

# WOODLANDS PRIMARY SCHOOL



**Year 5**  
**Summer 1 Curriculum**

**Ready · Respectful · Safe**



My mastery targets for this term are...

- Describe settings, characters and atmosphere in short narratives using a range of noun phrases and figurative language.
- Integrate dialogue (speech) to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.

Direct Speech



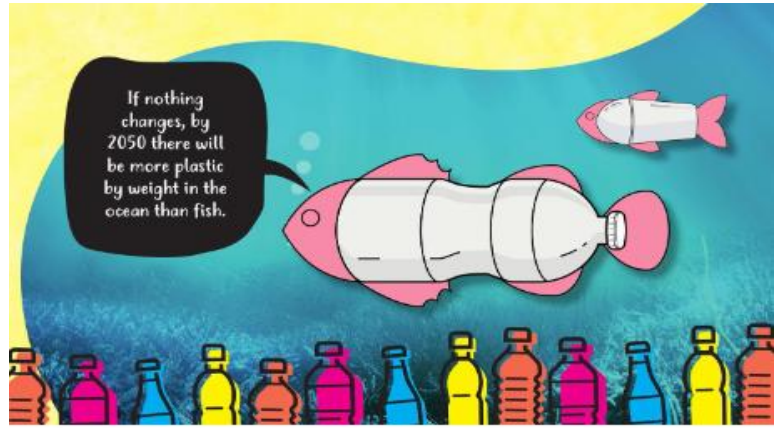
Using a speech sandwich to advance the action

speaker 1 speaks, speaker 1 does something,  
 speaker 2 does something, something happens in  
 the background, speaker 2 speaks



Cohesive Devices - below are some cohesive devices we can use.

Pronouns and synonyms	Conjunctions	Adverbials	Tenses
<p>They make links to what has already been said and they avoid repetition.</p> <p><i>The Giant</i> was furious when <b>he</b> returned. <b>He</b> could not believe what the pesky children had done. "Be gone!" <b>the brute</b> yelled.</p>	<p>With conjunctions, clauses are joined so a text has more cohesion.</p> <p>Subordinating Conjunctions  <b>A.WH.I.T.E.B.U.S</b></p> <p>Coordinating Conjunctions  <b>F.A.N.B.O.Y.S.</b></p> <p>Percy's heart was racing <b>because</b> Poseidon was there. <b>Although</b> Zeus was king of the gods, Poseidon was Percy's father. He could not remember <b>when</b> he had last seen him.</p>	<p>Adverbials explain how words relate to each other. They can be a word, a phrase or a clause.</p> <p>Time/Order - <i>later that day, many years ago, meanwhile, firstly</i></p> <p>Place - <i>across the seas, from afar, between the trees, in the palace</i></p> <p>Manner - <i>surprisingly, luckily, eventually</i></p>	<p>Using a variety of tense types helps writing to flow.</p> <p>Simple present - <i>yell, dance, run</i></p> <p>Simple past - <i>yelled, danced, ran</i></p> <p>Present progressive - <i>is/are + yelling, dancing, running</i></p> <p>Past progressive - <i>was/were + yelling, dancing, running</i></p> <p>Present perfect - <i>has/have + yelled, danced, ran</i></p> <p>Past perfect - <i>had + yelled, dance, ran</i></p>



My mastery targets for this term are...

- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Use a wider range of devices to build cohesion e.g. conjunctions, synonyms and adverbials
- Use modals verbs and adverbs for possibility

My feature keys...

Information

- Use precise word choices
- Clarify technical vocabulary
- Use a formal tone
- Provide well-developed factual information for the reader
- Include a summarising statement

Persuasion

- Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)
- Directly appeal to the reader
- Support points using persuasive examples and provide evidence
- Create authority through a formal style where appropriate

Vocabulary I will use this term...

Year 5/6 vocabulary

communicate	government
community	necessary
conscience	parliament
convenience	persuade
disastrous	sacrifice
environment	sufficient
especially	
existence	

Developing vocabulary:

atmosphere	greenhouse gases
biodegradable	impact
carbon dioxide	microplastic
carbon emissions	particle
carbon footprint	placard
citizen	polymer
climate	reliance
crisis	strike
debris	sustainability
fossil fuels	synthetic

By the end of this unit, I will have produced:

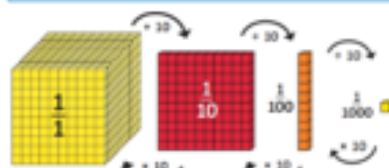
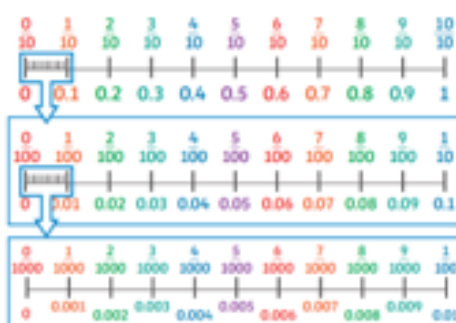
A persuasive speech campaigning for the reduction in plastic waste to an audience of peers.

## MATHS - DECIMALS AND PERCENTAGES

What new knowledge will I learn?

- I will recognise and use the relationship between fractions, decimals and percentages
- I will read, write, order, and compare decimal numbers up to three decimal places
- I will recognise and show thousandths and relate them to tenths and hundredths
- I will round decimals to the nearest whole number and to one decimal place
- I will solve problems involving numbers up to three decimal places
- I will recognise the percent symbol (%) and understand that percent means "per hundred"
- I will write percentages as fractions with a denominator of 100 and as decimals
- I will solve problems involving percentages of quantities (eg. 10%, 25%, 50%, and multiples of 10%)
- I will add and subtract decimal numbers with the same number of decimal places, including money
- I will multiply decimals and percentages by whole numbers, using models and images to support my understanding.

Tenths, hundredths and thousandths



Decimal numbers as fractions  $0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$

Order and compare numbers with 3 decimal places



Adding and subtracting decimals

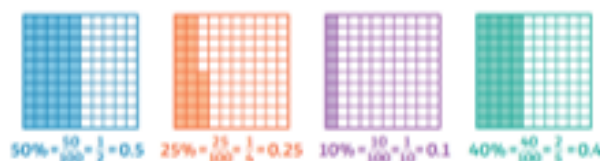
$$0.8 + 0.001 = 0.801 \quad 1.031 - 0.23 = 0.801$$

$$0.4005 + 0.4005 = 0.801$$

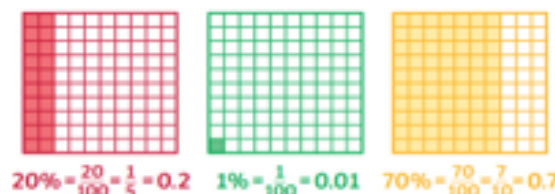
Rounding decimals



Percentage and decimal equivalents



$$50\% = \frac{50}{100} = \frac{1}{2} = 0.5 \quad 25\% = \frac{25}{100} = \frac{1}{4} = 0.25 \quad 10\% = \frac{10}{100} = \frac{1}{10} = 0.1 \quad 40\% = \frac{40}{100} = \frac{2}{5} = 0.4$$



$$20\% = \frac{20}{100} = \frac{1}{5} = 0.2 \quad 1\% = \frac{1}{100} = 0.01 \quad 70\% = \frac{70}{100} = \frac{7}{10} = 0.7$$

Multiplying and dividing decimals by 10, 100 and 1,000

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	3	8		
3	8			

What mathematical sentences will I use?

- \_\_\_ is equivalent to \_\_\_ because they represent the same value (eg. decimal, fraction, or percentage).
- I converted \_\_\_ to \_\_\_ by multiplying/dividing by \_\_\_.
- These values are equivalent because they all equal \_\_\_.
- \_\_\_ is greater than \_\_\_ because \_\_\_ (eg. it has more tenths/hundredths).
- \_\_\_ is less than \_\_\_ because \_\_\_.
- I compared the decimals by looking at the \_\_\_ place value.
- When comparing decimals, the number with more in the \_\_\_ place is larger/smaller.
- In ascending order, the numbers are \_\_\_, \_\_\_, \_\_\_.
- \_\_\_% means \_\_\_ out of 100.
- I converted \_\_\_% to a decimal by dividing by 100.
- I converted \_\_\_ to a percentage by multiplying by 100.
- The decimal has \_\_\_ decimal places, so I aligned the digits before adding/subtracting.
- I added/subtracted the decimals by lining up the decimal points.
- To find \_\_\_% of \_\_\_, I multiplied \_\_\_.
- \_\_\_ of \_\_\_ is \_\_\_ because I multiplied/divided by \_\_\_.

What vocabulary will I use?

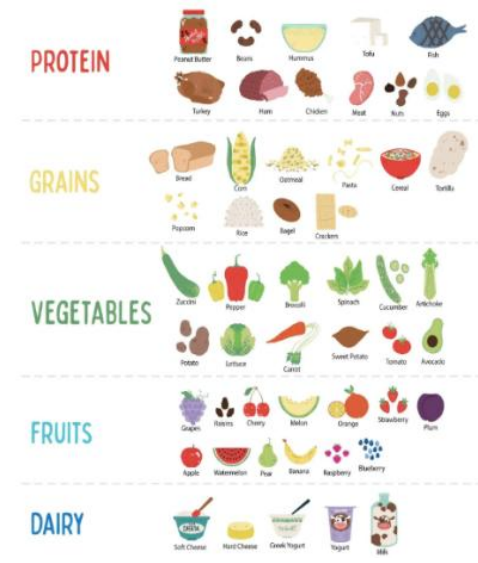
Decimal, decimal point, place value, tenths, hundredths, thousandths, percentage, percent, per hundred, equivalent, equivalent decimal, equivalent fraction, equivalent percentage, convert, conversion, compare, order, greater than, less than, equal to, ascending, descending, rounding, whole number, multiply, divide, partition.

## Science: Diet, drugs and lifestyle


What should I already know?	What <u>vocabulary</u> will I use this term:	
<ul style="list-style-type: none"> <li>Food is needed for energy, growth and repair</li> <li>Different foods have different roles (e.g. carbohydrates = energy, protein = growth)</li> <li>The importance of a balanced diet</li> <li>That too much sugar or unhealthy food can be harmful to health</li> <li>Basic food groups (fruit &amp; veg, dairy, carbohydrates, protein)</li> <li>Some substances are harmful to the body (e.g. smoking, alcohol)</li> <li>Medicines can help when used properly</li> <li>Medicines should be taken safely and with adult supervision</li> <li>Basic awareness that some drugs can be dangerous or addictive</li> <li>Exercise keeps the body healthy</li> <li>The heart pumps blood around the body</li> <li>Exercise makes the heart beat faster</li> <li>Sleep is important for health and energy</li> <li>Healthy habits (exercise, sleep, diet) help us stay well</li> </ul>	<b>nutrients</b>	substances in food that our bodies need to stay healthy
	<b>balanced diet</b>	eating the right amounts of different foods to stay healthy
	<b>carbohydrates</b>	foods that give us energy (like bread, pasta, rice)
	<b>proteins</b>	nutrients that help our bodies grow and repair
	<b>drug</b>	a substance that changes how the body or mind works
	<b>medicine</b>	a drug used to help people feel better or treat illness
	<b>alcohol</b>	a drug that slows down the body and brain
	<b>addiction</b>	when someone feels they cannot stop using a drug
	<b>heart rate</b>	how fast your heart is beating
	<b>wellbeing</b>	How healthy and happy a person feels

What new <u>knowledge</u> will I learn?
<ul style="list-style-type: none"> <li>Know roles of nutrients (energy, growth, health)</li> <li>Understand effects of too much/too little</li> <li>Make informed healthy choices</li> <li>Know difference: medical vs non-medical</li> <li>Understand effects (helpful vs harmful)</li> <li>Know risks (e.g. addiction, damage)</li> <li>Know how exercise affects body (heart, lungs)</li> <li>Link heart rate and activity</li> <li>Understand long-term health impacts</li> <li>Know lifestyle = diet + exercise + sleep</li> </ul>

Images in here to support?



Energy 1046kJ 250kcal	Fat <b>3.0g</b> LOW	Saturates <b>1.3g</b> LOW	Sugars <b>34g</b> HIGH	Salt <b>0.9g</b> MED
13%	4%	7%	38%	15%



<ul style="list-style-type: none"> <li>What <u>skills</u> will I use?</li> <li>Use and compare data</li> <li>Explain results scientifically</li> <li>Identify patterns</li> <li>Make evidence-based conclusions</li> </ul>
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## HISTORY - How have Ancient Greek ideas shaped the modern world?

### What should I already know?

- how to place different periods of history on a timeline, including the Stone Age, Ancient Egypt and the Romans, and that Ancient Greece happened after these early civilisations.
- that earlier civilisations (like the Ancient Egyptians and Romans) had gods, beliefs and ways of organising society, which helps me understand Greek beliefs and society.
- that some civilisations, like the Romans, had systems of government and leadership, which links to learning about democracy in Ancient Greece.
- that societies in the past often had different roles and levels of power, so not everyone was treated equally.
- that past civilisations made important achievements (e.g. building, inventions, writing) that have influenced life today.
- how to use sources such as artefacts, buildings and images to learn about the past.
- that civilisations leave a legacy, meaning their ideas and achievements continue to affect the modern world.

### What vocabulary will I use this term:

**Democracy** - A system where people (citizens) vote and take part in decision-making.

**Citizen** - A person who has rights and responsibilities in a country (in Ancient Greece, only free men).

**Polis** - A Greek city-state, like Athens or Sparta.

**Philosophy** - Thinking deeply about life, ideas and the world.

**Legacy** - Something left behind that still has an impact today.



### What new knowledge will I learn?

- I know that Ancient Greece was made up of city-states (like Athens and Sparta) and existed around 2,500 years ago (700-480 BC).
- I know that the Ancient Greeks lived in poleis (city-states), which were independent and often very different from each other.
- I know that Greek society was male-led, and only some free men could become citizens and take part in democracy whereas women, slaves and foreigners could not.
- I know that the Ancient Greeks invented democracy in Athens, where citizens could vote and take part in decision-making, which has influenced how many countries are run today.
- I know that the Olympic Games began in Ancient Greece as part of a religious festival and are still held around the world today.
- I know that the Ancient Greeks made important developments in mathematics, science, medicine, architecture and philosophy, which have influenced how we live and think today.

### What skills will I use?

- I can place Ancient Greece on a timeline and explain when it existed compared to other times we have studied.
- I can describe how and why some Ancient Greek ideas and inventions have continued into modern times.
- I can use clues from sources like artefacts, buildings, texts and art to find out about Ancient Greek life and ideas.
- I can explain how Ancient Greek society was similar to and different from our own.
  - I can use historical words to explain what I've learned, like democracy, citizen, philosophy, architecture, legacy and polis.



## Physical Education Cricket Year 6

### Unit Purpose

Pupils will consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and **tactics** into mini games.

### Inspire Me

West Indian cricketer **Brian Lara** holds the record for the most runs scored, 400 in a mens Test Match. **Kiran Baluch** from Pakistan holds the record for the most runs scored in an innings, 242 in a women's Test Match.



### Key Success Criteria

- P** Pupils will consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games.
- C** Pupils will demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games.
- S** Pupils will effectively apply their tactics, demonstrating a clear understanding of the role each team member will perform and will ensure the team feels motivated.
- W** Pupils will constantly apply life skills such as integrity and self discipline by playing by the rules and leading others by example.



### 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.

**Umpire:** is an official who watches the game or match closely enforcing the rules and who is responsible for making sure that the game is played fairly. The umpire will resolve any disagreements and their decision is final and should be respected.

**Boundary:** The boundary is the perimeter of the playing area. The batters score four or six runs if the ball crosses the boundary.

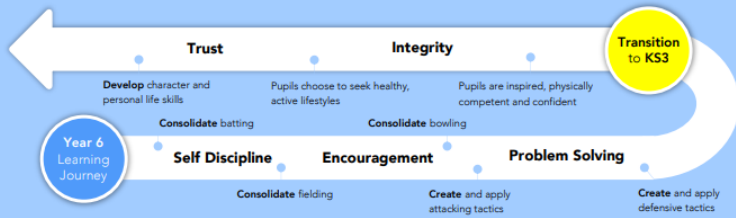


### Sport Specific Vocabulary

**Four Runs:** The batter scores four runs if the ball crosses the boundary having touched the ground within the playing area first.

**Six Runs:** The batter scores six runs if the ball crosses the boundary in the air not having touched the ground.

**Over:** An over consists of six consecutive legal (wides and no-balls do not count) deliveries bowled from one end by a bowler.



## Physical Education Athletics Year 6

### Unit Purpose

The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of **competitions**.

Pupils will experience competition across all of the different areas of athletics that they have explored. Pupils will have to work hard individually to apply the correct technique as well as collaborating in teams.

### Inspire Me

**Dick Fosbury** is a retired high jumper who is considered one of the most influential athletes in history. He revolutionised the high jump event with a "back-first" technique, which is adopted by almost all high jumpers today.



### Key Success Criteria

- P** Pupils will apply a refined understanding of running for speed, pacing, throwing and jumping for distance.
- C** Pupils will demonstrate an advanced understanding of how to apply the correct technique in each event and why the correct technique is so important.
- S** Pupils will refine their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.
- W** Pupils will constantly apply life skills such as responsibility and self discipline by applying their best effort every time and leading others by example.



### 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.

**Teamwork:** Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

**Speed:** Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

**Distance:** is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

**Evaluation:** means for an athlete to review their own or teams performance, making judgements on their own or teams strengths and weaknesses in order to improve their own or teams performances.



### Sport Specific Vocabulary

**False Start:** A false start is where an athlete begins a running race before they are permitted to do so.

**Events:** The different track and field activities in athletics are known as events. Track are running events and field are throwing and jumping events.



## Knowledge Organiser – Music and Me – Year 6, Unit 5

### 1 – Listen & Appraise music from four different inspirational female artists

As you listen to each of the featured artists, think about:

*What could you hear? Did you recognise any instrumental sounds or voices?*

*Did you like the music? Why? Or why not?*

*Did anything stand out to you about any of the pieces you listened to?*

### 2 – About the Artists

The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

Questions to think about in this unit:

*How do they each go about creating music?*

*How has creating music helped them to build their confidence?*

*How do you know that making music and performing makes them happy?*

*What do they say about themselves through their music?*

### 3 – Create

You will write your own music using 'Music and Me' ('Identity') as your theme.

From the list below, which options and which tools did you choose? Did you work alone? Or in a group?

- Which 'beat' did you use?
- Music Explorer
- An instrument
- Write a rap
- Write lyrics for a song
- Use 'Quickbeats'
- A combination of the above
- Interview each other

### 4 – Perform, Share and Present

Decide how your group will introduce your composition and how much you will tell your audience about it.

How did you put your identity into the music and the performance?

Record the performance and talk about it afterwards.

### About this Unit

**Theme:** Music and Me: Identity

#### Facts/Info:

- **Anna Meredith - Something Helpful.** Anna is a British composer and performer of Electronic and Acoustic music.
- **Shiva Feshareki - O and V-A-C Moscow.** Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent.
- **Eska Mtungwazi - Heroes & Villains and Shades Of Blue.** Eska is a London-born UK singer-songwriter and multi-instrumentalist.
- **Afrodeutsche - And! and The Middle Middle.** Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.
- **Listen to and find out about 6 other artists from the Inspirational Women's Timeline.**

**Vocabulary;** Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.

### Reflection

*What are you most proud of about the music you have written?*

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

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

## MFL - Café culture

### Knowledge organiser: Café culture



#### Food and drink nouns bank

##### Les boissons- drinks

**un café crème** – a black coffee  
**un chocolat chaud** – a hot chocolate  
**un coca** - a coke  
**un diabololo menthe** – a lemonade with mint syrup  
**un diabololo grenadine** – a lemonade with pomegranate syrup  
**l'eau minérale** – mineral water

##### Les plats – meals

**un sandwich** – a sandwich  
**une portion de frites** - a portion of chips  
**un croque monsieur** – a ham and cheese toastie  
**un croque madame** – a ham and cheese toastie (with an egg on top)  
**un croissant** – a croissant  
**une glace** – an ice cream  
**une salade verte** – a green salad  
**un petit déjeuner continental** – continental breakfast

#### Verb phrases bank

**J'aime** – I like  
**J'adore** – I love  
**Je n'aime pas** – I don't like  
**Je déteste** – I hate

#### Café role play phrases bank

**Bonjour** – Hello  
**Bon après-midi** – Good afternoon  
**Vous désirez?** – What would you like?  
**Je voudrais...** - I would like?  
**s'il vous plaît** – please  
**Et toi?** - And you?  
**C'est combien?** – How much is it?  
**C'est ... euros** - It's ... euros.  
**D'accord** - OK  
**Merci beaucoup** – Thanks a lot  
**Au revoir** - Goodbye  
**A bientôt** - See you soon

#### Phonics

"ai" (voudrais, s'il vous plaît)

"i" (diabololo, frites, midi, désirez)

**Silent final consonant:** croissant, voudrais, s'il vous plaît, beaucoup, à bientôt, chocolat chaud)

#### Facts bank

**French cafés** are not just about food and drinks; they are places where people relax, chat, and enjoy the atmosphere.

Being a **waiter** in France is considered a respected profession. Many waiters train for their job and take pride in providing excellent service.

Waiters often wear neat, classic uniforms like a white shirt, black pants, and sometimes an apron. It's part of the traditional French café style.

Christianity Year 5/6 - Summer 1 (Cycle B)

What are some of the differences and similarities within Christianity locally and globally?

What can we learn from Christian religious buildings and music?



RE skills to develop:

- I can describe similarities and differences between Christian churches locally and globally.
- I can explain how Christian beliefs are shown through worship, music, art, and buildings.
- I can use correct religious vocabulary to explain Christian practices.
- I can evaluate different expressions of Christian worship and suggest reasons for diversity.
- I can reflect on how Christian beliefs about Jesus influence worship and community life.

Our Enquiry Steps:

- How are local churches similar and different?
- Why do Christians belong to different denominations?
- How do Christian buildings show beliefs about Jesus' death and resurrection?
- How does Christian music help believers worship and remember key events such as Easter?
- How are Christians connected locally and globally?

Key Artefacts and Symbols



Key Vocabulary	Definition
Christianity	The religion based on the life and teachings of Jesus.
Christian	A follower of Jesus Christ.
Church	A building for worship or the community of Christians.
Denomination	A branch of Christianity (eg. Anglican, Catholic).
Worship	Showing love and devotion to God.
Eucharist / Communion	A service remembering the Last Supper of Jesus.
Resurrection	Christians believe Jesus rose from the dead.
Crucifixion	Jesus' death on the cross.

Our End Points:

**Emerging:** I can recognise features of churches and name similarities and differences.

**Expected:** I can explain how worship, buildings, and music show Christian beliefs locally and globally.

**Exceeding:** I can evaluate why Christian worship varies and explain how beliefs about Jesus unite Christians worldwide.