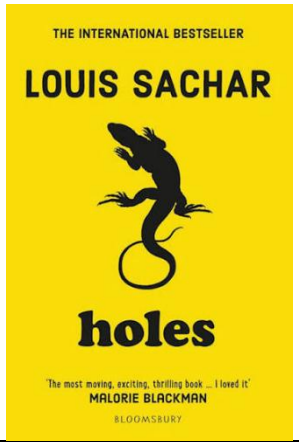
WOODLANDS PRIMARY SCHOOL

Year 5
Autumn 2 Curriculum

Ready · Respectful · Safe

Autumn Term 2
Year 5 - Holes by louis Sachar







Your Mastery Targets for this term are...

- Write for a range of audiences and purposes
- In Narratives, describe settings, characters and atmosphere using expanded noun phrases
- In narrative, integrate dialogue to convey character and advance the action
- To select and use organisational devices that are relevant to the text type (headings, bullet points)
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)
- To use brackets, dashes or commas to indicate parenthesis
- Spell some Year 5/6 words correctly
- Maintain legibility in joined handwriting when writing at speed.

Text types;

1. Inform: create a non-chronological report about real lizards. The yellow-spotted lizard in Holes is fictional.

2. Entertain: write an original narrative inspired by the setting, atmosphere and themes of Camp Green Lake.

3. Optional persuade: write a formal letter of complaint about the camp's conditions and treatment of the boys.

Vocabulary we will use this term...

Key vocabulary

according
aggressive
amateur
appreciate
communicate
community
conscious
criticise
desperate
determined
environment
especially
excellent
existence
environment
mischievous
sincerely
suggest
variety

Topic words

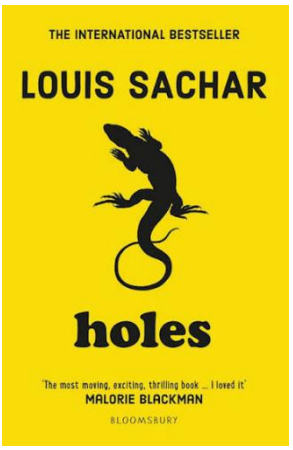
adaptation
habitat
camouflage
predator
nocturnal
survive
relentless
desolate
suspense
consequence
Camp Green Lake
Stanley
Zero
yellow-spotted lizard
desert
drought
holes
canteen
warden
shovel

Sentence help

A key feature of... is...
Furthermore, ...
As a result, ...
Without warning, ...
The character realised that...

Autumn Term 2
Year 5 - Holes by Louis Sachar







Your Mastery Targets for this term are...

- Write for a range of purposes
- Use paragraphs to organise ideas
- In narratives, describe settings and characters with increasing awareness of the reader (noun phrases)
- To begin to use dialogue to convey a character and advance the action
- Use simple devices to structure the writing (headings, sub-headings, bullet points)
- Using most punctuation correctly (capital letters, full stops, question marks, commas for lists and apostrophes for contraction)
- Spelling some of Year 3/4 words correctly and some of Year 5/6 words
- Write legibly and fluently

Text types:

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Topic words

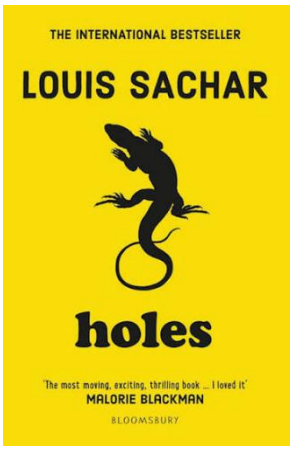
adaptation
habitat
camouflage
predator
diet
survive
scorching
barren
suddenly
nervous
Camp Green Lake
Stanley
Zero
lizard
desert
dry
holes
water
warden
shovel

Sentence help

Lizards can...
This helps them to...
At Camp Green Lake,
Suddenly,
I think... because...

Autumn Term 2
Year 5/6 - Holes by louis Sachar





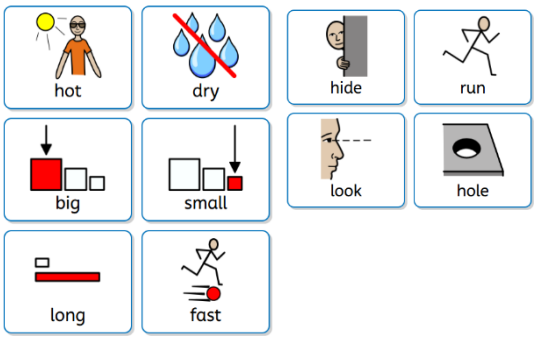


Your Mastery Targets for this term are...

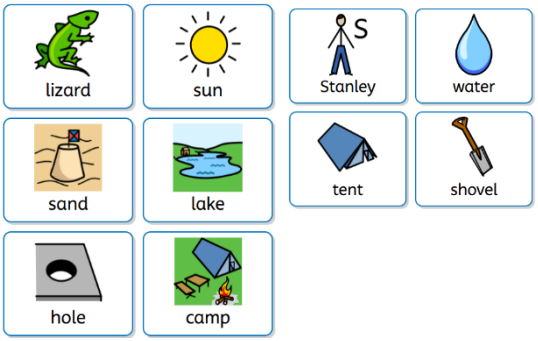
- To create sentences using capital letters and full stops and with the use of question marks
- To use or/and/but to join sentences
- Using spacing between words
- To spell some KS1 common exception words

Vocabulary we will use this term...

Key vocabulary



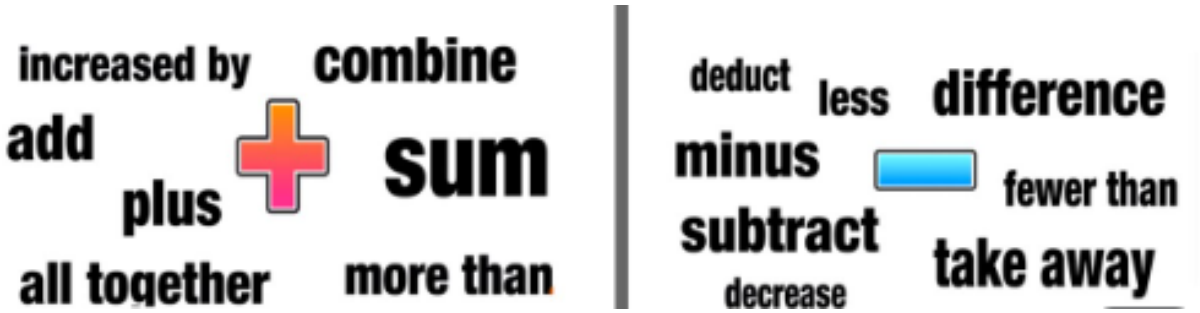
Topic words



Sentence help

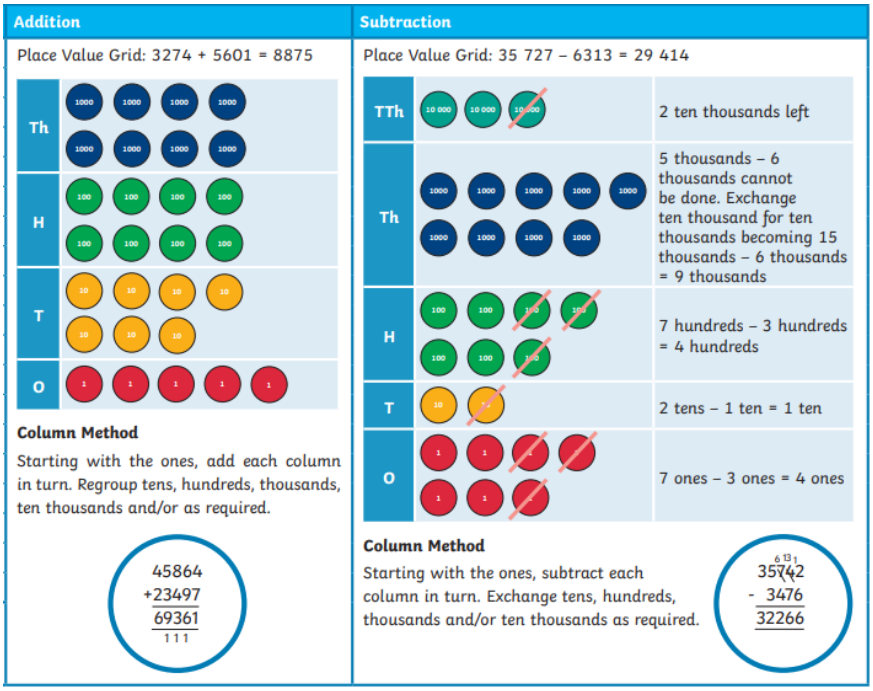
A lizard is...
It can...
It lives...
The ground is...
I see...

MATHS: ADDITION AND SUBTRACTION



My mastery targets for this term are...

1. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
2. Add and subtract numbers mentally with increasingly large numbers
3. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
4. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why



Vocabulary:

add, total, make, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, estimate, inverse operations, number facts, place value, complex

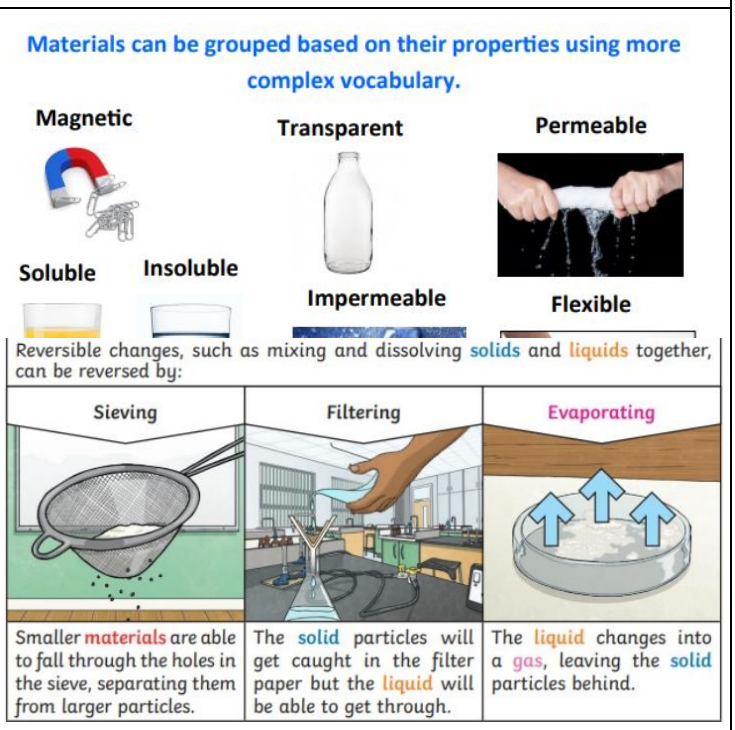
Science - Properties of Materials

During this unit of work, I will:

- Compare materials according to their properties
- Identify materials that are thermal conductors and insulators
- Identify electrical conductors and insulators
- Learn that some materials are better conductors than others
- Learn when to use which processes to separate mixtures
- Identify and explain irreversible chemical changes

I will (outcomes):

- Explain the uses of different materials based on their properties
- Sort and compare materials according to their properties
- Investigate thermal conductors and insulators
- Investigate which electrical conductors make a bulb shine brightest
- Carry out an investigation to find the best electrical conductor
- Explain the difference between melting and dissolving
- Investigate materials which will dissolve
- Use different processes to separate mixtures of materials
- Identify different ways materials can be mixed together
- Use sieving, filtering, evaporating and other processes to separate mixtures of materials
- Describe the new materials created in irreversible chemical changes



Vocabulary I will use this term:

Solid - having a firm shape or form that can be measured in length, width, and height; not like a liquid or a gas.
Transparent - if an object is transparent, you can see through it soluble able to be dissolved.
Dissolves - when a substance is mixed with a liquid.
Conductor - a substance that heat or electricity can pass through or along.
Thermal - relating to or caused by heat or by changes in temperature
Filtering - a device used to remove dirt or other solids from liquids or gases. A filter can be made of paper, charcoal, or other material with tiny holes in it.
Evaporation - to turn from liquid into gas; pass away in the form of vapour.
Condensation small drops of water which form when water vapour or steam touches a cold surface, such as a window.
Irreversible - impossible to reverse, turn back, or change.

HISTORY - How has crime and punishment changed since 1066?

What should I already know?

- I know that societies in the past had powerful rulers, such as Egyptian pharaohs and Roman emperors, who made decisions that affected people's lives.
- I know that people in past societies had different roles and levels of power, such as kings, landowners, warriors and ordinary people.
- I know that invasions, such as the Roman invasion of Britain in AD 43, could change who ruled a country and how people lived.
- I know that societies have changed over time, from the Stone Age to the present, and that some changes have had a lasting impact on people's lives.
- I know how to use historical sources, such as artefacts, buildings and written records, to investigate the past and understand how people lived.

What vocabulary will I use this term:

Hue and cry	A call for local people to chase and catch a suspected criminal.
Trial by combat	A fight used to settle some legal disputes.
Magna Carta	A charter agreed in 1215 that limited some of the king's powers.
Deterrent	A punishment intended to stop people committing crimes.
Execution	Putting someone to death as a punishment.
Transportation	Sending convicted people overseas as punishment.
Reform	Changing a system to make it better.
Rehabilitation	Helping offenders change their behaviour.

What new knowledge will I learn?

- I know that in Norman times people used the hue and cry and neighbours were expected to help catch suspects.
- I know that the Normans introduced trial by combat in some disputes. [INVASION AND WARFARE]
- I know that Magna Carta (1215) helped establish limits on royal power and protections for free men, but these did not apply equally to everyone. [MONARCHY AND POWER]
- I know that Tudor towns and villages had no modern police force and local people helped keep order.
- I know that between the 15th and 18th centuries people accused of witchcraft, especially women, could face trials and execution.
- I know that in 1829 Sir Robert Peel helped establish the Metropolitan Police in London.
- I know that Chester Castle was used as a prison, showing how crime and punishment affected our local area. [LOCAL AREA]
- I know that fingerprinting and DNA evidence have changed how police investigate crimes. [INVENTIONS]
- I know that prisons gradually became a more common punishment, replacing many public and physical punishments.

What skills will I use?

- I can place key changes in crime and punishment on a timeline from 1066 to today.
- I can ask and answer historical questions about why punishments changed.
- I can use laws, court records, artefacts and historians' accounts as evidence.
- I can compare the experiences of rich and poor people, and men and women, in different periods.
- I can use historical vocabulary to explain change and continuity.

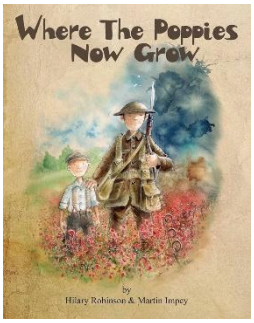






SMSC, French and Music

SMSC



In our SMSC lessons this term, I will read 'Where the Poppies Now Grow' by Hilary Robinson and Martin Impey. When reading this book, I will begin to understand why people fight in wars, know that Britain fought in two World Wars and learn why we remember those who died in the First World War and Second World War. I will learn about the significance of the poppy and why it is worn as a symbol of remembrance.

Key vocabulary I will use in SMSC:

trenches, soldier, salute, war, veteran, remembrance, battlefield, poppies, empathy, respect

French

Knowledge organiser: In the city

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

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.

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

Sound spelling
"é" (mus**é**e, m**é**tro, cin**é**ma, cl**é**s)
"a" (p**a**rc cin**é**m**a**, g**a**lerie, st**a**de)

Music

Knowledge Organiser – Classroom Jazz 2 – Year 6, Unit 2

cherarge MUSICAL SCHOOL

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 Anorakl 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 to share about it?

Can you find out more about these styles of music?

P.E

Knowledge Organiser
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.



Complete P.E.

Key Success Criteria
Physical, Cognitive, Social and Emotional Unit Success

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.

E 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
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 to regain possession.

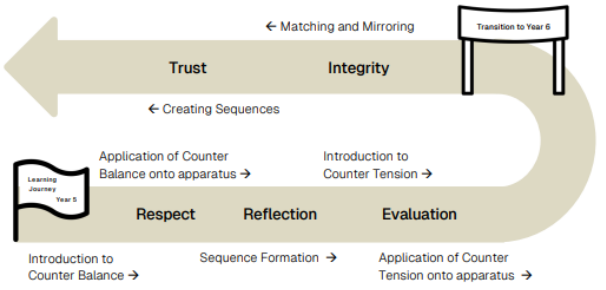
Tackle: Is a method of defending in football. The main objective of tackling is to dispossess an opponent of the ball. A missed timed tackle could result in a foul being awarded.

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

Tracking Back: Xls 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.

Knowledge Organiser
Counter Balance and Tension 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 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 medallist. At the age of 14, Comăneci was the first gymnastic to be awarded a perfect 10 at the Olympic games.



Complete P.E.

Key Success Criteria
Physical, Cognitive, Social and Emotional Unit Success

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.

E 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 and can hold it still for at least four seconds.

Counter Balance: A counter balance is a pushing balance.

Counter Tension: A counter tension is a pulling balance.

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.

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

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

D.T and Computing

D.T

This term in D.T, I will be exploring textiles and creating a symbolic patchwork square linked to our Crime and Punishment topic. I will investigate different fabrics, patterns, colours and textures, exploring how materials can be used to communicate meaning and represent important themes, symbols and ideas. I will research existing patchwork designs before developing my own ideas and creating a design that reflects aspects of Crime and Punishment. I will then select appropriate fabrics, tools and techniques, before measuring, marking out, cutting, arranging and joining materials using accurate stitching techniques. Once I have completed my patchwork square, I will evaluate my finished product, identifying its strengths and considering how I could improve my design and craftsmanship.

Key vocabulary I will use in D.T:

textiles, fabric, patchwork, symbolic, symbolism, design, pattern, texture, colour, material, template, measure, mark out, cut, shape, stitch, seam, running stitch, backstitch, embroidery, applique, join, assemble, combine, embellish, evaluate, improve, accuracy, functionality, craftsmanship.

Y5/6 Video Production Autumn 2

What new knowledge will I learn?

- I know what a video and where they can be used
- I know there are different frames and shots that can be used to create a video
- I know that sound quality can be affected depending on the shots taken
- I know different affects can be used to create a final video



What skills will I use?

- I can use a range of angles and frames to create a video
- I can plan and create a video based on a subject
- I can combine video techniques, sounds and different affects to create a final video
- I can save, edit and export my video to produce a final outcome.

What vocabulary will I use?

Audio, camera, clip, close, delete, edit, evaluate, export, filming, high angle, import, lens, long shot, low angle, microphone, mid-range, moving subject, normal angle, pan, panning, reorder, reshoot, share, side by side, split, static camera, talking head, trim, video camera, video, zoom.

Woodlands Primary School

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.