






# Year 5 : Art & Design – Drawing Techniques

Subject specific vocabulary		Key Skills	Lines of Enquiry
Blending	The technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.	Identify artists who have worked in a similar way to their own work (Oenone Hammersley, Helen Cowcher).	What are the five basic elements to an art work?
Chalk pastels	Pastel is a coloured drawing medium made from pure coloured pigment mixed with a binder (eg. chalk) to form a stick.	Use a journal to collect, develop and annotate ideas.	How can we use proportion to affect how realistic or stylised something seems?
Charcoal	A black substance obtained by burning wood without much air.	Work in a sustained and independent way to create a detailed drawing.	<i>How does perspective add depth and realism to a composition?</i>
Composition	The placement or arrangement of visual elements or ingredients in a work of art.	Experiment with dry media to make different marks, lines, patterns and shapes within a drawing.	 <p><b>Deep Forest</b> by Oenone Hammersley</p>
Evaluate	To improve the quality of the decision-making is to consider what has worked and what hasn't.	Explore colour mixing and blending techniques	
Medium/ media	A <i>medium</i> 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> .	Begin to use simple perspective in their work using a single focal point and horizon.	
Perspective	Representing objects in three-dimensional space on the two-dimensional surface of a picture.	<p><b>Gnarled Tree</b> by Oenone Hammersley</p> 	<p><b>Jabiru Stork</b> by Helen Cowcher</p> 
Proportion	Proportion refers to the dimensions of a composition and relationships between height, width and depth.		
Scale	Scale refers to the overall physical size of an artwork or objects in the artwork.	Begin to develop an awareness of composition, scale and proportion.	What is scale?
Third dimension (3D)	Three-dimensional media occupies space defined through the dimensions of height, width and depth.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	How do shading techniques (eg, hatching, stippling create texture?

# Year 5: Computing – Systems and Networks

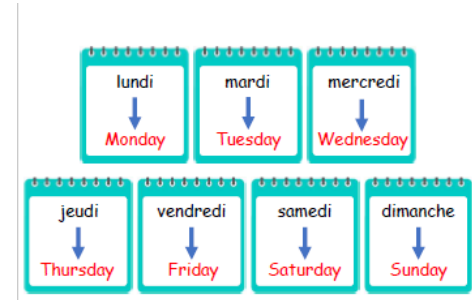
Subject Specific Vocabulary		Software and Tools	Lines of enquiry
Algorithm	An algorithm is a set of instructions for a computer, split into little steps.	<p>Search Engines</p>  	How can computers be connected together to form systems?
Search Engine	A webpage where you can look up different information is called a search engine.		How are computer systems present in our lives?
Web crawler	A computer program that crawls across the World Wide Web to find and index pages for search engines. It is sometimes called a spider		How do search engines work?
System	A group of related things that work together as a whole.	<b>E-Safety</b>	How do search engines select results?
Input	Data that is sent to a program to be processed	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	How are search results ranked?
Output	The result of data processed by a computer	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine	Why is the order of results important, and to whom?
Process	A program, or part of a program, that is running on a computer		
Digital	Electronic technology that generates, stores, and processes data.	I can explain how some technology can limit the information I am presented with.	
Selection	Part of a program where if a condition is met, then a set of commands is run	I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.	
Network	An algorithm is a set of instructions for a computer, split into little steps.		
Search Engine Optimisation	The process of getting more clicks onto a web page from a search engine by improving the web page content.		

# Year 5: FRENCH – Quel est la date? (What is the date?)





Subject Specific Vocabulary	
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December
lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Key Skills
Recall from memory the seven days of the week.
Recall from memory the twelve months of the year.
Recall from memory numbers 1-31.
Ask and answer the question, 'What is the date?'
Ask and answer the question, 'When is your birthday?'

Lines of Enquiry
How are the days of the week and the months of the year written in French?
Which letters are often silent when at the end of the word?
Which ordinal number is used in French when saying the date?
How can questions be presented in French?



# Year 5 : Geography – Who should protect the rainforests?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
Biome	A biome is a large region of Earth that has a certain climate and certain types of living things. Major biomes include tundra, forests, grasslands, and deserts.	Demonstrate an understanding of time zones.	What is a tropical climate?
Climate	The different weather conditions of an area over a long period of time.	Understand and explain why rainforests have a tropical climate.	What is 'slash and burn' and what impact is it having on the rainforests of Africa, particularly Kenya?
Deforestation	Deforestation is the clearing, or cutting down, of forests.		How does deforestation impact on the local ecosystem and contribute to climate change?
Ecosystem	An ecosystem is made up of all of the living and non-living things in an area.		How can we live sustainably?
Humid	Humidity is how much water vapour there is in the atmosphere.	Understand and explain how slash and burn farming and deforestation affect the ecosystem of the Amazon Rainforest.	How does reforestation support animal and plant life and reduce carbon dioxide levels in the air?
Latitude	Lines of latitude are used to identify how far north or south a place is.	Reach informed conclusions about human impact on the Amazon Rainforest.	
Longitude	Lines of longitude are used to identify how far east or west a place is.	Make reasoned judgements about how to live sustainably.	
Slash and burn	A method of farming that involves clearing land by destroying and burning all the trees and plants on it, farming there for a short time, and then moving on to clear a new piece of land.	 	
Sustainability	Using natural resources in a way that we could keep doing for a long time.		
Time zones	Time zones give specific areas on the earth a time of day that is earlier or later than the neighbouring time zones.		What action can be taken on a local, national and global scale to protect the world's rainforests?

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

## Subject Specific Vocabulary

Crotchet	A note which lasts one beat.
Groove	The rhythmic part of the music that makes you want to move and dance.
Improvise	To make up a tune and play it on the spot.
Key signature	Where it shows what key the music is in.
Major	A key with a bright/happy sound
Minim	A note which lasts two beats.
Minor	A key with a dark /sad sound
Quaver	A note which lasts half a beat.
Tempo	How fast or slow the music goes.
Texture	Layers of sound in music.
timbre	The quality and character of a sound that makes the same note sound different when played on different instruments, eg. warm, harsh
Time signature	The type and number of beats in a bar



## Lines of Enquiry

How can you describe the feelings evoked through music?

Can you identify instruments and describe their timbre?

Can you describe the effect of the instrument choices on how you react to a piece?

How has music changed through history?

Are some pieces written for a specific reason?

**Time Signature:** 4/4

**Key Signature:** A minor

**Notes:** A, B, C, D, E, F#, G



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

Copy back rhythms from memory or with notation.

Create melodic patterns using rhythmic combinations of the notes C, D, Eb, E, F, F#, G, Ab, A, Bb, B

Analyse, explore and discover the song/piece's musical concepts and style.

Understand the importance of vocal warm-ups and explain why they are important.

To rehearse and perform their part within the context of the unit song.

Present what has been learnt in the lesson with confidence and ease.

Share and talk about their improvisation.

Improvise using the notes that are given.

# 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 – 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.

## Local Clubs

CrossFitKids - Medway

Nuffield Health - Medway Fitness

## 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.



## Lines of Enquiry

How can I analyse my scores to identify areas for improvement?

How can I choose the best pace for a running race and to maintain speed?

How can I encourage and motivate others to achieve their personal best?

Which activities benefit my personal health?

What are the different components of fitness and how can I test them?

How can I work with others to manage activities?



## Famous Fitness Trainers

Joe Wicks

Nick Mitchell

Sarah Lindsay

# Year 5: PSHE – Growing, changing and keeping safe

## Subject Specific Vocabulary – Key Words

identity	Who a person is, or the qualities of a person or group that make them different from others
Emotions	Feelings we experience such as anger, joy, sorrow, loneliness, jealousy, happiness.
Hormone	Chemical substances in the body that give messages to different parts of the body to start changing / developing during puberty.
Puberty	Emotional and physical changes that happen in early adolescence, as the body begins to mature sexually and develop.
Relationships	Intimate and close friendships or emotional attachments.
Stereotypes	An often unfair and untrue belief that many people have about people with specific characteristics.
Respect	To treat someone or something with kindness and care.
Bullying	Bullying is intentionally harmful, deliberate, involves a power imbalance, and is often repeated.

## Key Skills - Objectives

How can you distinguish between positive and negative emotions, and explain strategies to manage them?

Can you explain how someone may feel when they are separated from someone they like, and suggest ways to help them?

What happens during puberty and what are the myths that are associated with it?

What is menstruation and what products might someone need during puberty?

How do our bodies feel when we experience different emotions?

What is the difference between safe and unsafe secrets?

Why may people be bullied and how can bullying be stopped?






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# Year 5 : RE Christianity – Is the Christmas story true?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
<b>Advent</b>	The four-week period before Christmas.	Explain why people may see the same event in different ways.	Why can eye-witness accounts of the same event be different?
<b>Christian</b>	A person who believes in Jesus Christ and follows his teachings.		Is this Christmas story true?
<b>Eyewitness account</b>	A description given by someone who was present at an event.		
<b>Incarnation</b>	The appearance of a god or spirit in human form.		
<b>Nativity</b>	A story that tells the conception and birth of Jesus.		Explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
<b>Perspective</b>	The way a person see the world.	Explain the Christian belief that Jesus was the incarnation of God.	Was Jesus really born on 25 <sup>th</sup> December?
<b>Scientific truth</b>	Scientific truths are based on clear observations of physical reality.	Identify different sources of the Christmas story and explain the meaning of Christmas to Christians.	What is scientific truth?
			What story have you learnt the most from and why?
<b>Subjective</b>	Something that is subjective is based on personal opinions and feelings rather than on facts.	Explain my own opinion on whether the Christmas story is true and say what Christians my think of my opinion.	
<b>Truth</b>	Something that is proven by facts.		

# Year 5 : Science – Animals including Humans

## Subject Specific Vocabulary

Adolescence	The time in a young person's life when physical and emotional changes leading to adulthood are happening.
Adolescent	A young person in the process of developing from a child into an adult.
Adult	A person who is fully grown.
Arthritis	A disease that causes joints to become swollen and painful.
Gestation period	The amount of time that a baby spends inside its mother's womb before it's born.
Life expectancy	How many years humans are expected to live. This changes and has lengthened over time.
Menstruation	A monthly cycle in women. Each month , an egg is released and if it is not fertilized by a sperm, the female has her period.
Pregnant	The condition of a female animal when there is a baby growing inside her womb.
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.



## Key Skills

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.



Sir Robert Winston

## Enquiry questions

How do babies develop before birth?
What are the different gestation periods of animals?
What milestones do humans experience throughout their lives?
What is puberty and how does it affect us?
How do humans change as they reach old age and how do these changes affect us?
What do older people think about getting old and changing?