	God is everywhere.		What does the Bible say God is like?
Omniscient	God is all knowing.		How can ideas of God be expressed in art?
Believer	A person who believes and accepts the truth of something.		How do some Christians respond to a holy and loving God?
Eternal	God created time and is not limited by it.		How do churches and cathedrals reflect Christian ideas about God?
Loving	God wants the very best for humans, he is kind.		What does it mean if Christians believe God is holy and loving? 
Omnipotent	God is all powerful.		
Isaiah	An Old Testament prophet.		
John	A letter written a few years after the death of Jesus, thought to be written by a disciple.		
Testament	A statement of belief; one of the two sections of the bible.		

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.

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.



Local Clubs

CrossFitKids - Medway

Nuffield Health - Medway Fitness



Famous Fitness Trainers

Joe Wicks

Nick Mitchell

Sarah Lindsay

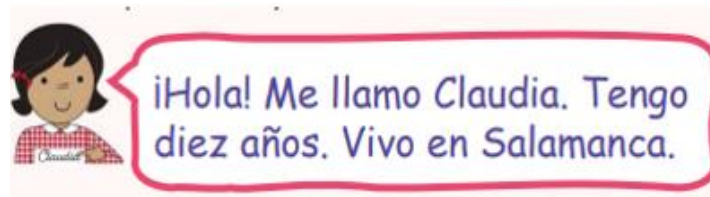
Year 5 : PSHE – Zones of Regulation

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...



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?

