

# Year 5: Time Travellers

## 1. Key Vocabulary

**English** — Initial, topic, visible, complex, benefit, focus perspective, symbol, trend, anticipate, alternative, factor

**Maths** — Congruent, decade, duration, finite, implications, interval, logic, range, scenario, schedule, strategies, successive

**Science**— gender, transformation, according, metamorphosis, asexual, naturalist, layer, demonstrate, celestial, spherical, revolve, approximate

**Humanities** — Stone Age / Iron Age, hunter-gatherer, nomad, prehistory, Anglo Saxons, colonize, invaders, Vikings, tribes / tribal, agriculture, settlement, farm / farmers, counties, topographical (hills, mountains, coasts, rivers), land-use patterns, towns, villages.

**RE** — Magi, pilgrim, Jerusalem, Nazareth, commitment, unified, moral, enlightenment, noble, values, dhamma, precepts.

**PSHE** — discrimination, stereotype, physical bullying, unequal, racial bullying, enable, homophobic bullying, imposed, emotional bullying, promote

**Art** — tonal range, pressure, cam, gear, emphasis, blend, crank, quality, focal point, depict, rotary, control, refine, highlight, erratic, dowel, contour, depth, eccentric cam, ellipse cam, intricate, cross hatching, effort, snail cam

**DT** — cam, crank, rotary, erratic, eccentric cam, effort, gear, quality, dowel, control, ellipse cam, snail cam

**Spanish** — Soy, tengo, pelo largo, pelo corto, ojos azul, ojos marrón, piel clara, piel oscura, alto, mediano, bajo, inteligente, amable, futbol, tenis, rugby, ciclismo, baloncesto, natación, carreras

**Computing** — jingle, edit, trim, audio, combine, download, cipher, confidential, decrypt, morse code, encrypt, security

**Music** — Time signature (4/4, 3/4, 2/4, 6/8, 5/4, 7/4) March, Waltz, Odd Timings, Congo Square, Spirituals, Blues, 50's Rock & Roll, Music of the 60's, 70's, 80's, Production – articulation, volume, jam, powerchord

**PE** — shielding, marking, spatial awareness, co-operation, court vision, subsequent, intercept, comrade, prohibited, collision, resilience, vitality

## 2. Curriculum Knowledge

- To describe the life cycle of different living things.
- To determine the features and process of reproduction for different plants and animals.
- To write about the life and achievements of a key scientist.
- To write a historical legend inspired by the key text (Beowulf).
- To write a narrative poem inspired by the key text (The Highwayman).
- To understand the possibilities linked to maths.
- To use our Maths skills to carry out Maths investigations.
- To study the change in Britain from the Stone Age to the Iron Age.
- To explore the struggle for the Kingdom by Vikings and Anglo Saxons
- To analyse the reasons settlers chose certain geographical locations.
- To explore the journey Vikings took from Europe to Britain.
- To develop artistic ideas through sketching and shading.
- To take inspiration from historical artworks and artefacts.
- To investigate, design, make and evaluate moving toys.
- To use appropriate software, apps and online tools.

- To recognise that Christians practise all across the world.

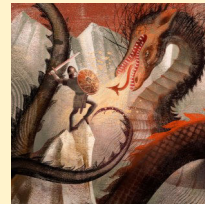
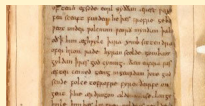


|                 | Enterprise                         | Communication                       | Well-Being                        | Possibilities                        | Environment                         |
|-----------------|------------------------------------|-------------------------------------|-----------------------------------|--------------------------------------|-------------------------------------|
| <b>Drivers:</b> | Designing and making to earn money | Role play, hot seating and debating | Keeping ourselves and others safe | Different careers related to science | Recognising how Britain has changed |

## 3. English

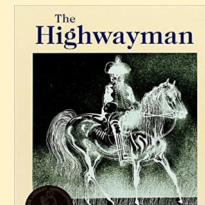
### Autumn One

In the first half of the term the children will be exploring Historical Legends inspired by Beowulf. Beowulf is first known epic narrative poem uncovered in the western world. The children will write their own narrative inspired by the events and style of Beowulf. They will then explore the features and characteristics of book reviews and produce their own review of the story of Beowulf. Once they have completed these first two units, the children will create their own narrative poem inspired by Beowulf, using all of the skills and vocabulary they have learned this term.



### Autumn Two

This term will be focused on the key text 'The Highwayman' by Alfred Noyes, a narrative poem. The children will be writing a series of narrative letters about a story from a fictional character- the character in question being 'Bess' the landlord's daughter from the poem. Once the children have completed this, they will be writing an imagery poem inspired by 'The Highwayman', making sure to include descriptions of all five senses, smell, touch, taste, sound and sight. After this, the children will move on to biographies, where they will be creating their own biography of an influential astronaut.



## 4. Maths

This term we will be using the 'Maths Mastery' approach and the White Rose scheme of learning. This involves each new concept being introduced with a concrete example, followed by pictorial representations of concept and finally, moving on to using both concrete and pictorial developing their abstract understanding.

The children will learn to read, write and order numbers up to 1 million including decimal numbers with. They will learn how to add and subtract mentally using the jump and split strategy. They will also use the column method to add and subtract. We will become more confident with multiplication and division—remembering to add the carried digit when multiplying. They will use RUCSAC to solve one and two step word problems. The children will write unit and non unit fractions. They will compare and order fractions as well as recognising mixed fractions and improper fraction. They will use diagrams and fraction walls to add and subtract fractions. The children will consolidate telling the time to the nearest minute on an analogue and digital clock. They will convert between 12 hour and 24 hour digital clocks.. We will be interpreting timetables and completing the missing information.



## 5. Science

### Living things and their habitats

In Autumn one, we will be studying living things and their habitats. We will look at the reproduction and life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and reproduction. They will also explore metamorphosis in amphibians and insects, comparing their lifecycles. The scientist we will be studying is Jacqueline Dunkley-Bent who is famous for her pioneering work in fertility and reproduction.

### Earth and space

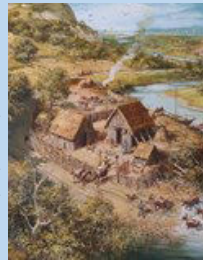
In Autumn two we will be investigating the planets in our solar system. We will describe, name and order them. We will explain how we know the Sun, Moon and Earth are spherical using scientific evidence. We will use the idea of the Earth's rotation to describe night and day. We will also plan and investigate the rotation of the Earth using shadows. The scientist we will be studying is Tim Peake who is an astronaut who travelled into space.



## 6. History/ Geography

### Stone, Bronze and Iron Ages

Prehistoric Britain can be divided into three ages: Stone Age (Paleolithic, Mesolithic and Neolithic eras), Bronze Age and Iron Age. The children will have the opportunity to explore these changes in Britain from the Stone Age to the Iron Age, whilst also looking at the origin of society and culture as we know it in Britain. The children will be comparing life between early Britain and Modern Britain, and observing the changes of society and geography.



### Anglos Saxons & Vikings

The children will have the chance to become explorers and explore the history of Britain in the era of Anglo Saxons and Vikings. They will gain an understanding of the struggle these settlers encountered and research how they overcame these. Furthermore, they will also find out about Anglo-Saxons lives-where they came from, why they travelled, what they did for entertainment, what they wore and what their homes were made out of.

## 10. Spanish

The children will be revisiting greetings and responding to greetings. They will be introducing themselves by saying their name, feelings, age, nationality, their likes and dislikes. To extend their learning, they will be using adjectives to describe themselves and their appearance.

They will also be learning the Spanish terms for sports and saying which sports they like and dislike.

Hola - Hello  
 Buenos días - Good Morning  
 Buenas tardes - Good afternoon  
 Buenas noches - Good evening  
 ¿Cómo estás? - How are you? (informal)

|              |               |
|--------------|---------------|
| Agradable    | Pleasant      |
| Amable       | Friendly      |
| Bonito(a)    | Nice . pretty |
| Bueno(a)     | Good          |
| Caro(a)      | Expensive     |
| Débil        | Weak          |
| Divertido(a) | Fun           |
| Fácil        | Easy          |
| Feliz        | Happy         |
| Feo(a)       | Ugly          |



## 7. RE

### Hinduism

The children will understand that visiting a Hindu temple can be a powerful, cultural and religious experience and that there is power in the words of a personal mantra. They will know that the most basic sound is 'aum' and this is an echo of original creation. They will understand the importance of family and why honesty and truthfulness are important.

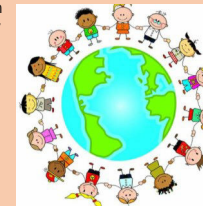
### Peace

Children will understand how Christian places of worship give opportunities for peaceful reflection, meditation and prayer, for example, worship in the Quaker tradition. They will learn Christian beliefs about 'the Peace of God'; Jesus' teaching 'Blessed are the Peacemakers'; Martin Luther King and peaceful, non-violent protest.



## 8. PSHE

Children can identify how PSHE has helped them in their daily school lives so far and what they expect from it in year 5. When considering the question 'who am I?' The children look back on their school and life journey so far, reflecting on milestones in their lives, achievements, and difficulties they may have faced. The children use this reflection to think about how they have changed over time. The children then consider what they want to achieve in year 5 and how they are going to do this.



The children can explain what bullying is, why it happens, and the impact bullying has on an individual. Children are aware of differences that should be celebrated but are not and how these situations are unequal. Children can explain what the word stereotype means and the dangers of placing a stereotype on a group or individual. Children can identify some the meaning of discriminatory language and the impact it will have on others. Children can begin to identify examples of discrimination in the wider world and suggest ways to combat this.

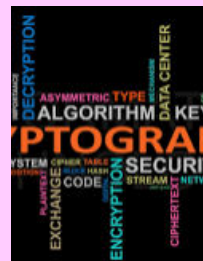
## 11. Computing

In this unit children will be inspired by the score from time travel films/ shows, and compose a short piece of music for a time traveler's movements through time.

They will select and use appropriate software, apps and online services to arrive at goals. Also, they will collect, analyse, evaluate, present and share data using appropriate software and devices.

They will ensure they use technology safely, respectfully and responsibly, developing an awareness of the quality of digital content and a respect for people's intellectual property.

In Autumn 2, the children will find out about the importance of passwords and how cryptography is used to keep information secure.



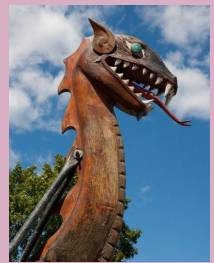
## 9. Art/ DT

This term the children will be designing and sketching Viking long boat dragon figure heads.

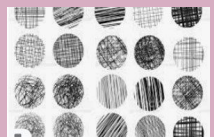


The children will create sketch books to record their observations and use them to review and revisit ideas. They will develop ideas from starting points throughout the curriculum and collect information, sketches, and resources. They will adapt and refine ideas as they progress and explore ideas in a variety of ways.

Their figure heads will be sketched using a range of materials, including charcoal, pencils and ink, in order to give the children a wide variety of artistic techniques and concepts to choose from.



The children will be exploring great designers and artists from history, and take on their techniques and ideas in their own artwork.



## 12. Music

In the Autumn term, the children will be exploring music theory in more depth, how black music has shaped the world, the history of rock and roll and music production. In the Spring term, they will move onto describing, comparing and evaluating a range of music genres including jazz, swing, hip hop, R&B and pop music. The Summer term entails an exciting mixture of exploring the music in the UK and creating their very own soundtracks. Children will be taught an understanding of music theory, evaluation and production throughout the year and be taught by a specialist teacher weekly.



## 13. PE

In the Autumn term, children will be exploring movement through gymnastics and dance. They will have the chance to develop their coordination skills, as well as create their own routines and sequences.

The Autumn term will include invasion and target games, such as hockey, tag rugby and netball, and the children will gain a greater understanding of attack and defense through team, cooperative sports.

