

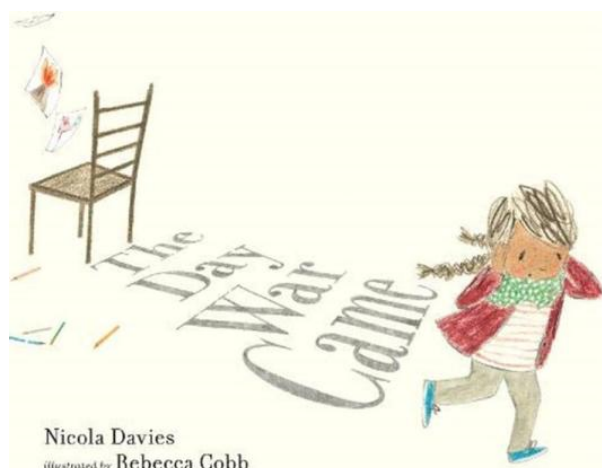
# WOODLANDS PRIMARY SCHOOL



**Year 5**

**Autumn 2 Curriculum**

**Ready · Respectful · Safe**



### My mastery targets for this term are:

- Link ideas across paragraphs using adverbials of time (for example, **later**), place (for example, **nearby**) and number (for example, **secondly**) or tense choices (for example, **he had seen her before**)
- Use a variety of verb forms correctly and consistently including modal verbs and the present perfect form.
- Use brackets, dashes or commas to indicate parenthesis.

### The text types I will explore are:

**Diary Entry from the perspective of the child and how war changed her life** - A personal, informal recount of an event written in the first person. It shows thoughts and feelings, often includes time adverbials and may use brief speech or inner voice to show emotion.

**A letter to raise awareness of the plight of refugees** - An informative piece of text to spread awareness, build empathy and inspire the reader while applying the features of recount, persuasion, information and explanation in the form of a letter.

### Vocabulary I will use this term...

#### **Year 5/6 Words:**

|             |            |
|-------------|------------|
| accompany   | familiar   |
| appreciate  | foreign    |
| committee   | identity   |
| communicate | individual |
| community   | necessary  |
| conscience  | neighbour  |
| curiosity   | persuade   |
| desperate   | prejudice  |
| determined  | recognise  |
| disastrous  | vehicle    |

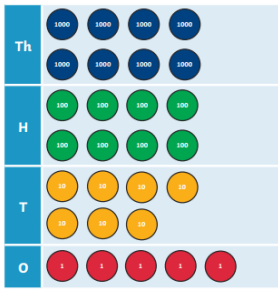
#### **Key words I may use:**

|              |               |
|--------------|---------------|
| acceptance   | refugee       |
| apprehension | shambling     |
| approval     | situation     |
| benevolence  | solidarity    |
| displaced    | spattering    |
| empowering   | unaccompanied |
| flee         | wailing       |
| optimism     |               |
| possession   |               |
| ragged       |               |

# MATHS - ADDITION AND SUBTRACTION

What new **knowledge** will I learn?

- I will use mental strategies to add and subtract numbers, including using number bonds, partitioning, and adjusting.
- I will add whole numbers with more than four digits using formal written methods.
- I will subtract whole numbers with more than four digits using formal written methods.
- I will round numbers to estimate and check answers.
- I will use inverse operations to check answers and to solve missing number problems.
- I will solve multi-step addition and subtraction problems and decide which operations to use.
- I will compare different calculations and explain how answers change.
- I will find missing numbers in equations using my understanding of number relationships.

| Addition                                                                                                                                      | Subtraction                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Place Value Grid: $3274 + 5601 = 8875$                                                                                                        | Place Value Grid: $35\ 727 - 6313 = 29\ 414$                                                                                                       |
|                                                             |                                                                 |
| <b>Column Method</b><br>Starting with the ones, add each column in turn. Regroup tens, hundreds, thousands, ten thousands and/or as required. | <b>Column Method</b><br>Starting with the ones, subtract each column in turn. Exchange tens, hundreds, thousands and/or ten thousands as required. |

$$\begin{array}{r} 45864 \\ +23497 \\ \hline 69361 \\ 111 \end{array}$$

$$\begin{array}{r} 69135 \\ -3476 \\ \hline 32266 \end{array}$$

What **mathematical sentences** will I use?

- "The sum of \_\_\_ ones and \_\_\_ ones is \_\_\_ ones, so the sum of \_\_\_ thousands and \_\_\_ thousands is \_\_\_ thousands."
- "In column addition, we start from the place value column that has the \_\_\_ value."
- "In column subtraction, we start from the place value column that has the \_\_\_ value."
- "The inverse of \_\_\_ is \_\_\_, so I can check my answer."
- "If I add/subtract \_\_\_ to/from one of the numbers, the answer will change by \_\_\_."
- "\_\_\_ has been added/subtracted to/from the first number, so \_\_\_ must be added/subtracted to/from the second number to keep the total/difference the same."
- "I know \_\_\_ because \_\_\_."

What **vocabulary** will I use?

addition, subtraction, sum, total, difference, inverse, estimate, rounding, approximate, operation, strategy, partition, exchange, regroup, column method, formal method, written method, mental method, multi-step, calculation, comparison, equal to, greater than, less than, missing number, number bonds, adjust, compensation

## Inverse Operations

Use the inverse to check:

|        |
|--------|
| 53 476 |
| 32 732 |
| 20 744 |

To check  $53\ 476 - 32\ 732 = 20\ 744$  use  $32\ 732 + 20\ 744 = 53\ 476$

Start with a number, subtract 409 and double. I end with 6264. To find the starting number use the inverse: halve, then add 409. Half of 6264 = 3132.  $3132 + 409 = 3541$ . The starting number was 3541.

## Multistep Problems

### Using a Bar Model

The sum of two numbers is 25 567.

The difference is 1875.



Subtract 1875 from 25 567 = 23 692.

Halve 23 692 to find smaller number = 11 846.

Add 1875 to find larger number = 13 721.

|        |       |       |                                    |
|--------|-------|-------|------------------------------------|
| £20    |       |       | £20 is used to buy 2 books costing |
| £3.75  | £8.49 | ?     | £3.75 and £8.49.                   |
| £12.24 |       | £7.76 | How much change is given?          |

$$£3.75 + £8.49 = £12.24$$

$$£20.00 - £12.24 = £7.76$$

# MATHS - MULTIPLICATION AND DIVISION A

## What new **knowledge** will I learn?

- I will identify multiples, factors, common factors, and explain the relationship between them.
- I will understand and use the vocabulary of prime, composite, and prime factors, and identify prime numbers up to 100.
- I will multiply numbers up to 4 digits by one- or two-digit numbers using a formal written method.
- I will divide numbers up to 4 digits by one-digit numbers using a formal written method and interpret remainders in context.
- I will multiply and divide numbers mentally using my times tables knowledge.
- I will multiply and divide numbers by 10, 100, and 1,000 and understand the effect on the number.
- I will recognise and use square numbers and cube numbers and understand the notation  $^2$  and  $^3$ .
- I will link my knowledge of square numbers to area and cube numbers to volume.
- I will solve problems involving multiplication and division, including factors, multiples, squares, and cubes.
- I will solve multi-step problems involving addition, subtraction, multiplication, division, scaling, and simple ratios, and understand the equals sign.

## What **mathematical sentences** will I use?

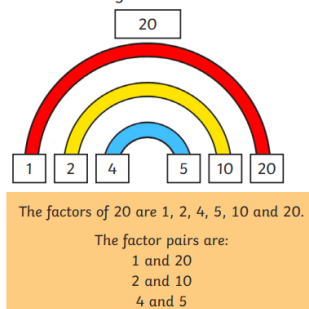
- "The first multiple of a number is always \_\_\_\_."
- "\_\_\_\_ is a multiple of \_\_\_\_ because \_\_\_\_  $\times$  \_\_\_\_ = \_\_\_\_."
- "\_\_\_\_ is a common multiple of \_\_\_\_ and \_\_\_\_ because \_\_\_\_  $\times$  \_\_\_\_ = \_\_\_\_ and \_\_\_\_  $\times$  \_\_\_\_ = \_\_\_\_."
- "\_\_\_\_ is a factor of \_\_\_\_ because \_\_\_\_  $\times$  \_\_\_\_ = \_\_\_\_."
- "\_\_\_\_ is a factor of \_\_\_\_ because \_\_\_\_  $\div$  \_\_\_\_ = \_\_\_\_."
- "\_\_\_\_ is a factor of \_\_\_\_ and a factor of \_\_\_\_, so it is a common factor of both."
- "The only factors of \_\_\_\_ are \_\_\_\_ and \_\_\_\_, so it is prime."
- "\_\_\_\_ is prime and a factor of \_\_\_\_, so it is a prime factor of \_\_\_\_."
- "A square number is the result of multiplying a number by itself."
- "\_\_\_\_ is a square number because \_\_\_\_  $\times$  \_\_\_\_ = \_\_\_\_."
- "\_\_\_\_ squared means \_\_\_\_  $\times$  \_\_\_\_ and is the square number \_\_\_\_."
- "The cube of a number is the result of multiplying the number by \_\_\_\_ and then by \_\_\_\_ again."
- "\_\_\_\_ cubed means \_\_\_\_  $\times$  \_\_\_\_  $\times$  \_\_\_\_ and is the cube number \_\_\_\_."
- "\_\_\_\_ is 10/100/1,000 times the size of \_\_\_\_."
- "\_\_\_\_ is one-tenth/one-hundredth/one-thousandth the size of \_\_\_\_."

## What **vocabulary** will I use?

multiple, common multiple, factor, common factor, prime number, composite number, prime factor, square number, cube number, squared ( $^2$ ), cubed ( $^3$ ), multiply, divide, inverse, array, divisible, times-table, product, quotient, power of 10, placeholder, systematic

### Factors

A factor is a number that divides into another number exactly, without leaving a remainder.



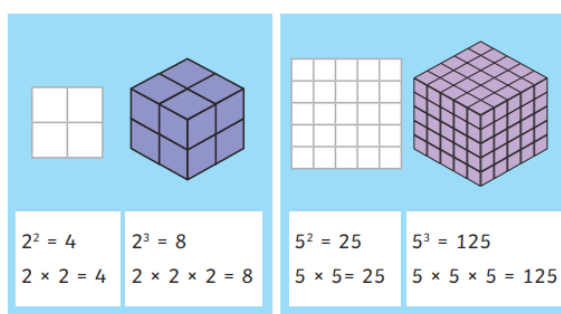
A common factor is a factor of 2 or more numbers.



### Prime Numbers

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

### Squared<sup>2</sup> and Cubed<sup>3</sup> Numbers



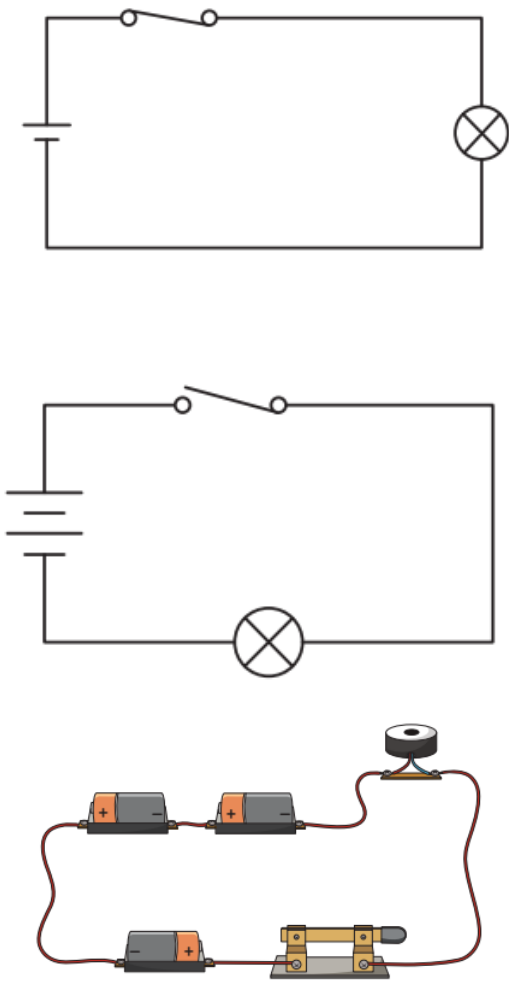
### Related Calculations

|                                                                                  |                                                                                  |                      |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------|
| $8 \times 9 = 72$<br>$80 \times 9 = 720$                                         | $9 \times 8 = 72$<br>$90 \times 8 = 720$                                         | $3600 \div 400 = 9$  |
| $72 \div 9 = 8$<br>$720 \div 9 = 80$                                             | $72 \div 8 = 9$<br>$720 \div 8 = 90$                                             | $3600 \div 100 = 36$ |
| $724 \times 10 = 7240$<br>$724 \times 100 = 72400$<br>$724 \times 1000 = 724000$ | $486000 \div 10 = 48600$<br>$486000 \div 100 = 4860$<br>$486000 \div 1000 = 486$ | $36 \div 4 = 9$      |

# HISTORY - What was it like to live through wars in our local area?

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------|
| <p>What should I already know?</p> <ul style="list-style-type: none"> <li>Conflicts have happened throughout history for different reasons such as power, land or resources.</li> <li>Wars have changed over time - from battles fought with swords and shields to more modern conflicts using new technology.</li> <li>I can place historical events on a timeline to show when they happened.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>What <u>vocabulary</u> will I use this term:</p> <table> <tr> <td data-bbox="608 255 890 360">The Blitz</td><td data-bbox="890 255 1538 360">Sustained bombing of British cities, especially London, during World War II from 1940 to 1941.</td></tr> <tr> <td data-bbox="608 360 890 510">air raid shelter</td><td data-bbox="890 360 1538 510">A strong underground or covered structure built to protect people from bombs dropped during air raids in World War II.</td></tr> <tr> <td data-bbox="608 510 890 660">evacuation</td><td data-bbox="890 510 1538 660">Children (and other civilians) were moved from cities to the countryside during World War II to keep them safe from bombing attacks.</td></tr> <tr> <td data-bbox="608 660 890 810">rationing</td><td data-bbox="890 660 1538 810">When people are only allowed a certain amount of food or supplies because there isn't enough for everyone.</td></tr> <tr> <td data-bbox="608 810 890 916">docks</td><td data-bbox="890 810 1538 916">Docks are places by the sea or river where ships load and unload goods or passengers.</td></tr> <tr> <td data-bbox="608 916 890 1048">home front</td><td data-bbox="890 916 1538 1048">Home Front means the people and activities in a country at war, who support the war effort while not fighting themselves.</td></tr> </table> | The Blitz | Sustained bombing of British cities, especially London, during World War II from 1940 to 1941. | air raid shelter | A strong underground or covered structure built to protect people from bombs dropped during air raids in World War II. | evacuation | Children (and other civilians) were moved from cities to the countryside during World War II to keep them safe from bombing attacks. | rationing | When people are only allowed a certain amount of food or supplies because there isn't enough for everyone. | docks | Docks are places by the sea or river where ships load and unload goods or passengers. | home front | Home Front means the people and activities in a country at war, who support the war effort while not fighting themselves. |
| The Blitz                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sustained bombing of British cities, especially London, during World War II from 1940 to 1941.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| air raid shelter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | A strong underground or covered structure built to protect people from bombs dropped during air raids in World War II.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| evacuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Children (and other civilians) were moved from cities to the countryside during World War II to keep them safe from bombing attacks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| rationing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | When people are only allowed a certain amount of food or supplies because there isn't enough for everyone.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| docks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Docks are places by the sea or river where ships load and unload goods or passengers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| home front                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Home Front means the people and activities in a country at war, who support the war effort while not fighting themselves.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| <p>What new <u>knowledge</u> will I learn?</p> <ul style="list-style-type: none"> <li>Ellesmere Port and Liverpool were important during both World Wars because of their docks, shipbuilding and factories.</li> <li>Liverpool was heavily bombed during the Blitz in World War II because of its docks and industry, and this caused a lot of damage to homes, buildings and people's lives.</li> <li>People in our area experienced rationing during the war - this meant food, clothes and fuel were limited and people were given coupons to buy only small amounts.</li> <li>Many children and mothers in Liverpool were evacuated to the countryside because the city was so dangerous during the Blitz, but people in rural areas often stayed where they were and took in evacuees.</li> <li>The role of women changed during the war, as many worked in factories, on farms, and in other jobs to help the war effort.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |
| <p>What <u>skills</u> will I use?</p> <ul style="list-style-type: none"> <li>I will put the World Wars on a timeline and describe when and why key events happened in our local area.</li> <li>I will use evidence from photos, maps, artefacts, newspapers and people's memories to explain what life was like here during wartime.</li> <li>I will ask and answer questions about how the war affected different people locally: men, women, children, evacuees and workers.</li> <li>I will compare people's experiences in Ellesmere Port and Liverpool with what happened in other parts of Britain.</li> </ul>                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                |                  |                                                                                                                        |            |                                                                                                                                      |           |                                                                                                            |       |                                                                                       |            |                                                                                                                           |

# ELECTRICITY

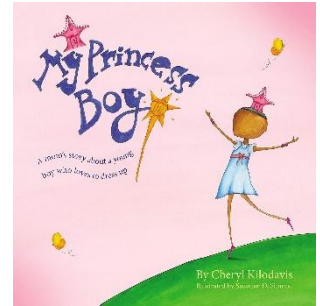
| What should I already know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What <u>vocabulary</u> will I use this term:                                                                                  |                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Many appliances use electricity, which can come from mains sockets or from batteries (cells), to power devices like lights, cookers, and fridges.</li> <li>Electricity can be dangerous if used incorrectly, so we should keep water and hands away from plugs and sockets.</li> <li>A circuit must form a complete loop for electricity to flow, and it can include bulbs, wires, switches, buzzers and cells.</li> <li>A switch opens or closes a circuit, and a bulb will not light if the circuit is incomplete or the switch is open.</li> <li>Metals like copper, aluminium and steel are conductors, which allow electricity to flow, and materials like plastic, wood and rubber are insulators, which block electricity.</li> </ul> | Circuit                                                                                                                       | A closed loop or path that electricity flows through.                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Component                                                                                                                     | A single device in a circuit with a specific function (e.g., bulb, switch, motor) |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Switch                                                                                                                        | A component used to break or complete a circuit, turning it on or off.            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Cell                                                                                                                          | A power source for a circuit (also known as a battery).                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Voltage                                                                                                                       | The electrical potential difference in a circuit.                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Current                                                                                                                       | The flow of electricity in a circuit                                              |
| <p style="text-align: center;"><b>What new <u>knowledge</u> will I learn?</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>                                                                                                                                                                                                                                                               | <p><b>Images in here to support?</b></p>  |                                                                                   |
| <p><b>What <u>skills</u> will I use?</b></p> <ul style="list-style-type: none"> <li>I will construct and draw a series of circuits using symbols</li> <li>I will use a number of simple variations within circuits</li> <li>I will investigate voltage</li> <li>I will complete incomplete circuits</li> <li>I will plan a voltage experiment</li> <li>I will evaluate my voltage experiment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                               |                                                                                   |

## No Outsiders

What **story** will I use?

***My Princess Boy*** by Cheryl Kilodavis and Suzanne DeSimone

- My Princess Boy tells the story of a young boy who loves to wear dresses, pink, and sparkly things.
- The book explores how his family supports him and how others sometimes react differently.



What **key questions** will I discuss?

- What makes the Princess Boy happy?
- How do different people in the story react to the Princess Boy?
- Why might some people feel uncomfortable when others are different?
- How do we show respect to people even if they are different from us?
- What might the Princess Boy's story teach us about identity and belonging?
- How can we challenge stereotypes in our own lives?
- What does it mean to be proud of who you are?

What **skills** will I use?

- Talking and listening respectfully to others' ideas.
- Celebrating difference and individuality.
- Asking questions about identity and difference in a safe, thoughtful way.
- Recognising and challenging stereotypes about gender and identity.
- Showing respect and tolerance towards everyone.
- Reflecting on personal identity and how we value others.

What **vocabulary** will I use?

equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity, acceptance, fairness, kindness, injustice, prejudice, bias, empathy, individuality, expression, beliefs, community



## Art/D.T

### Autumn 2 — D.T: Anderson Shelters (Construction)

#### Theme/Context:

The effects of war on the local area

**Text Link:** *The Day War Came*

What new **knowledge** will I learn?

- Structures need to be strong, stiff and stable to stay upright and safe.
- Anderson Shelters were built to protect people during WWII air raids.
- The Anderson Shelter was named after Sir John Anderson, the Home Secretary during WWII.
- Materials have different functional properties which affect how well they work in construction.

What **skills** will I use?

- I will research and develop design criteria for a strong, stable structure.
- I will select suitable materials based on their strength and purpose.
- I will measure, cut, join and finish materials accurately to build my model.
- I will test and improve my structure to make it stronger and more stable.
- I will evaluate my product against the design criteria and suggest improvements.

What **vocabulary** will I use?

construction, structure, stability, strength, stiffness, join, reinforce, materials, prototype, evaluate, criteria, model

#### Final Outcome:

A strong and stable model of an Anderson Shelter, built from chosen materials, tested for strength, and improved based on evaluation.

# Computing

## Web Page Creation

What new **knowledge** will I learn?

- Websites are made up of web pages that include text, images, and links.
- Web pages are created using HTML code, but website builders like Google Sites make this easier to do.
- A good website has a clear layout, navigation, and purpose.
- Copyright and fair use mean we must use only images and content we have permission to use.
- Navigation paths (or breadcrumb trails) help users move between pages.
- Hyperlinks connect different pages and websites together.
- Linking to other people's work online has implications: we must do it respectfully and responsibly.

What **skills** will I use?

- I will explore and evaluate existing websites to see what makes them effective.
- I will plan and design my own website for a chosen purpose.
- I will create web pages using text, images, and hyperlinks in Google Sites.
- I will find and use copyright-free media safely and responsibly.
- I will test and improve my website so it looks good and works well on different devices.
- I will link pages together using hyperlinks and check the navigation path.
- I will evaluate my website and give constructive feedback to others.

What **vocabulary** will I use?

website, web page, layout, navigation, hyperlink, HTML, media, text, image, copyright, fair use, Creative Commons, design, evaluate, user experience, device, structure, link, online, responsible





## Physical Education

### Football Year 5

### Unit Purpose

The unit of work will challenge pupils to **apply** their prior learning of passing, moving and dribbling to **create** attacks that result in a shooting opportunity.

Pupils will be able to develop **tactics** for both attacking and defending and apply these successfully within their team.

### Inspire Me

**Did you know...** that red and yellow cards were first used at the 1970 World Cup in Mexico. The cards were introduced as a way of communicating to players and spectators that a player had be cautioned or sent off.



### Key Success Criteria

- P** Pupils will pass, move, dribble and shoot accurately and consistently, switching fluidly between attack and defence as possession changes.
- C** Pupils will begin to create and apply tactics that they can then adapt depending on the situation.
- S** Pupils will develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.
- W** By facilitating learning through game-based scenarios and mini game situations, pupils will be challenged to try their best and start to take responsibility for others.

### Vocabulary for Learning

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Marking:** Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

**Pressure:** Pressure is the term used to immediately try to gain possession of the ball back. Rather than leaving the ball alone, teams or an individual can apply pressure in an attempt to regain possession.

**Tackle:** Is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.



### Sport Specific Vocabulary

**Shadowing:** Shadowing is when the defending player keeps their eyes on the ball and mirrors the attackers movements. This technique is used to apply pressure to the attacker in an attempt for them to lose possession of the ball.

**Tracking Back:** Is a term used when a player loses possession of the ball and then follows back an opponent and tries to tackle them, or to stop them from getting the ball.





## Physical Education Gymnastics Year 5

### Unit Purpose

The unit of work will focus on exploring **Counter Balance** and **Counter Tension** balances on the floor and on apparatus.

Pupils will create sequences by consistently applying **flow** and challenging their **creativity**. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.

### Inspire Me

**Nadia Comăneci** is a Romanian retired gymnastics and five-time Olympic gold medalist. At the age of 14, Comăneci was the first gymnast to be awarded a perfect 10 at the Olympic games.



### Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.
- C** Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.
- S** Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.
- W** Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.

### Vocabulary for Learning

**Excellent gymnastics:** 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

**Interesting:** This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

**Flow:** This is when a gymnast moves from one action to another without stopping.

**Levels:** This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.



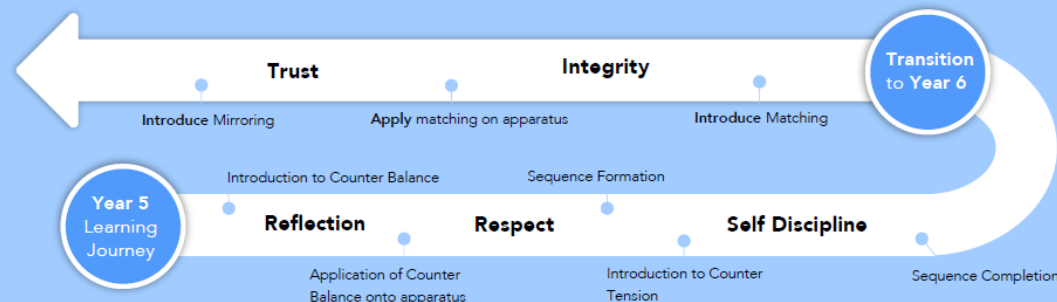
### Sport Specific Vocabulary

**Counter Balance:** A counter balance is a pushing balance.

**Counter Tension:** A counter tension is a pulling balance.

**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.

**Canon:** Canon is where pupils perform the same movement one after the other.



# MUSIC

## 1 – Listen & Appraise: Bacharach Anorak and Meet The Blues

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices you can hear?*

*Describe the musical dimensions?*

## 2 – Musical Activities using glocks and/or recorders

**Play instrumental parts** with the music by ear using the notes C, D, E, F, G, A, B + C.

And C, Bb, G, F + C (Meet The Blues).

**Improvise** in Bacharach Anorak using the notes C, D, E, F, G, A, B + C.

**Improvise** in a Blues style using the notes C, Bb, G, F + C.

*Did you do both? Which notes did you use?*

## 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



## About this Unit

**Themes:** Jazz, improvisation and composition.

### Facts/info:

- Bacharach Anorak has a Latin American groove.
- Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.

### Listen to 4 other pieces of music:

- Take The 'A' Train by Duke Ellington
- Speaking My Peace by H. Parlan
- Back 'O'Town Blues by Earl Hines
- One 'O' Clock Jump by Count Basie

**Vocabulary:** Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo

## Reflection

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

*Do you have any strong thoughts or feelings you would like to share about it?*

*Can you find out more about these styles of music?*

# FRENCH

## Knowledge organiser: In the city

Primary  
Languages  
Network



### Noun Bank

**la ville** – the city  
**le parc** – the park  
**le zoo** – the zoo  
**le musée** – the museum  
**le métro** – the underground  
**la galerie d'art** – the art gallery  
**la gare** – the station  
**la piscine** – swimming pool  
**le stade** – the stadium  
**le cinéma** – the cinema

**un livre** – a book  
**un stylo** – a pen  
**un aimant** – a magnet  
**une carte postale** – a postcard  
**un tee-shirt** – a tee-shirt  
**un porte-clés** – a keyring

### Question and Answer Bank

**Où est...?** – Where is... ?  
**à gauche** – to the left  
**à droite** – to the right  
**tout droit** – straight ahead

### Question and Answer Bank

**Il y a .....** – There is/ there are  
**Bienvenue.....** Welcome  
**Je voudrais un ticket pour....** – I would like a ticket for....  
**s'il vous plaît** – please  
**un livre coûte cinq euros** – A book costs five euros.

### Grammar

Adjectives (masculine/feminine)  
**beau/belle** – beautiful  
**grand/grande** – big or large  
**petit / petite** – small  
**vieux/vieille** – old

**moderne** – modern  
**intéressant** – interesting

### Grammar

We use “**il y a ...**” in French to mean both “There is....” and “There are ....”

### Facts

In France, the money people use is called the **euro**. The symbol for the euro is **€**.

The euro is used by many countries in Europe, not just France. There are 20 countries that use the euro as their money.

### Sound spelling

“**é**” (musée, métro, cinéma, clés)  
“**a**” (parc cinéma, galerie, stade)

## World Views - Year 5/6, Autumn 2

What do religious and non-religious world views believe about equality, justice and fairness?



### RE Skills to develop:

I can define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.

I can explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.

I can discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)

I can discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.

I can discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.

Give two examples of how changemakers from different world views are making a fairer world.

### Our Enquiry Steps:

**What does equality, justice and fairness mean?**

**How can we recognise inequalities being spread on social media?**

**How do people with a religious and non-religious world view wish to care for the environment?**

**How can people of different worldviews strive towards unity?**

**How have two different change makers worked to make a fairer world?**



| Key Vocabulary     | Definition                                                                                               |
|--------------------|----------------------------------------------------------------------------------------------------------|
| Belief             | An acceptance that something exists or is true.                                                          |
| Equality           | Treating everyone the same                                                                               |
| Religious view     | The beliefs and practices a person has about a higher power or deity, and how that influences their life |
| Non-religious view | Don't believe in a god or higher power and don't follow a specific religion or religious.                |
| Justice            | The fairness, especially in how people are treated and how problems are solved.                          |
| Fairness           | Treating everyone equally, kindly, and with respect.                                                     |
| WorldView          | Refers to their personal perspective and understanding of the world                                      |
| Unity              | Working together and getting along, like a big team, to achieve a common goal.                           |
| Change makers      | Taking action to make a positive difference in the world, even if it's a small change.                   |

### Our End Points:

Emerging: I can explain what equality, justice and fairness mean.

Expected: I can explain what equality, justice and fairness mean and give examples of these. I can compare 2 religions and explain what they say about equality and caring for the world.

Exceeding: I can explain what equality, justice and fairness mean and give examples of these and discuss how this is demonstrated in the UN Declaration of Human Rights and The Equality Act. I can compare other religions and explain what they say about equality and caring for the world, with reference to key texts/beliefs.

