

# Year 5: Windrush Journeys

## 1. Key Vocabulary

**English** — Identify, outcome, physical, whereas, resolve, survive, locate, attach, construct, estimate, priority, vision.

**Maths** — Adjacent, Credit, Algorithm, Coordination, Bond, Currency, Corresponding, Equivalent, Diagonal, integer, Dodecagon, Orientation

**Science** — phenomenon, reliance, validity, resistance, buoyant, up thrust, dynamic, mechanism, modified, tension, vehicle, inclination

**Humanities** — Post-war, Migration, Empathy Settler, Expatriate, Foreign, Emigrant, Migrant worker, Immigrant. Latitude, Reef, Longitude, Islet, Hemisphere, Parish, Universal, Plain, Island.

**RE** — integral, ethical, thereby, founded, ignored, underlying, pursue

**PSHE** — notion, assembly, termination, colleagues, revision, behalf, depression, restraints, reluctant, coincide

**Art** — oil, acrylic, watercolour, wash, blotting, wet-on-wet, dry brush, lifting, charging, bleeding, enhanced, colour intensity

**DT** — pattern, tack, wastage, allowance, blanket stitch, back stitch, commodity, purchase, handicraft, faux fur, sole, vamp

**Spanish** — mi hermano/mi hermana, es la una, son las dos, mi primo/mi prima, y cinco, y diez, y cuarto, mi amigo/mi amiga, y veinte, y veinticinco, y media, mi madre, menos veinticinco, menos veinte, menos cuarto, mi padre, menos diez, menos cinco, mi abuelo/mi abuela, Que hora es?

**Computing** — Procedure, programme, computational thinking, pseudocode, instruction, sequence, robust code, e-safety, search engine, website, publish.

**Music** — jazz, swing, Dixieland, hip hop, ragtime, rap, marching band, DJs, polyphonic, R&B, big bands, Pop music, song writing.

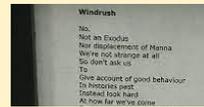
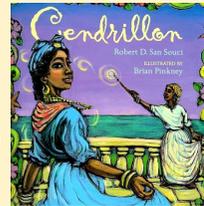
**PE** — Dodge, space, capture, maximum, referee, bullseye, passing, shot, motion, draw (tie), timing, skill

## 3. English

Spring One

In the first half of the term, the children will be exploring a traditional story linked to the Caribbean, namely Cendrillon. Cendrillon is a retelling of the well-known fairytale Cinderella. The children will end this unit by writing their own narratives with a Caribbean setting.

The children then go on to explore non-fiction reports about the Windrush. They will begin by developing comprehension of the Windrush and conducting their own research around it, and then end in publishing their own newspaper reports, based on their newly acquired Windrush knowledge.



Spring Two

This term will be focused on poetry written by Malorie Blackman, biographies of significant individuals of Caribbean heritage and stories set in real places. The children will be writing their own stories based on real events and writing the biography of Malorie Blackman. The term culminates with the children writing their own narrative poems.



## 2. Curriculum Knowledge

- Design, write and debug programs that accomplish specific goals and create a website
- Examine different forces, whether forces are balanced / unbalanced and how this affects movement of an object
- Investigate the state of post-war Britain from the perspective of a Caribbean immigrant
- Compare the human and physical features of the Caribbean and the UK, using maps, atlases, globes and computer mapping
- Develop and design a pair of slippers to meet the needs of a new arrival from the Caribbean to the UK
- Study a variety of artists from the Caribbean and respond to their work with their own Caribbean inspired paintings (landscape and portrait)
- Explore a healthy lifestyle, including how we use and benefit from British values in our everyday lives.
- Examine the key teachings and beliefs of the Sikh faith, in particular, the 10 gurus and how to life a Sikh life.
- Delve in to the Windrush journey through traditional Caribbean tales, reports of the HMT Windrush and historical biographies.
- Focus in depth at texts at a word and sentence level to further develop understanding of grammar, structure, punctuation and language.
- Continue to work on place value, addition, subtraction, statistics and measurement in the context of word problems.

	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Designing and making slippers	Caribbean Traditional Stories and Poetry	Understanding and empathising with the impact of the Windrush Generation	Programming, Coding Website Building	Caribbean Culture

## 4. Maths

In maths the children will learn to multiply using a range of standard methods including —the grid method, the short method and long multiplication. They will use a multiplication grid to help learn their time table facts from 1 to 12. They will also use their knowledge of multiplication to work out missing numbers. They will use RUCSAC to solve one and two-step word problems.

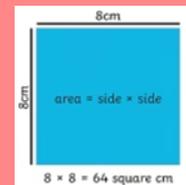
The children will use division to convert between units of measurements. They will also divide whole numbers formal methods.

The children will consolidate addition and subtraction paying particular attention to two step word problems and reasoning about numbers.

The children will be learning to read and

percentage	fraction	decimal
30%	$\frac{3}{10}$	0.3
to go from a fraction to a percentage we can convert to a decimal first		
$\frac{3}{5}$	$\rightarrow 0.6$	$\rightarrow 60\%$

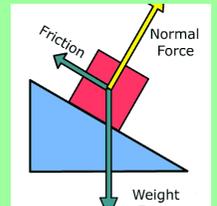
$$\begin{array}{r} 13 \\ 325 \\ \times \quad 6 \\ \hline 1950 \end{array}$$



## 5. Science

In Spring one, we will focus on Forces. Children will begin by focusing on the key scientist Sir Isaac Newton and his important discovery of gravity. They will understand why and how gravity occurs and study how the weight of an object would be different on different planets, whilst its mass stays the same. We will look at gravity, friction, air resistance and buoyancy. Children will understand how these forces act upon our everyday lives and how they affect us. We will use practical activities to investigate amounts of force and how this can be altered.

Forces (Mechanisms) In Spring two we will be investigating how levers and pulleys can make our lives easier. Children will look at bicycles, beginning to understand where levers and pulleys can be found on a bike. Children will also look at how gears are used to make movement easier. A range of practical lessons will lead to children carrying out experiments and will create their own pulley system.



## 6. History/ Geography

In this unit, children will understand that there were black people in Britain before 1948 (when Empire Windrush arrived) by finding out about significant figures of African-Caribbean heritage in Britain's history and discuss their experiences and contributions.



We will find out about and empathise with what drove people to emigrate from the Caribbean to the UK, finding out about the journey on the Empire Windrush. We will discuss the journey and how people felt on-board and then, how they were treated on their arrival to the UK.

In geography, children will develop an understanding of a map of the World, whilst gaining an awareness and understanding of the position of the Caribbean and the United Kingdom within a world-wide context. They will be able to identify countries and seas within the Caribbean and the United Kingdom.

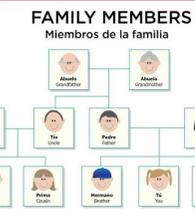
After this, children will focus on Jamaica as a Caribbean country and find out about the key human and physical features of Jamaica and of the United Kingdom. Then, they will draw a comparison between Jamaica and the United Kingdom.

## 10. Spanish

### Mi familia y yo

Naming members of the family. Relate nouns to the correct articles and using possessive language.

The Family	
1. la madre / the mother	17. hermano / brother
2. el padre / the father	18. hermana / sister
3. el abuelo / the grandfather	19. hermana / sister
4. el abuelo / the grandfather	20. hermano / brother
5. el tío / the uncle	21. hermano / brother
6. el tío / the uncle	22. hermano / brother
7. el tío / the uncle	23. hermano / brother
8. el tío / the uncle	24. hermano / brother
9. el tío / the uncle	25. hermano / brother
10. el tío / the uncle	26. hermano / brother
11. el tío / the uncle	27. hermano / brother
12. el tío / the uncle	28. hermano / brother
13. el tío / the uncle	29. hermano / brother
14. el tío / the uncle	30. hermano / brother
15. el tío / the uncle	31. hermano / brother
16. el tío / the uncle	32. hermano / brother



Numbers 100 up to 1000 by counting in hundreds.

### Vamos a contar Unit 12 - ¿Qué hora es?

Children will be Telling the time using their knowledge of number.

## 7. RE

In spring 1 the children will be exploring Hinduism, specifically the life of a Hindu, and finding the answers to questions such as:

Why is the natural world important to a Hindu?

How does belief about creation lead to vegetarianism and ahimsa?

In Spring 2 we will move on to Judaism and exploring how the religion incorporates prayer and the worship of god.

They will answer questions such as:

How does the Shema tell Jews to keep their religion alive?

How does the role of a Jew change after their Bar / Bat Mitzvah?

Why are the home and synagogue equally important in Jewish life?



## 8. PSHE

### Spring 1: Staying Safe

Children will identify how we use British values in our everyday lives at school. They will identify what they value about their local area (citizenship). We will then move children onto an understanding of the impact of sending inappropriate photos and messages as well as developing an understanding of what extremism is and how it differs from terrorism.



### Spring 2: Healthy Living

changing focus in Spring Two, children can begin to identify the long term effects that eating unhealthily can have on their bodies. Children will begin to identify some mental health conditions that people may experience in their lives (depression, anxiety) and can start to identify the dangers of smoking and begin to identify the differences between legal drugs (medicine) and illegal drugs.

## 11. Computing

The pupils plan their own simple computer game.

They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they receive.

This unit will enable the children to:

- create original artwork and sound for a game
- design and create a computer program for a computer game, which uses sequence, selection, repetition and variables detect and correct errors in their computer game
- use iterative development techniques (making and testing a series of small changes) to improve their game.



## 9. Art/ DT

Linked to Windrush journeys, children will create their own Caribbean inspired paintings (self-portrait and landscape) using the works of Caribbean artists, Brianna McCarthy and Erol Allen, who they will explore and research using iPads. These artists are inspired by the tropical climate and stunning surroundings.



Children will use watercolour paints and fine liner pen to create their artwork. They will study how a sense of perspective is created through the application of paint in the foreground and the background of a landscape painting. They will use colour blocking and pattern to create textures in their self portrait pieces.

After half term, children will sew slippers using a pattern, imagining they are for new arrivals to the UK.



## 12. Music

### Jazz & Swing / Hip Hop, R&B, Pop Music

Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful

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## 13. PE

During Spring term children will be taught tag-rugby. Children will be taught the rules, how to score, pass, tackle (tag), as well as the tactics of the game. This skills will develop from last terms netball topic as children will understand the differences and similarities between both invasion sports.

