Year 5 - Term 1 and 2

|  |  |  |
| --- | --- | --- |
| Topic Title – **The Victorians** | | |
| Science  **Context – Materials and their properties**  Key Skills/Objectives   * Compare and group together everyday materials on the basis of their properties (including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets) * Understand the definitions of mixtures and solutions * Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * Understand and demonstrate evaporation, condensation, filteration to support separating solutions * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * Understand reversible and irreversible changes, demonstrating examples   Key Skills:   * Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | Geography  Enquiry questions:  **- What was the impact of the British Empire? - How has Eastbourne and the local area developed and changed since the Victorian era?**  **Context – Map reading. Comparison and change**  **Context - Skills & Field Work:** **Orienteering/four grid references/ordnance surveys**  **Overall context:** Locating the countries around the world which were a part of The British Empire. Identifying trading routes around the world during the Victorian era and how Britain became so powerful due to its staus as an Empire.  Using the local area, exploring modern and traditional locations through a wide range of sources and comparing these in Victorian and current times. Exploring the role of the seaside and how life at the seaside changed over time.   Key Skills:   * Follow a short route on an OS map * Describe features shown on an OS map * Locate places on a world map * Use a scale to measure distance * Draw/use maps and plans at a range of scales * Use OS maps * Confidently use an atlas and recognise a world map as a flattened globe * Use 8 compass points confidently and accurately and use them to plan, describe journeys and routes * Use keys and grid references * Begin to use 4 figure co-ordinates to locate features on a map * To be able to describe and discuss how and why people live in a area * Collect, analyse and communicate with a range of data gathered through experiences of fieldwork. * Use maps and atlases to locate different parts of the local area (Polegate and Eastbourne). * Communicate geographical information in a variety of ways, including through maps, numerical skills and writing in length | History  Enquiry questions:   * **How did the Victorian era shape the country and world we live in today?** * **Should we remember Victorian times as a Golden Age of tremendous change for the better or a Dark Age of human suffering?**   **Context:** Exploring the hardships and changes during the Victorian era, including social reform, rights of children, rights of women, the industrial revolution, the development of the British Empire, the development and advancements in science, technology and medicine. Make links between events and changes. Exploring influential people during the Victorian era. Researching, understanding and comparing a range of primary and secondary sources.  Key Skills:   * Demonstrate chronological understanding of British History with the Victorian era in context * Understand connections, contrasts and trends during the Victorian era and the impact on society today and reach informed conclusions * The power of the monarch (Victoria) and the development/influence of the British Empire making reasoned judgments * Demonstrate understanding different types of causes of an event/s * Describe, make and critique links between events/changes * Give detailed reasons for events and changes * Use sources of information to support ideas * Understand and evaluate primary and secondary sources * Select sources to support explanations with reasoning for why they have been chosen * Understand and empathise with significant turning points in the Victorian era (e.g. the Industrical Revolution, the Children’s Act) * Understand and empathise with changes in social reform from the Victorian era to the present day * Understand advances in science, medicine and technology from the Victorian era to the present day * Compare and contrast changes over time (within Victorian historical context and the present day too) |
| Art and design **Context – L.S.Lowry (Term 1)**  **Skills: Drawing and collage**  Exploring the work of Lawrence Stephen Lowry and discussing how the central themes of his work link to the Victorian period. Producing sketches of cityscapes inspired by Lowry’s work and then translating this into collage work. Explore and gather rubbings from different surfaces around the school and then create further textured papers through the process of decalcomania. Taking inspiration from Lowry’s work, design and create a collage of a cityscape using the textured papers gathered. Build up to producing a final collaged piece.  Key skills:   * Study other artists’ work and experiment with their style * Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. * Make comments on ideas/methods/approaches used in own work and others work * Use a variety of source material for their work. * Work in a sustained and independent way from observation, experience and imagination. * Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. * Question and make thoughtful observations about starting points and select ideas and processes to use in their work. | Design Technology  **Context – Textiles (Term 2)**  Linking to our Fabulous Finish, ‘A Very Victorian Christmas’, explore traditional Victorian Christmas decorations and consider how they differed to modern decorations. Consider a variety of possible designs after research and produce a detailed, annotated design for their own product, ensuring it meets a set brief. Select from a variety of materials, use templates to structure a three dimensional product and make informed choices about methods of joining. Carry out purposeful evaluations throughout the designing and making process and then evaluate their finished product.  Key skills:   * Begin to consider needs/wants of individuals/groups when designing and ensure a product is fit for purpose * Produce a logical, realistic plan and explain it to others. * Use annotated sketches and their own templates * Make design decisions considering time and resources. * Think about user and aesthetics when choosing textiles * Think about how to make a product strong and aesthetically pleasing * Consider a range of ways to join things * Begin to understand that a single 3D textiles project can be made from a combination of fabric shapes. * Accurately measure, mark out, cut and shape materials * Accurately assemble, join and combine materials * Accurately apply a range of finishing techniques * Evaluate the quality of design while designing and making * Evaluate ideas and their finished product against the specification, considering purpose and appearance.   **Forest School**  Explore traditional Victorian gardens and how these developed during the time period. Year group to create their own Victorian garden in the Year 5 section of the Wildlife Garden. Children to be responsible for designing, making and maintaining the garden. Create a class ‘walled kitchen garden’ growing herbs and plants traditionally used by the Victorians. | Computing  **Context – Understanding techonology: sharing information (Term 1) Coding (Term 2)**  Key Skills:   * use and combine a variety of software (including internet. * Design, write and debug programs that accomplish specific goals * Understand computer networks * Select, use and combine a variety of software (including internet services) on a range of digital devices to design * Use technology safely, respectfully and responsibly * Develop understanding of computer systems and how information is transferred between systems and devices (small-scale systems as well as large-scale systems). * Identify and explain the input, output, and process aspects of a variety of different real-world systems. * Coding: speed, direction and coordinates (learn how computers use numbers to represent things in coding) * Coding: random numbers and simulations (learn how computers generate random numbers and how these are used in simulations |
| **French**  **Focus – Term 1**  **Weather. Date. Months. Years.**  **Seasons. Greetings. Colours. Numbers.**  **Number 1 to 31. 1000 mile/thousand.**  **Grammar:**   * Masculine and feminine forms. Nouns and adjectives.   **Vocabulary :**  Weather : Quel temps fait-il?  Il fait beau, il pleut, il fait gris, il y a du vent, il y a du brouillard, il neige, Il gèle. Il fait chaud, Il fait froid.  Days : Lundi, mardi, mercredi, jeudi, vendredi, samedi, Dimanche.  Months : Janvier – février- mars – avril – mai – juin – juillet – août –octobre - novembre – décembre.  Year : 2021 Deux mille vingt-et-un.  Greetings : Comment ça va? How are you?  Ca va bien, Ca très bien, ça va comme- ça va i comme-ca, ça va mal, ça va très mal.  Seasons : Automne- hiver – printemps – été.  Numbers from 1 to 31.  Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. Vingt-et-un ….  Trente, trente-et- un.  Colours : Rouge, bleu/bleue, jaune, vert/verte,  Blanc/blanche, violet/violette, marron, noir/noire, rose, gris/grise, orange.  Sing along the greetings song.  Poème d’Automne - Autumn Poem.  **Focus:**  **Winter clothing. Verb “to wear”.**  **Colours.**  **Money. How much?**  **Number 30 to 60. 100 cent and 10000 mile.**  **Christmas Poem, vocabulary and Noel en France, quiz on French Christmas traditions. (Term 2)**  **Grammar:**   * Adjectives are placed before or after the noun they describe-The adjective “agree” with the noun it describe.   e.g., Je porte une joile robe blanche.  Elle porte un grand manteau noir..  C’est combien le petit chapeau bleu?  **Vocabulary :**  Un manteau, un chapeau, des chaussures,  un pantalon, une robe, un pullover.  Verb to wear 1st and 3rd person.  Je porte, il portes, elle porte.  Money : Euros and cents. Numbers from 1 to 100.  C’est combien?  Revision of colours.  **Chrismas vocabulary:**  Through Christmas poem and Christmas songs as well as quizzes, written and speaking/listening games.  Key skills:   * Explore and collect visual and written information * Take part in short conversations * Ask and answer simple question * Use short phrases to respond * Develop a growing vocabulary * Write sentences applying grammar rules learnt. * Apply skills taught through oral conversations and extra-curricular events. Recite poem and songs | Religious Education  Enquiry questions:   * **What is the best way for a Hindu to show commitment to god?** * **Is the Christian story true? What does Christmas teach Christians?**   Hinduism objectives   * Describe how different practices enable Hindus to show their commitment to God * Understand that some of these will be more significant to some Hindus than others and why.  Christanity objectives * Identify different sources of the Christmas story * Explain the meaning of Christmas to Christians (Incarnation).   Key Skills:   * Describe and understand religious sources, stories and beliefs * Suggest similarities and differences between beliefs and religions studied * Describe the importance of key figures in a religion and reasons why they were influential * Recognise Holy Books and their teachings | Music **Context –How was music celebrated during the Victorian era**  Key Skills:   * Review and evaluate music from across the Victorian era * Explore significant Victorian composers and their influence * Compare traditional Christmas carols from the Victorian era with those today * Learn to sing and use their voices for different genres, styles and traditions * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * Improvise and compose music for a range of purposes using the interrelated dimensions of music. * Research purposes of music and the affect it had on society * Listen with attention to detail and recall sounds with increasing aural memory. * Complete music appraisals sharing personal responses and detailed ideas * Understand and use musical terminology correctly |
| Physical Education  **Context – Hockey and Dance (Term 1)**  **Rugby and Dance (Term 2)**  Dance:   * Understand, use and demonstrate dance terminology and technique * Modify performances and look for ways to improve * Vary dynamics and develop actions with a partner or group * Understand and use rhythm and spatial awareness * Demonstrate precision, control and fluency in response to dance stimuli * Evaluate performance, choreography, stage presence, timing, rhythm and sustaining character   Hockey:   * Dribbling and passing skills, combining these to create an attack for a shooting opportunity * Develop understanding of where, when and why we shoot * Apply learning of passing and dribbling to create an attack for successful shooting opportunity * Develop knowledge and understanding of defending (marking, tackling and blocking) * Applying defence skills during a game to prevent attacking opportunities * Use knowledge to play effectively as attackers and defenders during a game * Understand the role of possession and how this becomes attacking   Rugby   * Refine passing and moving to create an attack that results in a try. * Explore different passing styles (miss pass), which can be used to outwit defenders to score a try. * Learn how to execute a miss pass understanding where, when and why this pass is used in a game. * Work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities. * Develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.   Key skills:   * Understand and use principles of warm up and good health * Participate in games with understanding of tactics and rules | PSHE  **Context – Being Me in My World (Term 1)**   * Re-establishment of school rules and expectations * Understand the rights and responsibilities associated with being a citizen in the wider community and their country * Setting personal goals and targets reflecting independently and sharing these within the class. Actively involved in the target setting in books and what they are striving towards   **Celebrating Difference (Term 2)**   * Know that bullying can be direct and indirect * Know external forms of support in regard to bullying e.g. Childline * Know what racism is and why it is unacceptable and Know what culture means * Know that differences in culture can sometimes be a source of conflict * Know that rumour- * spreading is a form of bullying online and offline * Know how their life is different from the lives of children in the developing world   **P4C and Debate** Key skills:  - Listen and respond appropriately to adults and their peers  - Ask relevant questions to extend understanding and knowledge - Articulate and justify answers, arguments and opinions  - Give well-structured explanations with reasoning  - Participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - Speak audibly and fluently with an increasing command of Standard English  - Speak confidently to interest the listener(s)  - Consider and evaluate different viewpoints, building on the contributions of others | Stunning start: **I’m a Victorian Schoolchild, Get Me Out of Here!** – It is 1838 and the children have been transported to a traditional Victorian Schoolhouse. Under the watchful eyes of the strict schoolteachers, the children will prepare for a day of Victorian lessons and experience teaching techniques from the era, such as chanting and reciting, as well as the risk of Victorian punishments. Watch out for the Victorian headmaster Dr Smith, who will be calling unexpectedly during lessons to ensure the children are following the Victorian school rules! Have you got what it takes to survive the day as a Victorian schoolchild?  Marvellous middle: **The Game’s Afoot!** – Step back in time as Victorian detectives and join the renowned Sherlock Holmes, and his trusted aide Dr John Watson, as they tirelessly work to crack a case before time runs out…  Fabulous finish: **London Trip and A Very Victorian Christmas –** Children will have the exciting opportunity to visit the Old Vic Theatre in London to watch a performance of A Christmas Carol. In school, children will explore Victorian traditions at Christmas and complete their own project sewing Christmas tree decorations. |