



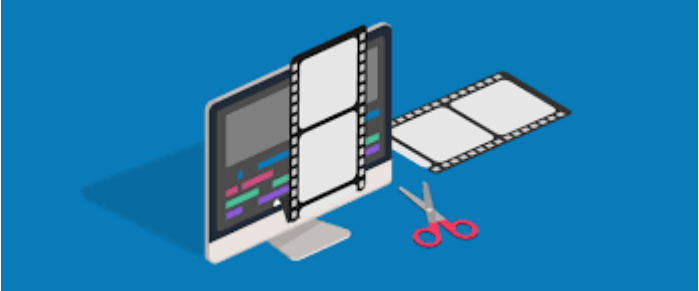


Year 5 : What happened to the Maya? (Art & Design)

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
Altar	An altar is a structure upon which offerings, including sacrifices, are made for religious purposes. Altars are found at shrines, temples, churches and other places of worship. Stele were often located near altars.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	At which types of art were Maya especially skilled?
Artefact	An object, made by a human being, which is of cultural or historical interest.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	What was a Maya stela and what purpose did they serve?
Carving	An object or design carved from a hard material as an artistic work.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	How does researching existing artwork inform the design of new artwork to fit the purpose? 
Ceramics	Pots and other articles made from clay hardened by heat.	Use a journal to collect and develop ideas; annotate work in a journal.	
Glyphs	Symbols representing the sounds in the Maya language.	Shape, form, model and construct from observation or imagination.	
Hieroglyphics	A writing system of ancient Egypt, Maya and other civilizations, using pictorial symbols to represent individual sounds.	Plan a sculpture through drawing and other preparatory work	How does using the correct tools and using them appropriately help to develop effective techniques?
Relief	A sculptural technique, where the sculpted elements are raised from the flat surface of background material.	Develop skills in using clay inc. slabs, coils, slips, etc.	How does celebrating what has gone well and recognising what has not gone well enable us to make improvements to our work?
Sculpture	The action or art of making statues by carving or chiselling (as in wood or stone), by modelling (as in clay), or by casting (as in melted metal).	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.	
Slip	The purpose of slip is to act as glue to hold the slabs of clay together. Apply slip with a paintbrush to areas of clay that have already been scored.	Develop close observation skills using a variety of view finders.	
Stele	A large, tall, stone slab covering with carvings and writing.	Produce intricate patterns and textures in a malleable media.	

Year 5 : Computing – Video Editing

Subject Specific Vocabulary`		Software and Tools	Lines of Enquiry
Video	Video is the recording, reproducing, or broadcasting of moving visual images	Ipads IMovies  	What are the three main filming techniques?
Audio	Sound, especially when recorded, transmitted, or reproduced.		How does the location of the camera and the position of the subject inform filming techniques?
Pan	When the camera moves between two subjects while filming.		What is a storyboard and what does it include?
Angle	The angle at which the camera is placed in relation to the subject in a particular shot.		Who needs to have sight of the storyboard before filming?
Subject	The person or thing that is the main focus of the video.		Why is audio and colour not always necessary for a video to be effective?
Split	A transition from one shot to another in video, where transition of the audio and video happen at different times.		Why are watching back, evaluation and editing important elements of video producing?
Tilt	A cinematographic technique in which the camera stays in a fixed position but rotates up/down in a vertical plane.		What can you do if you are not happy with of a video?
Unit Overview This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.		E-Safety Throughout this topic, links will be made to the videos that people share on social media and that permission must be given by all of the people involved before posting it. It will also be reinforced that they need to think carefully about the content of the video and their privacy settings.	

Year 5: FRENCH – As-tu un animal? (Do you have a pet?)

Subject Specific Vocabulary	
Je m'appelle ...	My name is ...
Je suis ...	I am ...
J'ai un/une	I have a
Je n'ai pas de/d'	I do not have
J'habite	I live
As-tu un animal?	Do you have a pet?
Qui s'appelle	That is called
et	and
mais	but
Un chien	Dog
Un chat	Cat
Un hamster	Hamster
Un lapin	Rabbit
Un poisson rouge	Goldfish
Un oiseau	Bird
Une souris	Mouse
Une tortue	tortoise

Key Skills
Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French
Tell somebody in French if they have or do not have a pet.
Ask somebody else in French if they have a pet.
Tell somebody in French the name of their pet.
Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").



Lines of Enquiry
What is the definite and indefinite article in French?
What is the meaning of 'et' and how can I use it in sentences?
How do you say, 'My ___ is called ___' in French?
How do you use the negative in French?
What does 'mais' mean and how can I use it sentences?

J'AI UN ANIMAL

🗣️ J'ai un chien.



🗣️ Je n'ai pas de chien.





Year 5 : History – The Maya – a lost civilisation?

Subject Specific Vocabulary		Key Skills	Lines of Enquiry
AD	AD comes from Latin Anno Domini meaning 'In the year of Our Lord', that is after Jesus was born.	Identify and sequence the main periods of Maya history.	When and where in the world did the Maya live?
Astronomy	The branch of science that studies outer space.	Identify the geographical area inhabited by the Maya.	How was Maya society organised?
BE/BCE	Before Christ/Before the Common Era, that is the time before Jesus was born.	Demonstrate understanding and reach informed conclusions as to why the Maya worshipped many gods.	What did the Maya believe in?
Chronology	A word meaning 'the study of time'. Putting events in chronological order means listing them in the order in which they happened.		
City-states	A city that governs itself independently.	Explain the Maya class system.	How efficient was the Maya counting system?
Class system	The structure of society is based on the power and wealth of each individual.	Evaluate the effectiveness of the Maya number system.	How did the Maya measure time?
Mesoamerica	Mesoamerica refers to the geographic areas that comprise the modern-day countries of Mexico, Guatemala, Honduras, Belize, El Salvador, Nicaragua, and Costa Rica.	Explain how and why the Maya studied the skies.	How did the Maya communicate in writing?
Observatory	An astronomical observatory is a place for observing, or studying, natural objects and events in space.	Reach informed conclusions about the legacy of the Maya civilisation.	What is the Maya legacy?
Place value number system	A place value system is one in which the position of a digit in a number determines its value.		
Ritual	A ritual is a ceremony or action performed in a customary way.		
Society	The term describes human beings together - the total of their social networks and social interactions.		



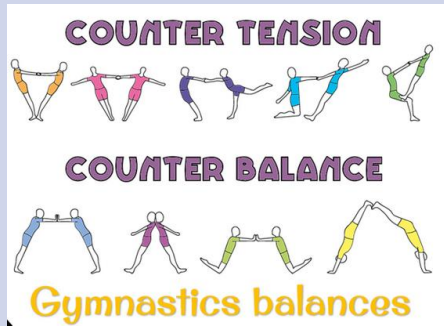
Year 5 : Music – How does music bring us together?

Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
Instrumental	A piece or part of music consisting only of instruments.	Create rhythmic patterns using minims, dotted crotchets, crotchets, quavers and their rests.	What is a metre of four?
Vocal	Music composed for the voice	Create melodic patterns using the notes A B C D E F# G.	How can the dynamics change the mood and feel of the music: forte, crescendo.
Major / Minor	A type of scale pattern of chord	Listen, learn and practise a song with a vocal score.	What is the tempo and what does it describe?
Tempo	The time, speed or rhythm of a piece of music	Justify your feelings created by the music.	How is the rhythm created?
Beat	The regular heartbeat of the music like a ticking clock –the 'steady beat'	Justify a personal opinion with reference to Musical Elements.	
Melody	A song or tune	Identify 2/4, 3/4, 4/4 and 6/8 metre.	
Time Signature	How many beats are in a bar of music.		
Structure / Form	The way in which a song or instrumental piece is arranged or organised.	Identify the musical style of a song or piece of music.	
Texture	How the tempo, melody and harmony combine to make the overall quality of the sound in a composition.	Identify instruments by ear and through a range of media.	

Year 5: PE - Gymnastics

Subject Specific Vocabulary – Key words	
Balance	The ability to stay upright or stay in control of body movement.
Control	To exercise direction over body movements.
Counter balance	This is created when a weight balances another weight.
Tension balance	As counter balance, but the gymnasts pull away from one another.
Flexibility	The range of limb movement around joints.
Pathway	Different ways of travelling, using different directions and levels.
Posture	The position in which you hold your body.
Technique	The way of performing a skill.
Travelling	

Local Clubs	
DLJ Gymnastics Club	
Firefields Gymnastics Club	
Gillingham Gymnastics Club	

Key Skills - Objectives
To learn how to perform point and group balances.
To learn the difference between symmetric and asymmetric shapes.
To be able to link balances and shapes to create a short routine.
 <p>COUNTER TENSION</p> <p>COUNTER BALANCE</p> <p>Gymnastics balances</p>
To be able to incorporate a piece of equipment into a short routine.
To understand the principles behind effective jumping.
To be able to create and perform a routine which involves all skills learnt from previous weeks.

Team Work / Fair Play
Good communication; sharing and developing ideas.
Focus on the end goal; evaluating performance.
Offering encouragement and support.
Being organised and having fun.

How shall I travel?



Famous People/Teams
Ellie Downie
Louis Smith
Beth Tweddle
Mat Whitlock

Year 5: PE - Hockey

Subject Specific Vocabulary – Key words	
Heads up	Knees bent
Hands wide apart	Loose right hand
Strong side	Angle
Push	Strike
Draw	Timing
Accelerate	Interception
Jab	Block
Flat stick	Tackle
Dribble	Pass
Control	



Local Clubs
Junior Anchorians
Holcombe Hockey Club

Key Skills - Objectives
To explore the shake hands grip and reverse grip when travelling with the ball.
To dribble with direction and explore the reverse stick.
To explore passing over a distance whilst on the move and learn how to stop the ball.
To explore how to attack.
To explore how to defend and tackle
To implement skills and technique learnt in competitive matches.



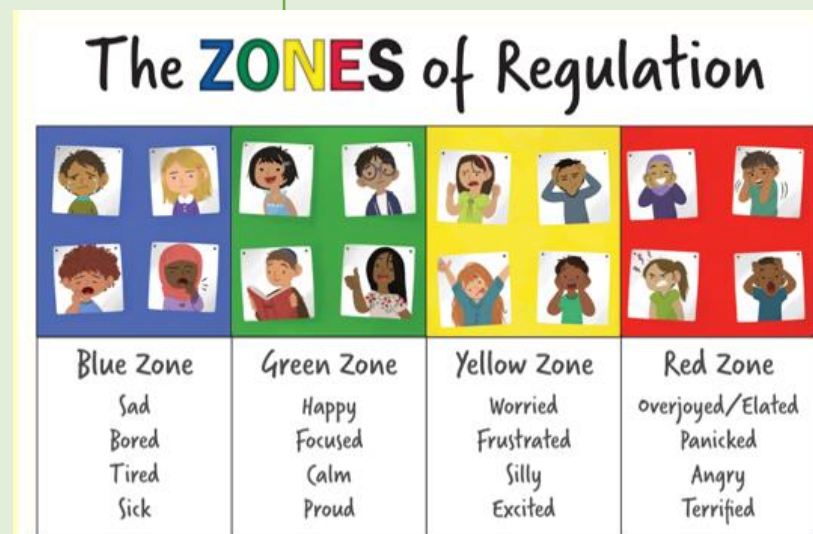
Rules of the game
Hockey players can only hit the ball with the flat side of their stick.
Hockey players (other than the goalkeeper) are not allowed to use their feet, or any other parts of the body, to control the ball at any time.
A goal can only be scored either from a field goal, a penalty corner, or from a penalty stroke.
Hockey players may not trip, push, charge, interfere with, or physically handle an opponent in any way. Hockey is a non-contact sport and all fouls result in a free hit or a 'penalty corner' for the non-offending team.

Team Work / Fair Play
Give maximum effort and strive for the best possible performance.
Accept success and failure, victory and defeat, with dignity and set a positive example to others.
Respect the spirit of fair play in hockey. This is more than playing within the rules. It also encourages friendship, respect for others and participating with the right spirit.

Famous People/Teams
Luke Boothroyd
Mark Thomas
Hollie Pearne-Webb
Leah Wilkinson

Year 5 : PSHE – Zones of Regulation


Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
Blue Zone	The Blue Zone is used to describe when a person feels sad, tired, sick, or bored.	<p>Identify a range of emotions and read my own body's cues to determine emotions that I am experiencing.</p> <p>Explain how my behaviour affects me and how other people feel about me.</p> <p>Identify triggers that influence my behaviours.</p> <p>Confidently use tools to regulate myself when I am experiencing intense emotions.</p> <p>Know how to problem solve desirable solutions to problems I encounter.</p>	What emotions are linked to each of the Zones?
Green Zone	A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The person feels a strong sense of internal control when in the Green Zone.		How can the Zones help you to understand and express your feelings?
Nurture	To take care of, feed, and protect someone or something.		What is a trigger?
Red Zone	A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.		How can the Zones help you to regulate your behaviour?
Self-regulation	The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.		
The Zones	A system to categorize how the body feels and emotions into four coloured Zones with which a person can easily identify.		
Trigger	An irritant that causes a person to become less regulated and increases the likelihood of going into the Yellow or Red Zone.		
Yellow Zone	A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The person's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.		



Year 5 : RE – Sikhism: How far would a Sikh go for his/her religion?

Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
Amritsar	Amritsar got its name from the pool around the Golden Temple and means “ holy pool of nectar ”. It's the spiritual centre of the Sikh religion.	Comparing the different ways Sikhs put their beliefs into practice.	How committed are you to achieving a goal?
Golden Temple	The Golden Temple is regarded as the most sacred place of worship for the Sikhs . It is located in Amritsar, Punjab.	Understanding and discussing the term ‘self-sacrifice’.	What are the Sikh five beliefs?
Guru Nanak	Guru Nanak is known as the man who founded the Sikh religion . He's also known as the first Sikh guru.	Identifying the Sikh beliefs highlighted through the Langar.	How do Sikhs put their beliefs into practice?
Langar	a common kitchen where food is served at a Sikh temple	Explaining when and why Sikhs go to the Golden Temple.	What is the ‘Langar’?
Self-sacrifice	doing without or giving up one's pleasures or personal interests for the benefit of others	Ranking the effort that Sikhs go to practice their beliefs.	When and why do Sikhs travel to the Golden Temple?
Sikh	The word 'Sikh' in the Punjabi language means 'disciple', Sikhs are the disciples of God who follow the writings and teaching of the Ten Sikh Gurus .	 	
Sikhism	The belief in one God who guides and protects them.		
Waheguru	The name most widely used for God by Sikhs is Waheguru , which means ' wondrous enlightener '.		Why do Sikhs put so much effort into their religion?

Year 5: Science – Properties and changes of materials

Subject Specific Vocabulary		Working Scientifically	Lines of Enquiry
solubility	Is a chemical property referring to the ability for a given substance, the solute, to dissolve in a solvent.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	How can materials be sorted on the basis of their properties?
conductivity	Conductivity defines a material's ability to conduct electricity.		
transparency	In general, transparency is the quality of being easily seen through.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Why do materials match their use?
thermal evaporation	Something that is thermal is hot, retains heat, or has a warming effect. Evaporation is the process of a substance in a liquid state changing to a gaseous state due to an increase in temperature and/or pressure.		
dissolve	To dissolve is defined as to become broken up or absorbed by something or to disappear into something else.		Which material makes the strongest carrier bag?
bicarbonate of soda	A white water-soluble powder, used chiefly as an antacid, a fire extinguisher, and a leavening agent in baking.		
thermal	Something that is thermal is hot, retains heat, or has a warming effect.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	What is a thermal conductor?
filtering	To filter a substance means to pass it through a device which is designed to remove certain particles contained within.		
melting	Melting is a physical process that results in the transition of a substance from a solid to a liquid.	Use test results to make predictions to set up further comparative and fair tests.	Thermal conductor or thermal insulator?
separate	Separate, part, and divide mean to break into parts or to keep apart.		
		Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	<p>Our Famous scientist for this unit is:</p> <p>Marie Curie</p> 