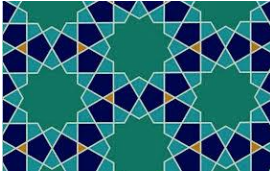

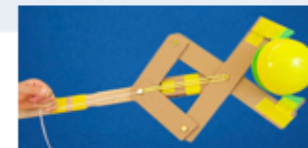


# Year 5 : Computing - Creating media (Introduction to vector graphics)

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 <a href="https://docs.google.com/drawings/d/1g0-umusi43n_sPDtrWy_uKOxBBiBube04T8AHgHYOU/edit">https://docs.google.com/drawings/d/1g0-umusi43n_sPDtrWy_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: <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: <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>	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.	Terragen scenes: <a href="http://planetside.co.uk/galleries/terragen-gallery">http://planetside.co.uk/galleries/terragen-gallery</a>	I can modify objects to create a new image
Modify	To change the form or qualities of something/a drawing.	<b>E-Safety</b>	I can identify that each added object creates a new layer in the drawing
<b>Unit Overview:</b> 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.		If the pupils use Google Image Search to study examples of artists' work ensure that 'safe search' is locked to 'strict'.  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 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.		



# Year 5: FRENCH – Au salon de thé (At the tea shop)

## Subject Specific Vocabulary

Je voudrais ...	I would like
Vous désirez...	What would you like?
Une part de gâteau de chocolat	a piece of chocolate cake
S'il vous plaît	please
Du beurre	some butter
Du pain	some bread
Un jus d'orange	orange juice
Un chocolat chaud	hot chocolate
Un café	coffee
Un thé au lait	tea with milk
Un sandwich au jambon	ham sandwich
Une crêpe	pancake
Une grenadine	grenadine
L'addition s'il vous plaît	The bill please
Un croissant	croissant



## Key Skills

Understand and use set phrases to order food and drink.

Read and pronounce vocabulary to order typical French snacks and drinks from a menu.

Recognise, name and understand French currency.

Understand and use vocabulary to ask for the bill.

Pronounce words with silent letters.

## Lines of Enquiry

Qu'est-ce que tu prends à boire? (What would you like to drink?)

Qu'est-ce que tu prends à manger? (What would you like to eat?)




What determiners (indefinite articles) are used in French?

What currency is used in France?

How do you make nouns plural in French?



# Year 5 : Geography - Who are the National Parks for?

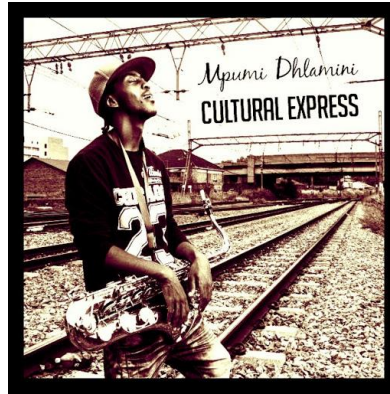
Subject Specific Vocabulary		Key Skills	Sticky Knowledge about National Parks
National Park	An area of relatively undeveloped and scenic landscape.	Identify, locate, describe and explain the distribution of the 15 National Parks in the UK.	How do our National Parks help to protect and conserve some of our most beautiful and spectacular countryside and precious wildlife for the future?
protection	The practice of looking after the natural environment by individuals, organisations and governments.	Observe and record the common key natural features of the National Parks of the UK and explain why they are the country's 'breathing spaces'	How do National Parks create 'breathing spaces' where people can be encouraged to visit and enjoy the outdoors?
conservation	This is the protection of natural resources so that they will still be around in the future.	Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this.	How many visitors do the UK's National Parks welcome each year and what activities do they provide?
urban	An urban area is the region surrounding a city.		
rural	A rural area or countryside is a geographic area that is located outside towns and cities.	Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special.	How many people live in the UK's National Parks and how is the land used?
cultural heritage	The customs and traditions which are passed down between generations.	Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom.	What is the purpose of the National Park Authority and how many people does it employ?
vegetation	This word refers to all the plants and trees to be found in a particular area.	Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do	How do the UK's National Parks compare with National Parks in the USA?
diversify	To enlarge or vary a range of products, activities or services.	Compare and contrast the Everglades National Park with the UK's National Parks and understand the main similarities and differences.	
landscape	The visible features of an area of land, eg: wetland, heathland, forest.		
pastoral	This refers to land that is used for the rearing of cattle and sheep.	 	
region	A region is a large area of land with its own customs and characteristics and/or particular geographical features.		



# Year 5: Music – How does music improve our world?

## 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.
Hook	A term used in pop music to describe a short catchy phrase or ri that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember
Structure	How the sections (verses and choruses etc) of a song are ordered to make the whole piece.
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.



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

- Internalise, keep and move in time with a steady beat in 3/4 time.
- Share thoughts and feelings about the music using some musical language. Listen carefully and respectfully to other people's thoughts about the music.
- Place songs/pieces in its historical, cultural and global context. Does this song/piece have a message or tell us a story?
- Play a part on a glockenspiel to accompany a song.
- Perform with confidence and with an understanding of the songs you are singing and how the activities fit with the songs.
- Create personal musical ideas using the given notes
- Compose individually or as part of a group
- Realise the importance of the home note
- Think about structure in music and how ideas can be repeated or contrasted for interest

## Sticky Knowledge

South African Pop is a musical style from South Africa, which is a country famous for its music. South African musicians have taken many styles like Pop and Rock and added elements of South African traditional music, including special singing styles and polyrhythms (two or more interlocking rhythms played at the same time). This South African song combines Pop and Gospel music with traditional Mbaqanga music and Isicathamiya (South African Zulu A Cappella choral) styles

Jazz music has:

- Lots of improvisation, often structured around compositions and songs.
- Combines different scales and melodic styles.
- Often led by melody instruments, such as saxophone, trumpet, violin and voice.
- Complex rhythms which are often played with a swing feel.
- Rhythm sections are often made up of drums, bass, guitar and piano.

Soul music has:

- Powerful, passionate vocalists singing about love, family and political issues.
- Instruments include keyboard/electric organ, saxophone, trumpet, electric bass and guitar.
- A strong emphasis on the backbeat - beats two and four of a bar.



# Year 5: PE – Tag Rugby

## Subject Specific Vocabulary – Key words

Dodging	Direction
Spatial awareness	Speed
Eye contact	Wide hands
Hug the ball	Move your feet
Hands ready to catch	Control
Accuracy	Two handed throw and catch
Pass and run	Aim
Space	Place the ball down



## Local Clubs

Medway Rugby Football Club

Lordswood Rugby Football Club

Medway Dragons Rugby League Football Club

## Key Skills - Objectives

To learn how to dodge and weave an object using speed and direction

To learn how to hold and catch a rugby ball with 2 hands

To learn to move their feet towards the ball for a successful catch and how to turn in the air away from their defenders to avoid a knock on

To learn how to use the correct techniques to throw the rugby ball backwards down a line and whilst moving

To learn to tag a player and understand the rules for tagging

To learn how to pass and move towards a goal area – combining passing and running skills using and developing tactics.

To learn how to score in rugby by placing the ball down in target areas.

To learn how to work as a team communicating ideas and rules



## Rules of the game

Tag Rugby is a non-tackle minimal contact version of Rugby. The game is played in two teams, usually 5-7 players per team.

Only the ball carrier can be tagged. A tag is simply the removal by a defender of one of the two ribbons.

Once tagged the player in possession must stop and pass the ball to a team-mate within three seconds.

A try is scored by the attacking team when they place the ball on ground on or over the try line.

The team with the most tries at the end of the game wins.

## 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 points to achieve success.

Listen and take on board the ideas of others.

## Famous People/Teams

Owen Farrell

Jonny Wilkinson

Sir Clive Woodward

England National Rugby Union Team

# 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 accuracy 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) Keeping myself safe

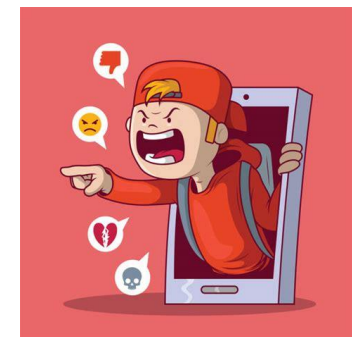
Subject Specific Vocabulary	
Physical health	The care of our bodies for optimal health and functioning.
Mental health	How we think, feel and act
Medicine	A preparation or treatment for the prevention of illness or disease.
Drug	A medicine or substance that has an effect on the body when taken or ingested.
Feelings	An emotional state or reaction.
Risk	A situation involving exposure to danger. Or 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
What is cyberbullying?
What is a dare is and how could get it someone into trouble?
What is a habit and why can habits be hard to change?
When is a drug not a medicine?
Risks are a part of life but how can we manage them (physically and emotionally) to keep ourselves safe?
Habits are a part of life but why do they sometimes develop into an addiction which can be more harmful?
People are not always who they appear to be online so how can we keep ourselves safe?
When is it OK to break a confidence?

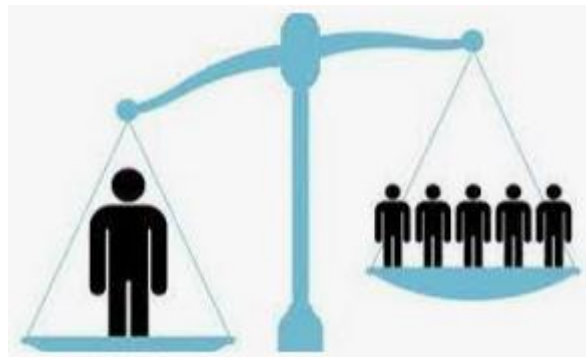




## Year 5 : RE (Sikhism) - Are Sikh stories important today?

Subject Specific Vocabulary – Key words	
Guru Granth Sahib	The central, holy, religious scripture for Sikhs
eternal	Lasting or existing forever; without end
compassion	Pity or concern for the misfortunes of others
moral	a lesson that can be learnt from a story or experience
chappati	An Indian bread
Waheguru	Sikh name for God
soul	The spiritual part of a person
spirituality	a feeling or sense or belief that there is something greater than oneself

Key Skills - Objectives
Discuss and explain different reasons for writing stories.
Describe how to look after 'special' books.
Understand the teaching of Guru Granth Sahib.
Explain what Sikhs learn from Guru Gobind Singh.
Discuss and explain the moral behind Sikh stories.
Discuss equal rights and how to achieve equality.
Express abstract nouns in poetry form.



Sticky Knowledge
Are stories meaningful?
Who is Guru Granth Sahib and why is he important to Sikhs?
Can we learn from stories?
How can stories explain morals?
How can we interpret themes?



# Year 5 Science: Forces

Working Scientifically	Subject Specific Vocabulary		Lines of Enquiry
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Gravity	A force which pulls two objects toward each other.	What causes objects to fall to the ground?
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.	Friction	A force between two surfaces that are sliding or trying to slide across each other.	What is air resistance and how does the size of an object affect it?
	Air Resistance	A type of frictions between air and a material e.g. aeroplanes and air.	What is friction?
Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms..	Water Resistance	A type of friction between water and a material e.g. a swimmer and water	How does an objects shape affect the speed at which it moves through water?
	Levers	A long rigid body with a fulcrum along its length.	What is a lever and how does it work?
Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Pulleys	A simple machine which comprises of a wheel on a fixed 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 other turns as well.	
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Parachute	A device used to slow an object that is falling towards the ground. As it opens, air resistance increases.	
	Galileo	Scientist who developed the telescope to enable close observation of the night sky.	
	Newton	Scientist who developed the theory of gravity.	

