Curriculum Journey

Year 5 – Summer 1

Areas of learning

In music, we will learn to create compositions.

As historians, we will investigate what life was like at Hampton Court in Tudor times.

As historians, we will pose our own questions to a local history project.

As scientists we will learn about plants and how they reproduce.

In science, we will investigate living things and their habitats.

In art we will learn about American-Mexican sculptor Elizabeth Catlett



5Cs focus	
Care	We will support and guide each other when creating compositions in music lessons.
Challenge	We will demonstrate determination in D&T and look to resolve any technical issues with our cam toys.
Collaboration	We will be team players in PE lessons and support our classmates to join in.
Courage	We will be brave when we face challenging problems in all areas of our learning. We will accept that being in the learning pit helps us to grow.
Creativity	We will carefully plan, sequence and design our own short films using moviemaker software.

ENGLISH

Guided Reading

- To make inferences and justify using evidence from a text
  To identify the writer's use of language and make comments on this
- To make inferences about different points in a text
- To predict what might happen using evidence gathered
- To understand that writers make structural choice
- To be able to identify figurative language
- To be able to summarise
- To be able to make a comment on an author's viewpoint using evidence from the text
- To explain meaning of words in context
- To Identify / explain how meaning is enhanced through choice of words and phrases

Spelling

Unstressed vowels in polysyllabic words
Prefixes
Words ending in –fer
Irregular past tenses
Silent letters w/wr, m/mb, n/kn, gn/u/ spelt 'ou' (e.g. double, trouble, young, touch, tough, enough, country)
/i/ sound spelt 'y' (e.g. mystery, myth)
Compound words (particularly those where pronunciation obscures spelling, e.g. cupboard)
/g/ sound spelt 'gue' and /k/ sound spelt 'que' (French spelling - league, tongue, synagogue, antique, unique, mosque)

Grammar

Speech punctuation and accurate use of inverted commas
Relative clauses, Parenthesis, Adverbial phrases, commas and prepositional phrases, future tense, modal verbs

Persuasive Speeches- Deforestation

- To use paragraphs (e.g. a 'topic' or introductory sentence, one idea is extended to more than one sentence, linking sentence to next paragraph)
- To use rhetorical questions to draw the audience in
- To use the modal verb 'will' to create the future tense and show authority
- To use adverbials to create cohesion
- To use the second and first person ('you' and 'we') to draw the audience in
- To use patterning and repetition to create emphasis and impact
- To use facts and statistics to add authority
- To use persuasive devices such as threat, presumption and flattery

Newspaper reports – Hampton Court Ghosts

- Speech punctuation
- To include a range of features of newspaper reports including 5Ws, direct and indirect speech and third person narrative
- Developing an understanding of formality and informality for dialogue
- Paragraphing and cohesion within and across paragraphs
- Punctuation – inverted commas for direct speech
- To use a range of sentence types
- To use adverbial phrases to vary sentence starters
- To expand vocabulary – newspaper styles phrases
- To use different verbs tenses correctly throughout the report

Handwriting

Revision: practising the joins
Developing style for speed: joining from t
Developing style for speed: looping from: g, j and y
Developing style for speed: joining from f
Developing style for speed: joining from s
Developing style for speed: writing v, w, x and z at speed

MATHS	
Factors, multiples and primes To explain commutative and distributive laws when multiplying three or more numbers To explain what a factor is To use a complete list of factors to explain when a number is a square number To identify a prime or composite number To identify a common factor or a prime factor of a number To explain how to identify a multiple or common multiple of a number	**Fractions continued** To multiply a whole number by a proper fraction To explain when a calculation represents scaling down and when it represents repeated addition To find the whole when the size of a unit fraction is known To find a unit fraction when the size of a non-unit fraction is known To find the whole when the size of a non-unit fraction is known To find the unit fraction when the size of a non-unit fraction is known To use representations to describe and compare two fractions (1/4 and 3/12, 1/5 and 5/10) To correctly use the language of equivalent fractions To explain the vertical relationship between numerators and denominators within equivalent fractions (1/5, 1/3 and equivalent) To use their knowledge of the vertical relationship to solve equivalent fractions problems To explain the horizontal relationship between numerators and denominators across equivalent fractions (1/5, 1/3 and equivalent) To explain the relationship within families of equivalent fractions To use their knowledge of equivalent fractions to solve problems To use their knowledge of common equivalents to compare fractions with decimals To practise recalling common fraction-decimal equivalents
Fractions To explain the relationship between repeated addition of a proper fraction and multiplication of fractions (non-unit fractions) To multiply a proper fraction by a whole number (within a whole and then greater than a whole) To multiply an improper fraction by a whole number To multiply a mixed number by a whole number (product is within a whole and then greater than a whole) To find a unit fraction of a quantity To explain the relationship between finding a fraction of a quantity and multiplying a whole number by a unit fraction To explain the relationship between dividing by a whole number and multiplying a whole number by a unit fraction To find a non-unit fraction of a quantity (mental calculation and written calculation)	

SCIENCE - Living Things

KNOWLEDGE

To use different methods of propagation
To know and understand the lifecycle of a bird
To be able to compare the lifecycle of a bird and a mammal

The five steps of a plant lifecycle: germination, a flower grows, pollination, fertilisation, and seed dispersal
That mammals carry their young and give birth to live young
That birds lay eggs with hard shells
That amphibians lay eggs in water and the life cycle involves metamorphosis
Insects lay eggs and the life cycle involves metamorphosis

SKILLS

To take precise measurements using standard units
To record data using labelled diagrams, keys, tables and bar charts
Suggest how evidence can support conclusions

ART – Exploring Identity (Hans Holbein, Elizabeth Catlett)

Practical (texture) Texture can be used to create a specific effect or to replicate a natural surface.
Theoretical - Art from the past can give us clues about what it was like to live at that time.
Disciplinary – How do portraits tell stories and communicate?

1. To investigate how Hans Holbien's portraits tell a story about Tudor life
2. To know how to proportion a face accurately using the "quarters and halves" method.
3. To be able to use clay techniques to create facial features
4. To be able to create different textures in clay
5. To investigate how Holbein used texture in his portraits
6. To learn about the work of Elizabeth Catlett and her approach to portraiture
7. To compare and contrast the work of Holbein and Catlett in their portraiture
8. To be able to create an armature
9. To apply clay techniques to create facial features for a clay portrait.
10. To apply texture to the clay portrait to replicate natural surfaces
11. To complete and present the clay portraits, explaining the story they are communicating

HISTORY – Hampton Court (local history)

To order significant dates and events on a timeline
To use primary and secondary sources to answer questions about Hampton Court
To use primary and secondary sources to answer questions about the impact of the River Thames on Hampton Court
Know how the lives of wealthy Tudor people were different from the lives of poorer people during this time
To know how the lives of wealthy Tudor people were different from the lives of poorer people during this time
To use the library and internet with increasing confidence and accuracy for research
Tudors 1485-1603
Henry VIII married 6 times and lived in many Palaces but his favourite was Hampton Court Palace
The fate of Henry's wives: divorced, beheaded, survived, divorced, beheaded, survived
Know that the Tudor period of history has strong connections in our locality
To be able to describe how life in Tudor times compares to life today:
Houses were made from timber frames, straw and dung.

Poor Tudors had healthier diets than rich Tudors
Jobs that we have machines for now were done by people in Tudor times e.g. Washing-machines, factories, sewage-works
Pasttimes (tennis and hunting)

SKILLS

Understand how some historical events during the Tudor period occurred concurrently in different locations
Describe social and cultural diversity in Britain (rich and poor at Hampton Court)
Devise historically valid questions about life at Hampton Court
Plan, research and present a self-directed project or research about life at Hampton
Select and organise relevant historical information about an element of Tudor life at Hampton Court from a range of sources to communicate ideas about the past Court

PSHE –Relationships

KNOWLEDGE

To know that it is important to take care of my mental health
To know how to take care of my mental health
To know that there are different stages of grief and that there are different types of loss that cause people to grieve
To be able to recognise when people are trying to gain power or control
To be able to judge whether something online is safe and helpful for me
To be able to use technology positively and safely to communicate with my friends and family
There are 4 stages of grief: denial, anger, sadness, acceptance
If your or friends worries get too big to manage get some help or advice
S.M.A.R.T.
S – safe
M – Meeting
A - Accepting
R – Rights and responsibility
T – Tell

French- La Nourriture

- To be able to understand and say the following food vocab:

du jambon – ham
croque monsieur – cheese and ham toastie
d'eau – water
du jus d'(flavour) - (flavour) of juice
un orange – orange
un pomme - apple
du pomme de terre - potato
des fraises – strawberries
un glace – ice-cream

- To be able to ask for something and ask what someone else would like: Je voudrais/Qu'est-ce que tu voudrais?
- To be able to ask how much something costs: c'est combien?
- To be able to order and understand what someone else has ordered in a cafe
- To be able to read a menu and translate it looking up any unknown food items in a dictionary.
- To be able to have a conversation about their and someone else's food likes/dislikes.
- To know that the currency in France is Euros and cents
- Revisit 'merci' and 's'il vous plait'

Computing

KNOWLEDGE

To explain what makes a video effective
Video is the recording, reproducing, or broadcasting of moving visual images
Different filming techniques, such as talking head, panning and close up, can be used to create different effects
To be able to use a digital device to record video
To be able to capture video using a range of techniques

Static camera is a technique where the camera is in a fixed position. It is useful for capturing a stable image
Zooming means making the subject of the shot larger (by zooming in) or smaller (by zooming out) without moving the camera. This is useful for when you want the subject to appear larger in the shot, but you do not want to, or are unable to, move the camera.
Pan and tilt means the camera is in a fixed location, but can pivot either vertically or horizontally. This is useful when you cannot fit the whole of the subject in the field of view of the camera, for example, when filming a landscape or a tall building
To know how to create a storyboard
In video production, a storyboard is a plan. Each section includes an image showing what the scene will look like and notes explaining the content
To identify that video can be improved through reshooting and editing
Some issues with clips can be improved through editing (such as being too zoomed out), whereas others will need to be reshot (such as sound not being audible)
To be able to consider the impact of the choices made when making and sharing a video

SKILLS

To be able to use a digital device to record video
To be able to capture video using a range of techniques

PE Swimming	P.E. Athletics
KNOWLEDGE I can swim competently, confidently and proficiently over a distance of at least 25 metres I can perform safe self-rescue in different water-based situations I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke **SKILLS** To develop gliding, front crawl and backstroke. To develop rotation, sculling and treading water. To develop the front crawl stroke and breathing technique. To develop the technique for backstroke arms and legs. To develop breaststroke technique Social: communication Social: supporting and encouraging others Emotional: determination	**KNOWLEDGE** To be able to apply different speeds over varying distances To develop fluency and co-ordination when running for speed To develop technique in relay changeovers To develop technique and co-ordination in the triple jump To develop throwing with force for longer distances To develop throwing with greater control and technique I can choose the best pace for a running event I can identify good athletic performance and explain why it is good I can perform a range of jumps showing some technique I can show control at take-off and landing in jumping activities I can take on the role of coach, official and timer when working in a group I can use feedback to improve my sprinting technique I persevere to achieve my personal best I show accuracy and power when throwing for distance **SKILLS** Organise and lead warm up activities and games Help others to change in order to improve performances Accept decisions Compromise with other teams/individuals

Music

Listen and appraise:

• Move in time with the beat of the music
• To know the main features of *Samba music*:
- It comes from Brazil and is the music used in carnival
- Name 4 of the instruments: surdo, agogo, ganza, tambourim
- They often play in a call and response style
- A *paradinha* is a new phrase that interrupts the main patterns
- Word rhythms are an important way to learn complex rhythm patterns
- Children and young people learn how to play samba in samba schools

Sing and Play

• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.
• Perform vocal percussion as part of a group
• To develop an ability to work in an ensemble

Improvise and compose:

• Compose your own call and response using *insect* rhythms
• Create an Amazon Rainforest Samba composition with main rhythms and a contrasting paradinha