

“Learn, Sparkle and Shine”



Curriculum guidance for Year 5 Parents.

Autumn term



Unlocking your child's potential!

Dear Parents, Guardians and Carers,

The information within our leaflet has been put together by our teaching staff. Research tells us that children who are supported with their education at home and read regularly do better at school than children who do not!

Please use this curriculum information document as a guide to what your child should be doing regularly to ensure they are becoming a confident learner.

Reading

Children in **Year 5** will make good to outstanding progress in reading if they:

- read for 20 minutes, 5 to 6 times a week independently or to an adult;
- read with intonation using the punctuation to add expression;
- have a Reading Age of above 10 years;
- read a range of texts such as non-fiction, fiction, magazines, information on screen, poetry;
- can identify and talk about new vocabulary and use these words in their own writing;
- are able to discuss in detail what they have learnt from a book and review the book for others;
- have a preferred author or set of authors that they enjoy reading;
- read regularly for pleasure;
- read for a sustained period of time in an environment that is comfortable, and with few distractions;
- are encouraged to research through reading, either from books or on screen.
- use the computer in ways which will support their learning and understanding

By the end of **Year 5** children will be reading fluently and competently and have an established reading routine, and even more importantly have a love of reading!

Writing

During Year 5 children should be able to:

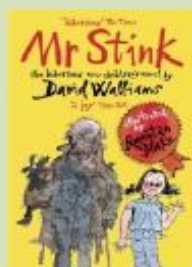
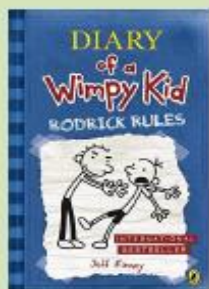
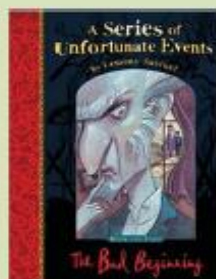
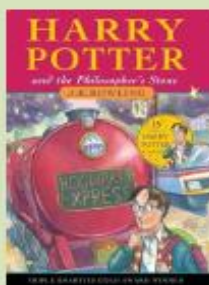
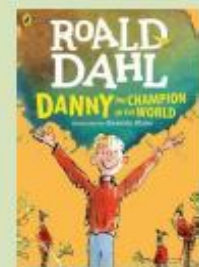
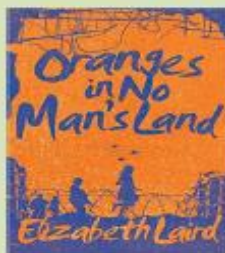
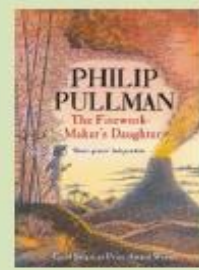
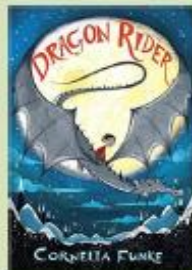
- edit writing to improve its quality and accuracy by adding punctuation from the punctuation pyramid, using a range of connectives and complex sentence constructions and correcting spellings
- use the structures of different poems to write their own work and to convey feelings, reflections or moods in a poem through the careful choice of words and phrases
- write their own playscript, applying conventions learned from reading, including production notes
- write recounts, instructional texts, letters and arguments for a variety of audiences
- use self, peer group and whole class editing to develop and improve writing through the use of vocabulary, connectives, openers and punctuation.

Reading Challenge!

This year we are having a reading challenge throughout school! Each year group has a set of 15 books that we are asking the children to read across the school year. As they achieve 5 books, then 10 and finally 15 books there will be rewards and treats for this! All the books are available in school so look out for your children bringing one home!

St. Peter's CE Primary School, Farnworth

Year 5 Reading Challenge New 2022-23



“Learn, Sparkle & Shine...”



Branching Out Through Reading

Name: _____

These are my challenges:



Spelling; Your child is now expected to know a set of words by the end of a two year phase. Therefore if your child is in Year Five they have until the end of Year Six to know the key words. To help you and your child we have listed the words that the children must know by the end of Year Six.

Year Five and Six Key Word Spelling list			
accommodate	embarrass	persuade	necessary
accompany	environment	physical	neighbour
according	equip (-ped, -ment)	prejudice	nuisance
achieve	especially	privilege	occupy
aggressive	exaggerate	profession	occur
amateur	excellent	programme	opportunity
ancient	existence	pronunciation	parliament
apparent	explanation	queue	twelfth
appreciate	familiar	recognise	variety
attached	foreign	recommend	vegetable
available	forty	relevant	vehicle
average	frequently	restaurant	yacht
awkward	government	rhyme	curiosity
bargain	guarantee	rhythm	definite
bruise	harass	sacrifice	desperate
category	hindrance	secretary	determined
cemetery	identity	shoulder	develop
committee	immediate(ly)	signature	dictionary
communicate	individual	sincere(ly)	disastrous
community	interfere	soldier	system
competition	interrupt	stomach	temperature
conscience*	language	sufficient	thorough
conscious*	leisure	suggest	marvellous
controversy	lightning	symbol	mischievous
convenience	criticise (critic + ise)	correspond	muscle

I can use Vocabulary, Grammar and Punctuation.



Minimum Expectations

- Converting nouns or adjectives into verbs using suffixes
- Verb prefixes dis-, de-, mis-, over-, and re-
- Relative clauses beginning with who, which, where, why, whose, that, or an omitted pronoun
- Indicating degrees of possibility using modal verbs or adverbs
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity



I understand verb prefixes dis-, de-, mis-, over-, and re-	I can indicate degrees of possibility using modal verbs e.g. might, should, will, must				
I can convert adjectives into verbs using suffixes -ate, -ise, -ify	I can indicate degrees of possibility using adverbs e.g. perhaps, surely	I can link ideas across paragraphs using adverbials of: Time – e.g. later Place e.g. nearby Number e.g. secondly Tense choices e.g. he had seen her before	I can use commas to clarify meaning or avoid ambiguity	I understand and can use this terminology; Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion ambiguity	I can choose the correct writing implement for a task
I can convert nouns in to verbs using suffixes – ate, -ise, -ify	I can use relative clauses beginning with; who, which, where, why, whose, that or an omitted relative pronoun.	I can use devices to build cohesion in a paragraph e.g. then, after that, this, firstly.	I can use; Brackets Dashes Commas to indicate parenthesis		I can write legibly and fluently with increasing speed, using my own personal style, with joined letters where appropriate

Word

Sentence

Text

Punctuation

Terminology

Handwriting

Autumn 1 Science – Materials Topic – Brilliant Britain	Autumn 2 Science – Materials Topic – Brilliant Britain
Novel: The Boy who made everyone laugh 2 weeks fiction 2 weeks non-fiction Poetry - Remembrance poem – Flanders fields Week 6 – Script reading in preparation for remembrance service 	Weeks 1&2: Script reading and performing Novel: War Horse 2 weeks fiction 1 week non-fiction Poetry – whole school poetry week TBC annually 1 week poetry week 
Genres to be taught: Fiction • Character description; • Older literature (x 1 week linked to poetry) Non-fiction: • Persuasive letter (formal and informal)	Genres to be taught: Fiction • Poetry • Descriptive setting; Non-fiction: • Discursive text (war)
Cross curricular genres • Explanation report • Instructions • Letter writing	Cross curricular genres • Explanation text • Descriptive setting • Comparative explanation (Matthew vs Luke)
Notes: Year groups can alternate the half terms so that the texts can be shared. Request a class set from SLS for a full term. Novels and themes chosen should link purposefully to the history or geography, science or RE topics being taught in the same term.	

Year 5 - **Autumn 1** spellings linked to the teaching sequence from no-nonsense spelling.

Words highlighted **blue** are the **Autumn term test words**.

Words highlighted **green** are **statutory spelling words** and may be found on the science/topic/RE autumn term knowledge organiser.

Tier two words are a year 5 vocabulary focus and their meaning must be taught explicitly. These words are to be displayed with their definition within a contextual sentence throughout the autumn term.

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Test date	11.09.23	18.09.23	25.09.23	02.10.23	09.10.23	16.10.23
	Attached	Thorough	Environment	Horrible	Isle	Physical
	Available	Enough	Government	Terrible	Aisle	Accompany
	Completion	Rough	Yacht	Edible	Aloud	Average
	Existence	Drought	Doubt	Reversible	Allowed	Achieve
	Explanation	Sought	Thistle	Invincible	Affect	Awkward
	Frequently	Brought	Solemn	Forgivable	Effect	Aggressive
	Guarantee	Plough	Whistle	Disposable	Herd	Amateur
	Hindrance	Dough	Thistle	Valuable	Heard	Existence
	Interfere	Bought	Debt	Breakable	Past	effect
	Interrupt	Identity	numb	Identifiable	Passed	Category
Tier 2 words. These are to be taught in school and practised at home/school in context.	hearty	achievement	cautiously	agree	independent	anxious
	homonym	portable	visible	prejudice	gigantic	aggressive
	antonym	exasperate			identical	beverage

Year 5 - **Autumn 2** spellings linked to the teaching sequence from no-nonsense spelling.

Words highlighted **blue** are the **Autumn term test words**.

Words highlighted **green** are **statutory spelling words** and may be found on the science/topic/RE autumn term knowledge organiser.

Tier two words are a year 5 vocabulary focus and their meaning must be taught explicitly. These words are to be displayed with their definition within a contextual sentence throughout the autumn term.

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Test date	06.11.23	13.11.23	20.11.23	27.11.23	04.12.23	11.12.23
	Recognise	Category	Re-equip	Controversy	Bargain	Equipment
	Neighbour	Categories	Re-enter	Convenience	Bruise	Especially
	Language	box	Co-exist	Criticise	Cemetery	Exaggerate
	Conscience	boxes	Co-existence	Curiosity	Committee	Excellent
	Prejudice	Community	Re-invent	Community	Communicate	Familiar
	According	Communities	Co-operate	Conscience	Competition	Foreign
	Ancient	Neighbour	Re-ignite	Conscious	Embarrass	Forty
	Community	potatoes	Recommend	Accommodate	Environment	Harass
	Sacrifice	Shoulder	Recognise	Apparent	Equip	Identity
		Shoulders	correspond	Appreciate	Equipped	Immediate
Tier 2 words. These are to be taught in school and practised at home/school in context.	excavate	industrious	alternate	character	intense	protagonist
	arrive	illuminate	preserve	vivid	immense	blizzard
	solar	accident	exert	dedicate	attention	exhibit
	confident	access	deprive	strive	altitude	combine

Measures – base line questions
Year 5 and 6

We ask the children to learn key measures facts at home that are linked to their maths work in school. These are called Mega Measures and we test the children on these each half term. By the end of Year 5 the children should know all of these facts as they are so helpful for their work and life skills.

Q		
1	How many ml in 3 $\frac{1}{2}$ L?	3500ml=3 $\frac{1}{2}$ l
2	0.25L is how many ml?	250ml is 0.25l
3	How many ml in 4L?	4000ml = 4L
4	How many mm in 1cm?	10mm = 1cm
5	0.6cm is how many mm?	6mm is 0.6cm
6	How many cm in 1m?	100cm = 1m
7	How many cm in 4.1m?	410cm = 4.1m
8	How many cm in $\frac{3}{4}$ m?	75cm = $\frac{3}{4}$ m
9	How many cm in $\frac{1}{4}$ m?	25cm = $\frac{1}{4}$ m
10	How many m in 3.3km?	3300 = 3.3km
11	How many m in $\frac{1}{2}$ km?	500m = $\frac{1}{2}$ km
12	0.25km is the same as how many m?	250m = $\frac{1}{4}$ km
13	How many g in 1 kg?	1000g = 1kg
14	How many g in 6 $\frac{1}{2}$ kg?	6500g = 6 $\frac{1}{2}$ kg
15	0.5kg = how many grams?	500g in $\frac{1}{2}$ kg
16	What fraction of a kg is 750g?	$\frac{3}{4}$ kg
17	How many kg in 2T?	2000kg = 2t
18	How many seconds make 1 min?	60 seconds
19	The number of seconds in 3 $\frac{1}{2}$ minutes?	210 seconds
20	How many minutes in 1 hour?	60 minutes
21	How many minutes in 5 hours?	300 minutes
22	How many hours make 1 day?	24 hours
23	How many days make 1 week?	7 days
24	How many days in a normal year and in a leap year?	365 days 366 days
25	How many months make 1 year?	12 months

I can read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

I can solve number problems and practical problems that involve all of the below.

I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

I can use negative numbers in context; count forwards and backwards with positive and negative whole numbers through zero.

I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.

I know what each digit represents in numbers to 1 000 000.

I can read, write, order and compare numbers to at least 1 000 000.

Number and Place Value



I can use addition and subtraction to solve multi-step problems.

I can use rounding to check answers to calculations.

I can subtract mentally using increasingly large numbers.

I can add mentally using increasingly large numbers.

I can subtract and whole numbers with more than 4 digits.

I can add and whole numbers with more than 4 digits.

Addition and Subtraction

I can solve problems involving $\times$ and $\div$ including scaling by simple fractions and problems involving simple rates.

I can solve problems involving $\times$ and $\div$ including using factors and multiples, squares and cubes.

I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)

I can $\times$ and $\div$ whole numbers and those involving decimals by 10, 100 and 1000.

I can multiply and divide numbers mentally.

I can divide numbers up to 4 digits by a one-digit number.

I can multiply numbers up to 4 digits by a one- or two-digit number

I can establish whether a number up to 100 is prime and recall prime numbers up to 19.

I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers

I can identify multiples and factors, including finding all factor pairs.

Multiplication and Division

I can use all four operations to solve problems involving measure using decimal notation, including scaling.

I can solve problems involving converting between units of time

I can estimate volume and capacity.

I can estimate the area of irregular shapes.

I can calculate and compare the area of rectangles (including squares)

I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.

I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints

I can convert between different units of metric measure.

Measurements

I can write $\%$ as a fraction.

I can recognise the $\%$ symbol and understand what it means.

I can solve problems involving number up to 3d.p

I can read, write, order and compare numbers with up to 3 decimal places.

I can round decimals with 2 decimal places to the nearest whole number and to one decimal place.

I can recognise and use 1000ths and relate them to 10ths, 100ths and decimal equivalents.

I can read, write decimal numbers as fractions.

I can multiply proper fractions and mixed numbers by whole numbers

I can $+$ and $-$ fractions with the same denominator and denominators that are multiples of the same number.

I can recognise mixed numbers and improper fractions and convert from one form to the other

I can identify, name and write equivalent fractions of a given fraction.

I can compare and order fractions whose denominators are all multiples of the same number

Fractions and Decimals

My Maths Targets



I can identify, describe and represent the position of a shape following a reflection or translation.

I can distinguish between regular and irregular polygons.

I can use the properties of rectangles to deduce related facts and find missing lengths and angles

I can identify other multiples of 90°

I can identify angles at a point on a straight line and $\frac{1}{2}$ a turn

I can identify angles at a point and one whole turn.

I can draw given angles, and measure them in degrees ($^\circ$).

I know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles

I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations.

Geometry

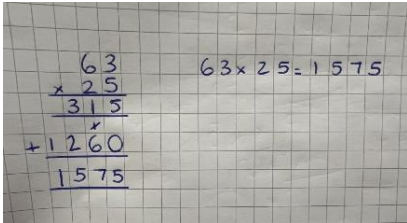
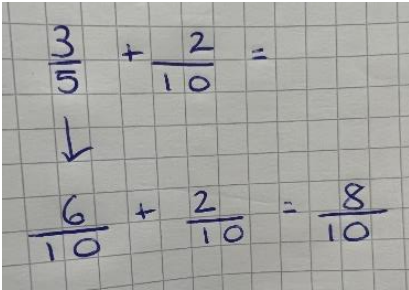
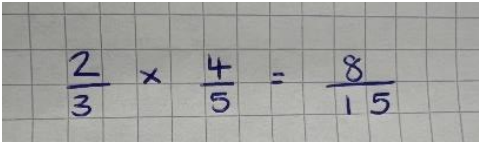
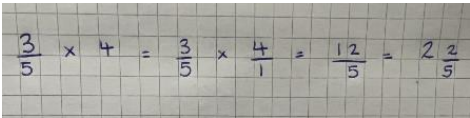
I can complete, read and interpret information in tables, including timetables.

I can solve 'difference' problems using information presented in a line graph.

I can solve 'sum' problems using information presented in a line graph.

I can solve 'comparison' problems using information presented in a line graph.

Statistics

	Addition	Subtraction	Multiplication	Division	F/D/P
Year 5	Continue to reinforce column method with larger numbers Adding numbers with up to 2 decimal places - Focussing on place value columns used correctly Focus on reasoning and multi-step problems	Continue to reinforce column method with larger numbers Subtracting numbers with up to 2 decimal places - Focussing on place value columns used correctly Focus on reasoning and multi-step problems	Short multiplication up to 4 digit by 1 digit Long multiplication up to 4 digit by 2 digit  Multiply by 10, 100 and 1000 Using place value columns	Continue to reinforce bus stop method – 4 digit by 1 digit With remainders and carrying. Divide by 10, 100 and 1000 Using place value columns	Adding/subtraction fractions with the same denominator, moving onto fractions with different denominators  Multiplying fractions Fraction by fraction  Fraction by whole number  Mixed number by whole number

					$2\frac{4}{5} \times 5 = 14$ $2 \times 5 = 10$ $\frac{4}{5} \times \frac{5}{1} = \frac{20}{5} = 4$ $10 + 4 = 14$
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Properties and changes of Materials

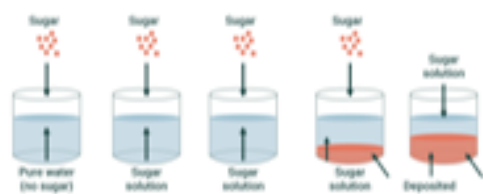
Year 5/6 Spellings

Equipment, explanation, familiar, frequency, necessary, recognise



Substances

- When a substance dissolves, it might look like it has disappeared, but in fact it has mixed with the water to make a transparent liquid called a solution. An example of this is a cup of tea with sugar in it.
- Substances that dissolve in water are called soluble substances.
- If a substance does not dissolve in water, it is called an insoluble substance.



Solutions

By dissolving salt in water you make a solution. You can separate the salt from the water by boiling the solution. The water will evaporate until it is all gone. The salt will be left behind.

solid	liquid	gas
• rigid	• not rigid	• not rigid
• fixed shape	• no fixed shape	• no fixed shape
• fixed volume	• fixed volume	• no fixed volume
cannot be separated	cannot be separated	can be separated

Separating Mixtures

- Mixtures can be separated by methods like sieving, filtering and evaporating.
- A mixture made of solid particles of different sizes, for example sand and gravel, can be separated by sieving.
- You can separate a mixture of sand and water by passing it through filter paper. The water is able to pass through the tiny gaps but the sand particles are too big and are left on the surface of the filter paper.



Key vocabulary and definitions

Solubility	The amount of a substance that will dissolve in a given amount of another substance	Solid	A substance with a fixed shape and a fixed volume. It is three dimensional.
Transparency	The property of allowing light to pass through something	Liquid	A substance with a fixed volume but no fixed shape – it takes the shape of the container it is in.
Conductivity	The ability to move heat or electricity from one place to another	Gas	A substance with no fixed volume and no fixed shape.
Evaporating	A process where liquids change to gas or vapour	Dissolve	It is the process of dispersing into a solution
Reversible	When a substance is capable of going through a series of actions either backwards or forward to create a reversible chemical reaction	Magnets	A rock or a piece of metal that can pull certain types of metals towards itself

How and why do Christians read the Bible?

Key Vocabulary:

Old Testament: The part of the Bible that predicts the birth of the Messiah and is a holy text of both Christians and Jews.

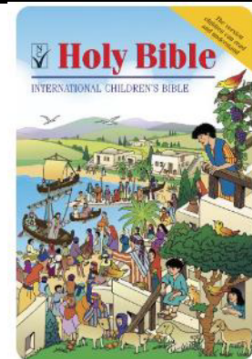
New Testament Gospel: The part of the Bible about after Jesus was born containing a variety of text types.

Word of God: Christians believe that the Bible contains the word of God.

Translation: The Bible has been translated into hundreds of different languages.

Christian Values:

Wisdom, faith and truth



How and why is the Bible used?

There are many types of Bibles written for different audiences. Christians believe all of them are inspired by the word of God.

Christians use the Bible to answer questions about creation, truth, suffering, death, values for life, ethical issues and Christian values.

The Bible is a library of many books and different genres of writing e.g. Psalms and songs. To find certain stories or parts of the Bible, you need to use Bible references.

When was the Bible first translated and why?

The first Bible was written in Latin. Tyndale translated the Bible into English in 1526. The Bible had to be translated into different languages to enable everyone to read the word of God.

Why would someone risk their life to write the Bible?

William Tyndale sacrificed his life to enable the English to access the Bible. Before this, the Bible was written in Latin which most of the United Kingdom were unable to read or write. The leader of the Roman Catholic Church the Pope gave orders for the Bible to remain in Latin. The order was ignored by Tyndale and he was sentenced to death for blasphemy.

Spellings

language

conscience

prejudice

according

ancient

community

sacrifice

existence

What we already know:

The Bible is split into two main parts – The Old and New Testaments. The Old Testament is important in the Jewish and Christian faiths. Some familiar stories are Noah's Ark, Daniel in the lion's Den and The Creation story. Christians believe that Jesus is the Son of God and his stories are found in the New Testament. Familiar stories are The Good Samaritan, The Birth of Christ, and The Easter Story.



Christmas



KEY VOCABULARY

Authority	The right or power to give orders
Saviour	Jesus who came to save us from our sins
Messiah	The saviour of humankind
Gospel	The teaching of Christ
Matthew	The first gospel
Luke	The third gospel
Nativity	The story of Christ's birth
Herod	King of Judea at the time of Jesus' birth
Incarnation	Jesus the Son of God was born as a man
Salvation	To be delivered from sin by Christ



Year 5/6 Spellings

Existence, frequently, solemn, heard, apparent, recognise, controversy

Our Christian Values

Hope, Humility,
Faith



Where in the Bible is the Christmas story?

To know that the nativity story is recorded in the Gospels of Matthew and Luke and be able to find them.

How are the stories in Matthew and Luke similar/different?

Matthew wrote for the Jews and focussed upon showing how Jesus fulfilled Old Testament prophecy. Jesus was the promised Messiah talked about by the Old Testament Prophets. His Gospel talks about ancestry and Wise Men from the East who followed a new star, (a sign of a new king being born). They visited the child and gave gifts of Gold, Frankincense and Myrrh to Jesus. Matthew does not mention shepherds.

Luke wrote for the Gentiles showing that Jesus came to save everyone, the Saviour of the world. Luke talks about humble beginnings, travelling to Bethlehem for a census, Jesus born in a stable and shepherds visiting the baby. He does not mention anything about Wise Men from the East.

What upset King Herod?

King Herod knew nothing of a new King. He asked the Wise Men to find the baby, so that he too could worship him. The Wise Men, after being warned in a dream, did not return to Herod. King Herod felt threatened by the baby Jesus and ordered all baby boys under 2 years old to be killed.

Where do the ideas of including a donkey and a stable in the story come from?

To understand that the Christmas Story combines the two gospels and that the stories have been added to over time.

How do our celebrations reflect the true meaning of Christmas?

In school we combine the two Gospels for the Nativity, we send and receive cards and give gifts.

What we already know

- The story of Jesus' birth is in the Bible – The New Testament.
- His parents were Mary and Joseph.
- Angels, Shepherds and Kings also appear in the story.
- Christians believe Jesus is the Son of God

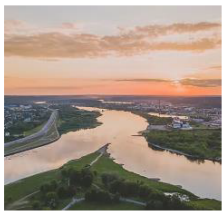




Where We Live



TYPES OF GEOGRAPHY

Human Geography		Human geography is how human activity affects the Earth's surface e.g. the e.g. The River Croall has a weir to control the water flow, used as a source of energy. Moses Gate Country Park was an industrial area and the lodges are all man made.
Physical Geography		Physical Geography deals with natural features. Farnworth is a settlement built around the rivers Croall and Irwell. The confluence of these rivers is in Moses Gate Country Park. Hills, mountains, and lakes are also natural features.

- The United Kingdom is part of the continent of Europe. There are 7 continents which are: Europe, Australasia, North America, South America, Asia, Africa, and Antarctica. A continent is a land mass made up of many countries.
- Our country is divided into counties. A county is a region of a country, some counties near us are: Greater Manchester, Lancashire, Cheshire, Derbyshire and Yorkshire.
- London is the capital city of The United Kingdom, it has many man-made features, that encourage tourism, such as; Westminster Abbey, The Tower of London, The London Eye, Buckingham Palace (The Queen's Residence). The River Thames runs through London.
- The highest mountain in Great Britain is Ben Nevis in Scotland. In Wales, Snowdon and England Scafell Pike. The largest lake in England is Lake Windermere. The longest river is the River Severn. As an island nation, we are surrounded by The Irish Sea, The English Channel and the North Sea.
- We live in the town of Farnworth, which is part of the town of Bolton, which is part of Greater Manchester. Manchester is our nearest city.

Field Work

We will observe, measure, record and present the human and physical features in the local area - weir and confluence.

Year 5/6 Spellings

physical, existence, effect, category, categories, recognise, neighbours

Key vocabulary

Settlements	Settlements are places where people live and sometimes work. There are many different types of settlement.
Weir	Man-made structure to control the flow of water (looks similar to a waterfall)
Confluence	Where two rivers meet
Counties	How Britain is divided into smaller areas
Continents	How earth is divided into land areas.
United Kingdom	The countries of England, Scotland, Wales and Northern Ireland
Great Britain	The countries of England, Scotland and Wales
Rural	To do with the countryside
Urban	To do with a town or city
Latitude	The distance from the Equator measured in degrees
Longitude	The distance from the Greenwich Meridian measured in degrees
Region	A part of a country
Moses Gate and Bolton	
Topography	Physical features of an area of land
Topographical features	Features such as mountains, lakes, rivers and valleys
landscape	A view of an area
Scale	Units for measuring
Sketch maps	A roughly drawn map that shows basic details
Significance	Something of meaning or importance

Vocabulary we have already met;

Europe, region, land use, county, city, fair trade, settlement, map, globe, atlas, North, South, East, West, compass, continent, digital and computer mapping, locate, human and physical features, key, ordnance survey, NW, SW, SE, NE, 4 figure grid reference.

MAP READING

Ordnance Survey Maps and Symbols		These maps use a variety of symbols to help us represent the world around us. They can represent an environment in more detail e.g. parking, public toilets, rivers and footpaths. It is produced by mapping agency of the United Kingdom.
Grid References		These maps use grid references. These are numbers that use the x and y coordinates to show locations on a map. Maps use 4 and 6 figure grid references to represent human or physical geography.

Year 5 Make do & mend Autumn 1 & 2

This topic explores the way World War II influenced the life of today.

The topic looks at how people lived during the war, with food, clothes, work and everyday life.

The topic focuses on air raid shelters how they were used within the community. A choice of shelter will be made.

The second half to the topic focuses on the hobbies and survival techniques of living during the war.

A sample of a rag rug will be made.



Skills.

During this topic you will learn to draw 3 dimensionally.

To learn the skill of making a rag rug using traditional stitching methods.

To understand types of joins and construction through making an air raid shelter.

To understand the skill of using right angled triangles(90 degree angles)in construction.

To decorate a model to a high standard using various fabrics and skills such as: cutting, sticking, moulding and manipulating.



Knowledge.

World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, [Neville Chamberlain](#), declared war on Germany. It involved many of the world's countries.

Britain did not fight alone, the war also involved many countries. World War II involved 61 countries with 1.7 billion people (three quarters of the world's population). Fifty million people lost their lives and hundreds of millions people were injured.

For almost six years from 1939 to [1945](#) Britain fought the toughest war it had ever experienced. World War II was total war - every person, every business, every service was involved.

In 1933 the German people voted for a leader named [Adolf Hitler](#), who led a political party in Germany called the National Socialists or Nazis. Hitler promised to make his country great again and quickly began to arm Germany again and to seize land from other countries.

During March 1941 the Morrison shelter, named after the Home Secretary, was introduced. This was an indoor alternative to the Anderson Shelter, the corrugated iron construction that was half buried in people's gardens. Derek Lambert describes how this new shelter at first appeared to be a more comfortable option:

Another famous air raid shelters is the Anderson shelter. It is a commonly home shelter made in a garden. Inside the garden, you can find beds to save you from the air raids

Spellings

community
air raid shelter
Morrison
Anderson
bombing
communal
siren
forces
soldier
rationed
neighbour
occupy
desperate
determined



Year 5 Autumn Food Technology – linked to the Make Do And Mend topic.



Ingredient, dish,

[Recipes](#) ▾ [How to](#) ▾ [Health](#) ▾ [Inspiration](#) ▾ [Reviews](#) ▾ [Healthy Diet Plan](#) [Subscribe now](#)

[Home](#) > [Recipes](#) > [Beef & bean hotpot](#)



Beef & bean hotpot

By [Good Food team](#)

★★★★☆ 73 ratings [Rate](#) [60 comments](#)

[Magazine subscription – 5 issues for only £5](#)

⌚ Prep: 15 mins
🕒 Cook: 45 mins

👨‍🍳 Easy

🍴 Serves 8

A hearty one pot meal to satisfy the whole family

Ingredients

750g [lean minced beef](#)

1 [beef](#) stock cube

2 [large onions](#), roughly chopped

450g [carrots](#), peeled and thickly sliced

1.25kg/2lb 12oz potato, peeled and cut into large chunks

2g cans baked beans

Worcestershire sauce or Tabasco sauce, to taste

[large handful of parsley](#), roughly chopped

Method

STEP 1

Heat a large non-stick pan, add the beef then fry over a medium-high heat until browned, stirring often and breaking up any lumps with a spoon. Crumble in the stock cube and mix well.

STEP 2

Add the vegetables, stir to mix with the beef and pour in enough boiling water (about 1.3 litres) to cover. Bring to the boil, then lower the heat and stir well. Cover the pan and simmer gently for about 30 mins or until the vegetables are tender.

STEP 3

Tip in the baked beans, sprinkle with Worcestershire sauce or Tabasco to taste, stir well and heat through. Taste for seasoning and sprinkle with parsley. Serve with extra Worcestershire sauce or Tabasco, for those who like a peppery hot taste.

Year 5 Autumn Food Technology – linked to the Make Do And Mend topic.



[Recipes](#) ▾ [How to](#) ▾ [Health](#) ▾ [Inspiration](#) ▾ [Reviews](#) ▾ [Healthy Diet Plan](#) [Subscribe now](#)

[Home](#) > [Recipes](#) > [Chicken & mushroom hot-pot](#)



Chicken & mushroom hot-pot

By [Good Food team](#)

★★★★☆ 103 ratings [Rate](#) [35 comments](#)

[Magazine subscription – 5 issues for only £5](#)

Prep: 35 mins Easy Serves 4
Cook: 25 mins

Get the kids in the kitchen to help use up leftover cooked chicken in this hearty pie topped with slices of potato

Ingredients

50g [butter](#) or margarine, plus extra for greasing

1 [onion](#), chopped

100g [button mushrooms](#), sliced

40g [plain flour](#)

1 chicken stock cube or 500ml fresh chicken stock

pinch of [nutmeg](#)

pinch of [mustard powder](#)

250g [cooked chicken](#), chopped

2 handfuls of [a mixed pack of sweetcorn](#), peas, broccoli and carrots, or pick your favourites

For the topping

2 large potatoes, sliced into rounds

knob of [butter](#), melted

Method

STEP 1

Heat oven to 200C/180C fan/gas 6. Put the butter in a medium-size saucepan and place over a medium heat. Add the onion and leave to cook for 5 mins, stirring occasionally. Add the mushrooms to the saucepan with the onions.

STEP 2

Once the onion and mushrooms are almost cooked, stir in the flour – this will make a thick paste called a roux. If you are using a stock cube, crumble the cube into the roux now and stir well. Put the roux over a low heat and stir continuously for 2 mins – this will cook the flour and stop the sauce from having a floury taste.

STEP 3

Take the roux off the heat. Slowly add the fresh stock, if using, or pour in 500ml water if you've used a stock cube, stirring all the time. Once all the liquid has been added, season with pepper, a pinch of nutmeg and mustard powder. Put the saucepan back onto a medium heat and slowly bring it to the boil, stirring all the time. Once the sauce has thickened, place on a very low heat. Add the cooked chicken and vegetables to the sauce and stir well. Grease a medium-size ovenproof pie dish with a little butter and pour in the chicken and mushroom filling.

STEP 4

Carefully lay the potatoes on top of the hot-pot filling, overlapping them slightly, almost like a pie top.

STEP 5

Brush the potatoes with a little melted butter and cook in the oven for about 35 mins. The hot-pot is ready once the potatoes are cooked and golden brown.

Knowledge Organiser

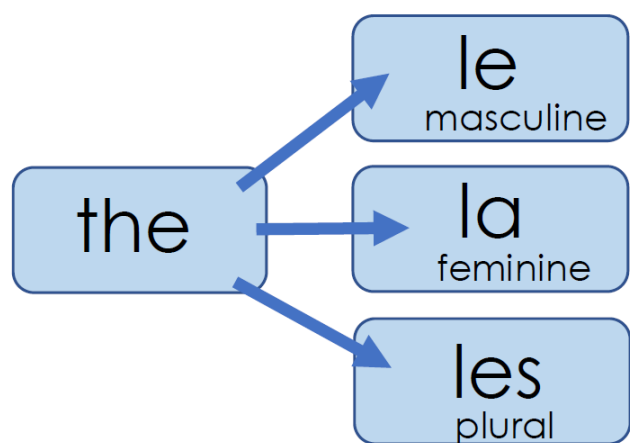
C'est Moi!

Year 5



Things I will learn in French:

- How to ask and answer questions about name, feelings and age.
 - How to extend conversation
- Numbers to 30 (in and out of order) and extended body parts .
 - How to describe eye and hair colour.
- How to pronounce an increasing amount of sounds in French.



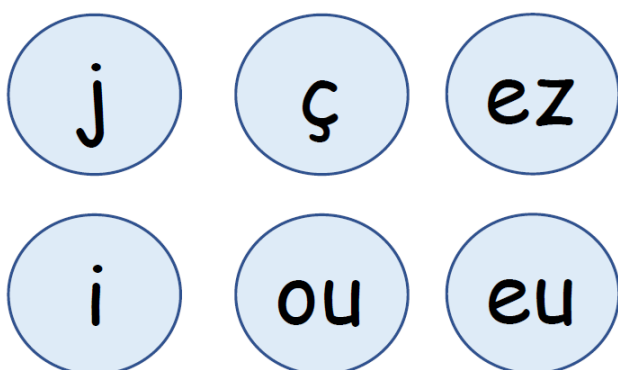
Verbs

Avoir To have	Être To be
J'ai (I have)	Je suis (I am)
Tu as (You have)	Tu es (You are)

Vocabulaire

travailleur	hardworking (m)
travailleuse	hardworking (f)
bavard	chatty (m)
bavarde	chatty (f)
sportif	sporty (m)
sportive	sporty (f)
timid	shy (m)
timide	shy (f)
paresseux	lazy (m)
paresseuse	lazy (f)
drôle	funny (m/f)
sympa	nice (m/f)

Sounds



Key Questions

Quel âge as-tu?
Ça va?

National Curriculum Links: KS2 Computing

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Digital Citizenship Vocabulary

Digital Citizens	A person who develops the skills and knowledge to be online safely and effectively
Digital footprint	The information about you that exists on the internet as a result of your online activity
World Wide Web	Is a collection of webpages found on a network of computers
Privacy settings	These settings allow you to control who sees information about you
Social media	Websites and apps that enable users to create, share or participate whilst online
Self-Image and identity	Ideas that you have about your own qualities and abilities and knowing that this is what makes you unique
Online relationships	Understanding relationships and behaviours that may harm and how positive online interaction can empower the user
Online reputation	What kind of person others think you are based on the things you say and do online
Online bullying	Understanding how to report your concerns and to consider how bullying and the impacts of such behaviour
Health and Wellbeing	Understanding the impact technology has on health, well-being and lifestyle, understanding the positives and negatives and strategies to deal with them

I will know...

- and be able to talk about my digital footprint
- how identity online can be copied, modified or altered
- how to make responsible choices about my online identity
- how to make positive contributions and be part of online communities
- how to search for information about an individual online and create a summary report of the information I find
- ways that information about people online can be used by others to make judgments about an individual
- how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone how to report online bullying on the apps and platforms that I use
- helpline services who can support me and what I would say and do if I needed their help
- how technology can affect healthy sleep and can describe some of the issues
- some strategies, tips or advice to promote healthy sleep with regards

What should you do if you get a 'butterfly feeling' when online?

Remember to save evidence of the thing that has made you feel uncomfortable.

Check your privacy settings and use the tools in the game / app to block and report the user.

If you need further advice there are sites that can help. E.g. CEOP, Barnardo's and Childline



My Digital Footprint

Me in the real world, me online. How are they different?

How much time do you spend online?

THINK

Is it true?
Is it helpful?
Is it inspiring?
Is it necessary?
Is it kind?

National Curriculum Links: KS2 Computing

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

I will know

- how to select appropriate tools to add emphasis and effect to my work
- why I have chosen my layout and formatting
- how to review and edit my work and talk about the changes I made
- whether my work is suitable for the audience
- how to create a database structure of my own and enter the data
- how to prepare a data collection form and collect quality information
- I can use spreadsheets to create a graph
- the most appropriate form of graph for a data set giving reasons for my choice
- how to interpret graphs of data collected from a variety of sources

Digital Literacy Vocabulary

Digital Literacy	Having the skills to live, learn, and work where communication and access to information is increasingly through technology
database	A database is a computerised system that makes it easy to search, select and store information (data)
record	Contains all the information needed about a particular object
field	Each record contains fields – a single piece of information about an object
spreadsheet	Used for accounting and recording data using rows and columns into which information can be entered
formula	A mathematical rule expressed in symbols e.g. + - / *
sort	To organise data by date, number, alphabetic order etc.
filter	To pick out data that matches a particular circumstance
abstraction	To focus on task before the look and feel e.g. colour, size, background
appropriate	Suitable, proper and connected to the subject.
formatting	Making the text look different
layout	Different ways to set out information, pictures and tables in documents or presentation.

What is a Database?

[BBC Primary Bitesize](#) –

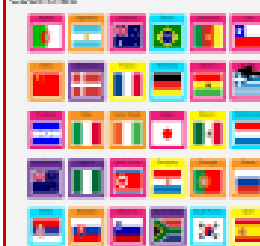
Computing Databases are used in many different places. Your school might use a database to store information about attendance or to store pupils' and teachers' contact information. A database like this will probably be protected with a password to make sure that people's personal information is kept safe.

What are Records and Fields?

[BBC Primary Bitesize](#) - Computing Every item you put into your database is called a 'record'. Each record will have its own row with all the information you want to store about it. The columns of the table are called 'fields'. For example you might have columns for 'Continent', 'Area', 'Population' and 'location'.

What other examples of Databases can you talk about?

Countries



Databases – using 2Investigate Purplemash

Database about countries

Record – contains lots of information about Italy

Fields – a single piece of information, in this example we can see fields about Italy

1	Continent	Europe
2	Capital City	Rome
3	Population	61,855,120
4	Coastline	Yes
5	Area (sq km)	301,340



Searching your database

Find

Continent is Europe

Countries

This first search is filtering the database to show records of countries in Europe

In this second search/filter an additional field has been added – fewer countries are in Europe and have a coastline

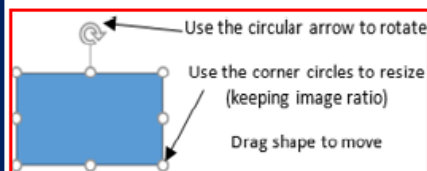
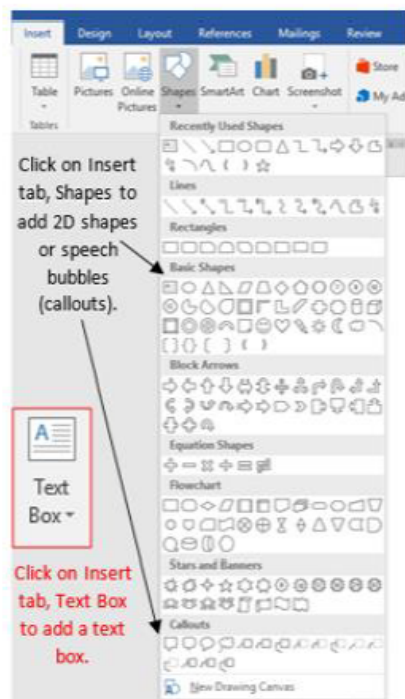
Countries



Digital Literacy Skills Recap

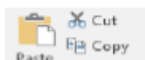


Formatting Shapes



Cut, Copy, Paste

Cut – Ctrl + X
Copy – Ctrl + C
Paste – Ctrl + V
Select all – Ctrl + A



Microsoft Excel

Save and Save As

Save As lets you save a file in a new location.
Save lets you update a file in the same location.



Tables

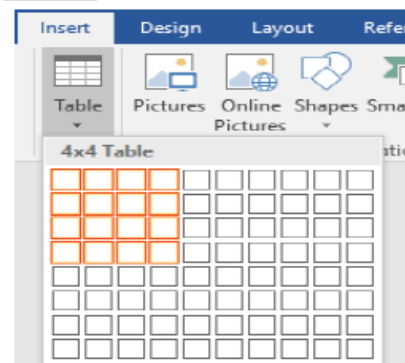
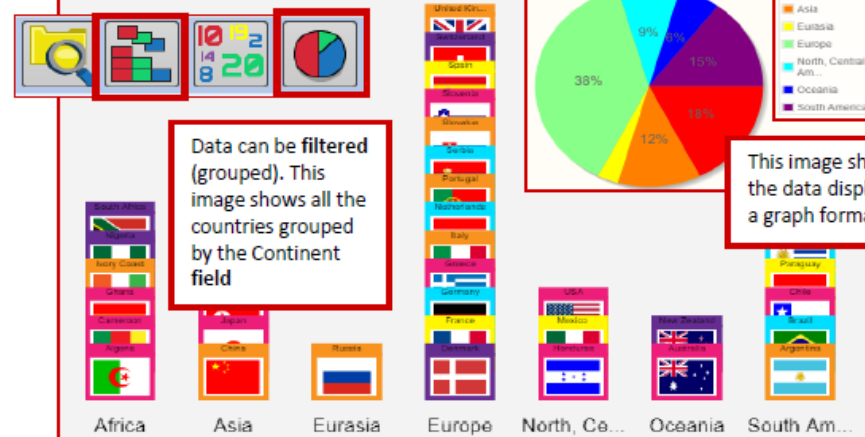


Table Tools

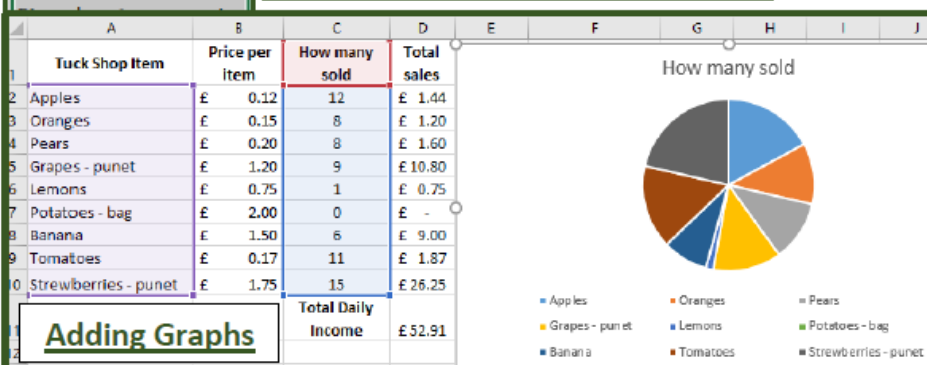
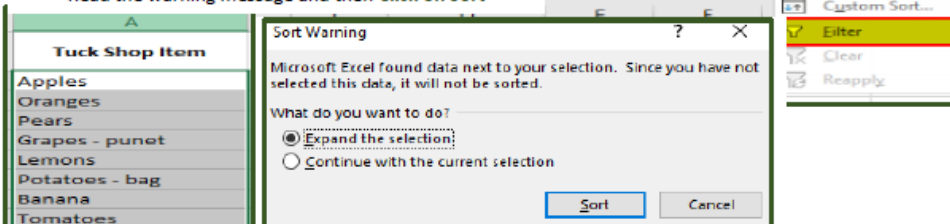
Merged cells – two cells become one	Colour	Split	cells
Select the cells you want to merge and right click. Choose Merge Cells.	Colour cells by selecting a cell and clicking fill tool.	Select the cells you want to split and right click. Choose Split Cells.	

Countries



Sorting Data

Highlight data you want to sort
Click on Sort & Filter icon
Select how you want to sort
Read the warning message and then Click on Sort



Adding Graphs

Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G

Which part did you play?

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Rock anthems.

Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Rock music?
How do you know this is Rock music?

“Learn, *sparkle* & shine...”

