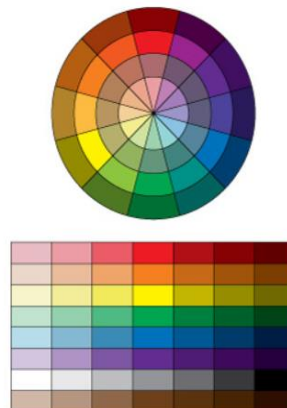


Year 5 : Art & Design – Colour mixing (paint)

Subject Specific Vocabulary	
gold leaf	gold that has been beaten into a very thin sheet, used in gilding
illuminate	to fill with light
illuminator	A person who creates the illuminated letter and other decorations
manuscript	a book, document, or piece of music written by hand rather than typed or printed
Parchment	material made from the prepared skin of an animal, usually a sheep or goat, and used as a durable writing surface in ancient and medieval times
quill	an ink pen made from a bird's feather
scribe	A person who copies words and stories onto manuscript pages
tint	a mixture of a colour with white, which reduces darkness
tone	A tone is produced either by mixing a colour with grey or by both tinting and shading.


Key Skills
Discuss the artwork of Medieval illuminators
Use sketchbooks to produce artwork
Review and revisit ideas.
Mix colours to create atmosphere and light effects
Select appropriate materials
Evaluate artwork, identifying similarities and differences with the work of Medieval illuminators



Lines of Enquiry
How can you mix a tint to reduce darkness?
What do you do to produce a tone?
How does reviewing and revisiting ideas help us to make meaningful improvements?
How does choosing the most appropriate materials to create print surfaces have a positive impact on the finished work?
How does careful refining of a piece of artwork help to progress skills and techniques?
How does evaluating a piece of work help to identify improvements to be made.



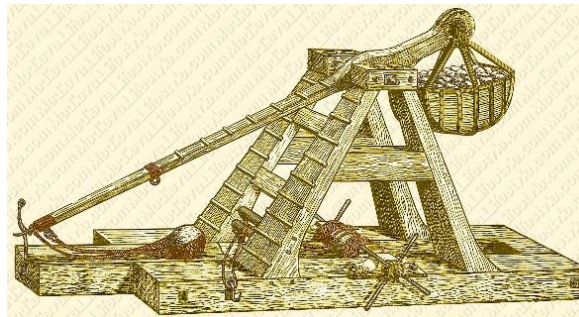
Year 5 : Computing – Data and Information: Flat-file Databases

Subject Specific Vocabulary		E-safety	Sticky Knowledge
Database	A database is a large collection of data, stored in a logical and structured way	<p>If the pupils use Google Search to find information for their database, ensure that 'safe search' is locked to 'strict'.</p> <p>Precautions over the protection of identity and intellectual property should be in place if the pupils upload work they create for others to see.</p> 	I can create a database using cards
Data set	A collection of related data.		I can explain how information can be recorded
Data	A letter, word, number etc. that has been collected for a purpose, but stored without context.		I can order, sort, and group my data cards
Records	A record is all the data or information about one person or thing.		I can explain what a field and a record is in a database
Fields	Single units of information in a database system, usually a single column within a table.		I can choose which field to sort data by to answer a given question
Flat-file database	The simplest databases store data in a single file, where each record is identified as a new line and each row can be separated by a comma.		I can navigate a flat-file database to compare different views of information
Spreadsheet	A piece of software used to organise, store and calculate data.	Unit Overview	
Sorting	To arrange a list of items in a logical way, e.g. from lowest price to highest price.	<p>This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.</p>	I can group information using a database
Chart	A way to organise and present data in graphical form, such as bars or sections of a circle.		I can combine grouping and sorting to answer specific questions
			I can explain that data can be grouped using chosen values
			I can choose which field and value are required to answer a given question
			I can choose multiple criteria to answer a given question
			I can outline how 'AND' and 'OR' can be used to refine data selection
			I can select an appropriate chart to visually compare data
			I can explain the benefits of using a computer to create charts
			I can refine a chart by selecting a particular filter
			I can ask questions that will need more than one field to answer
			I can present my findings to a group
			I can refine a search in a real-world context

Year 5 : D&T - Mechanical Systems

Subject Specific Vocabulary	
ballista	an ancient military siege engine in the form of a crossbow.
catapult	A catapult is a type of machine used as a weapon to throw rocks or other things such as hot tar, that would cause damage to something else.
hinge	A hinge is a type of joint that attaches two things together while allowing for limited movement.
lever	a rigid bar resting on a pivot, used to move a heavy or firmly fixed load with one end when pressure is applied to the other.
load	the object that requires moving
mechanism	a system of parts working together in a machine; a piece of machinery.
siege	a military blockade of a city, or fortress.
trebuchet	a kind of catapult that was used to hurl heavy stones or other projectiles during battles in the Middle Ages.

Key Skills
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.
Measure, mark out, join, assemble materials and components with accuracy.
Assemble, join, combine materials and components with accuracy and follow safety procedures.
Use a wide range of materials and components (paper, card, cardboard, craft sticks, elastic bands, tape).
Understand and use mechanical systems in their products (levers).
Critically evaluate a product to recognise its strengths and to identify areas for development (both their own and others' work).



Lines of Enquiry
What was the purpose of Medieval siege machines, including the catapult, the ballista and the trebuchet?
In what ways can you reinforce and strengthen a 3d framework?
How can mechanical systems such as levers, cams, pulleys or gears create movement?
How does choosing the correct tools and using them appropriately help to develop effective techniques?
How does exploring different materials and identifying which one(s) best fit the purpose lead to a more effective outcome?
How can celebrating what has gone well and recognising what has not gone well enable us to make improvements to our work?

Year 5: FRENCH - Quel temps fait-il? (What's the weather like?)

Subject Specific Vocabulary

Il pleut	It's raining
Il neige	It's snowing
Il y a du soleil	It's sunny
Il y a du vent	It's windy
Il y a un orage	It's stormy
Il fait beau	The weather is fine
Il fait mauvais	The weather is bad
Il fait froid	It's cold
Il fait chaud	It's warm
Quel temps fait-il?	What's the weather like?



Key Skills

Read and recognise the vocabulary for weather.

Say and write accurately the vocabulary for weather in French.

Ask the question, 'What is the weather like today?' in French.

Answer the question, 'What is the weather like today?' in French.

Describe the weather in different regions of France, using weather maps and symbols, in spoken and written form.

Lines of Enquiry

What is the weather like?






How can I use my knowledge of the vocabulary associated with the weather to complete a listening task?

How can I use my knowledge of the vocabulary associated with the weather to describe the weather on a map (oral and written)?

How can I present my response to, 'Quel temps fait-il?'



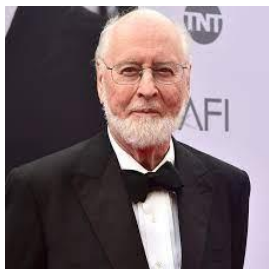
Year 5 : Medieval Medway – How would you have fared? (History)

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
baron	A baron leased land from the king. In return, a knight had to sit on the King's Counsel, pay rent and provide military service to the king.	Identify, locate, describe and explain the spread of the Black Death across the UK.	What was daily life like in Medieval England?
Black Death	A type of plague that was spread through the bite of infected fleas.	Identify, describe and record the sequence of symptoms associated with the Black Death.	When and where did The Black Death begin and where did it spread to? What were the symptoms of the Black Death and how was it treated?
Feudal system	Used in Medieval Times, the Feudal System, or Feudalism, is a system of land ownership and duties.	Understand the Feudal System of Medieval Europe; empathise with different groups of people within the system and make reasoned judgements about its success.	How was Medieval society in England organised and was it 'fair'?
knight	A knight was given land by the baron in return for providing military service when demanded by the king. They also protected the baron and his family from attack.		
Medieval	Medieval Times (or the Middle Ages) is a period in the history of Europe from 500 AD (the end of the Roman Empire) to 1500 AD.	Sequence events of the Peasants' Revolt; explain the significance of Rochester to the Peasants' Revolt and evaluate the impact of the Revolt.	Who led the Peasants' Revolt of 1381 and what were peasants revolting against?
Peasants' Revolt	A rebellion of peasants in England in 1381. It was the biggest rebellion of farmers in Medieval England.	Compare and contrast maps of the local area during the Middle Ages with the present-day. Reach informed conclusions about changes over time.	What is the evidence of Rochester's Medieval past?
plague	A disease that causes death and spreads quickly to a large number of people.		 
rebel	A person who fights against or does not obey authority.		
siege	The act of moving an army around a fortified place in order to capture it.		
symptoms	A noticeable change in the body or its functions that indicates a disease.	 	How successful was the siege of Rochester Castle?
villein/serf	Villeins, sometimes known as serfs, were given land by knights. They had to provide the knight with free labour, food and service whenever it was demanded.		

Year 5: Music – How does music teach us about our community?

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 riff 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
Chord	A chord in music is when two (usually three) or more notes are played together
Texture	Layers of sound in music.



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

- Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
- Identify and describe feelings as they relate to music.
- Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.
- Use appropriate musical language (with confidence) to describe and discuss the music.
- Create a four, six or eight-bar melody.
- Make an informed decision as to which notes to use when composing and improvising with the song.
- Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.

Sticky Knowledge

A chord which is built up of the first, third and fifth notes of a scale is called a 'tonic triad'. If it is made from a major scale, it is a major chord. If it is made from a minor scale, it is a minor chord. However, any combination of notes played simultaneously is considered a chord.

Reggae is a popular style of Jamaican music, which evolved out of earlier styles like Ska and Rocksteady in the 1960s. Reggae is strongly linked with the Rastafarian religion, which promotes natural healthy living and recognises that the history of Black people does not start with slavery.

The term 'Pop music' is shortened from 'Popular music' - meaning music that lots of people like to listen to. Different countries have their own versions of Pop music, like K-pop (from South Korea), Zim Pop (from Zimbabwe) and Britpop (from the UK).

John Williams (b.1932) is one of the most popular and successful Hollywood film composers of all time. His music is exciting, emotional and direct, influenced by both 19th and 20th-century composers.



Year 5: PE – Handball

Subject Specific Vocabulary

Ball carrier	The person in possession of the ball.
Double dribble	A player receives the ball, bounces it, holds it and then bounces it again.
Intercept	A defender catches the ball or knocks it down as it is being passed between attackers.
Muscle group	Muscles which work together to perform a task.
Side pass	Holding the ball in one hand, turning the wrist and flicking the ball to the side .



Key Skills

To develop a variety of passes and know when to use each to maintain possession.

To select appropriate skills to create space, move towards goal and away from defenders.

To use defending skills to prevent an opponent from scoring.

To select and apply the appropriate skill to score goals.

To use defensive skills to gain possession.

To maintain possession under pressure.



Rules of the Game

A competitive 7-a-side game, which consists of equal 30-minute halves with a 10-15 minute break.

A goal can be scored from any type of throw.

A player can run with the ball for a maximum of three steps.

A player can hold the ball for a maximum of three seconds.

A player can continuously dribble, providing they bounce the ball.

In handball, a goal is scored when the whole of the ball passes between the goalposts and travels fully over the goal line.



Year 5: PE - Rounders

Subject Specific Vocabulary – Key words

Eye contact	Fast arms
Superglue hands	Look where you're running
Hug the ball	Hands ready to catch
Sideways stance	Concentration
High elbow	Aiming
Aim	Outside of the bases
Watch the ball	Underarm throwing
Side on	Overarm- long distance
Hold the bat	
Power	

Key Skills - Objectives

- Learn how to accurately catch a thrown ball
- Develop accuracy of overarm throwing skills
- Develop batting skills and tactics in rounders
- Learn how to run at speed around bases
- Develop the bowling technique and learn the rules associated with it
- Develop the understanding of the rules of rounders

Rules of the game

- Take the bat with you when you run
- Run on the outside of the bases
- Can stop at bases, they get half rounder if they reach 2nd base
- If they leave a base, they can't go back, they have to run
- Have to stop when bowler gets the ball back
- Can be caught out if the ball is caught

Team Work / Fair Play

- Encourage all players
- Suggest improvements
- Respect



Year 5 : PSHE – Rights and Responsibilities

Subject Specific Vocabulary

fact	A thing that is known or proved to be true
opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
right	Something people should be allowed to have or are entitled to.
responsibility	Having the duty to looking after something.
duty	What we should or must do in order to look after something.
community	A group of people living in the same place or having a particular characteristic in common.
voluntary	Done, given, or acting of one's own free will.
pressure group	A group that tries to influence public policy in the interest of a particular cause.
cooperation	The action or process of working together to the same end.
conflict	A disagreement or argument, typically a prolonged one.
consequence	A result or effect, typically one that is unwelcome or unpleasant.
assertive	Having or showing a confident and forceful personality.

Key Skills

Give a range of examples of our emotional needs and explain why they are important.

Give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.

I can give a few different examples of things that I am responsible for to keep myself healthy.

I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

I can give an example of how this spending might be popular or unpopular with different people in the community.

I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.



Lines of Enquiry

What are examples of health and wellbeing issues in the media and what can we do?

What is the difference between a fact and an opinion?

What is biased reporting?

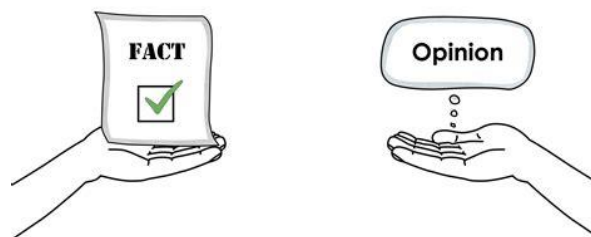
What do we mean by the terms voluntary, community and pressure (action) group?

What are the differences between responsibilities, rights and duties?

What are the costs involved in producing and selling an item?

What do we mean by the terms loan, credit, debt and interest?

What responsibilities do local councilors have and how are they chosen?



Year 5 : RE (Christianity) - How significant is it for Christians to believe God intended Jesus to die?

Subject Specific Vocabulary – Key words

crucifixion	being put to death by being nailed to a cross.
disciples	Special friends of Jesus.
incarnation	God as a man.
pharisee	A strictly orthodox Jew, who adheres closely to the rules and scriptures.
Pilate	The Roman governor of the region.
resurrection	Coming back to life after being put to death.
salvation	Christians believe that salvation is the gift of freedom from our sins that Jesus made possible by taking the punishment for our sins on the cross.

Key Skills - Objectives

Explain why Christians believe God put Jesus on Earth.

Explain the Christian concept of salvation.

Consider what sacrifices I would be prepared to make to achieve something I felt was right or necessary.

Consider what I would be prepared to make a sacrifice for.

Identify evidence in the Bible that Jesus foretold his own death.

Lines of Enquiry

For what reason do Christians believe God put Jesus on Earth?

What is the Christian concept of salvation?

What sacrifices would I be prepared to make for something I felt was right or necessary?

Can I think of anything that I would wish to make a sacrifice for?

What evidence is there in the Bible that Jesus knew he was going to his death?



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?
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Gears	Wheels with teeth that slot together. When one moves, the other turns as well.	
	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.	

