Year 5 - Term 1 and 2

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| 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 | History  Enquiry questions:   * **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)**  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  **Do you have a pet? / My home**  Listening:  Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.  Speaking: Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.  Speaking:  Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'  Writing:  Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.  Grammar: Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'  Key skills:   * Explore and collect visual and written information * Take part in short conversations * Ask and answer simple questions * Talk about interests * Use short phrases to respond * Develop a growing vocabulary * Write sentences using expressions learnt * Apply skills taught through oral conversations and extra-curricular events | Religious Education  Enquiry questions:  Year 5 – What does it mean if Christians believe God is holy and loving?  Why do Christians believe Jesus was the Messiah?  Christianity: God  - Identify some different types of biblical texts, using technical terms accurately.  - Explain connections between biblical texts and Christian ideas of God, using theological terms.  - Make clear connections between Bible texts studied and what Christians believe about God (e.g. through how cathedrals are designed).  - Show how Christians put their beliefs into practice in worship.  Islam  - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. Tawhid; Muhammed as the Messenger, Qur’an as the message).  - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet).  - Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).  - Give evidence and examples to show how Muslims put their beliefs into practice in different ways.  Make connections between Muslim beliefs studied and Muslim ways of living in Britain/East Sussex today.  - Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.  **I can use an extended range of subject specific vocabulary.**  **I can recognise the local, national and global contexts of religion.**  **I can begin to ask increasingly challenging questions about what I have learnt.** | 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 – Football and swimming (Term 1)**  **Netball 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   **Football**   * Refine dribbling and passing to maintain possession * Introduce and develop defending * Develop shooting * Refine attacking skills, passing, dribbling and shooting, introduce officiating   **Netball:**   * Recap and refine dribbling and passing to create attacking opportunities * Develop marking * Refine shooting * Refine attacking skills, passing, dribbling and shooting * Introduce officiating | PSHE  **Context – Being Me in My World (Term 1)  Celebrating Difference (Term 2)**  Term 1 Key Skills/Objectives   * Face new challenges positive and set personal goals * Understand rights and responsibilities as a British citizen * Understand rights and responsibilities as a member of the school * Make choices about personal behaviour and understand rewards and consequences * Understand how an invidiual’s behaviour can impact on a group * Understand democracy and having a voice   Term 2 Key Skills/Objectives   * Understand cultural differences * Understand what racism is * Explain the differences between direct and indirect types of bullying * Compare my life with people in the developing world   Enjoy and celebrate the experience of different cultures  **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: **A Very Victorian Christmas –** Children will have the opportunity to see a theatre production of a Christmas Carol. In school, children will explore Victorian traditions at Christmas and complete their own project sewing Christmas tree decorations. |