



## YEAR 5

### CURRICULUM LEAFLET

#### DISCOVER—AUTUMN 2

## Medieval Monarchs



## READING/ POETRY

### Reading: Destination Reader

Children will begin to read *The Listeners* by Walter de la Mare and *The Last Wild* by Piers Torday in Destination Reader. We will be learning how to combine our key strategies. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



## WRITING

Using the text of *Beowulf* by Michael Morpurgo, children will discuss legends and the importance of heroic poetry in early European literature. They will create a number of varied written outcomes using the text as a starting point including recounts, formal letters, dialogue, descriptions, obituaries and writing their own epic, heroic narrative using various poetic devices.

Children will also use the *The Last Wild* by Piers Torday. Children will work towards writing their own version dystopian narrative



## MATHS

### Review Prior Learning:

- Securely recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including two-digit numbers by 1 digit.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares

### New Learning:

- Multiplication and division/ Perimeter and area

## RE/ PSHE

### RE: Is the true meaning of Christmas still present today?

We will be learning about Christianity, by answering the question 'Is the true meaning of Christmas still present today?'



### PSHE: Health and wellbeing

Children will be using yoga poses and breathing to relax, understand the benefits of sleep, embracing failure, learning how to set short-term, medium-term and long-term goals, using vocabulary to describe their feelings and take responsibility for them, planning healthy meals and understanding the risks associated with the sun and how these can be avoided.



## PE/ SPANISH

### Physical Education: Yoga and Tag Rugby

Children will be having PE every Wednesday and Thursday. The children will be learning about mindfulness and body awareness through Yoga. They will also be developing key skills and principles such as defending, attacking, throwing, catching, running and dodging in Tag Rugby.

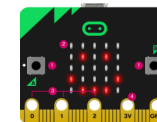
### Spanish: Mealtimes

Learners will extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.

## COMPUTING/ MUSIC

### Computing: Micro: Bit

This topic highlights the meaning and purpose of programming. Pupils create algorithms and programs that are used in the real world. They predict, test and evaluate to create and debug programs with specific aims: a simple animation, a polling program, pedometer and scoreboard.



### Music: Classroom Jazz 1

Year 5: students will be learning about Classroom Jazz by Ian Gray. We will focus on Bossa Nova and Swing.

## ART/ DT

### Art : Painting & Mixed Media: Portraits

In this unit, children will be investigating self-portraits by a range of artists. They will use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.

### DT: Mechanical systems: Making a pop-up book

After choosing a simple story or nursery rhyme, children create a four-page pop-up storybook design. They will also add accompanying captions, incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.



# YEAR 5

# HISTORY

# AUTUMN 2

# MEDIEVAL MONARCHS

## PRIOR KNOWLEDGE

### Previously in Year 4:

- **History: Anglo-Saxons**- What was the heptarchy?
- **History: Vikings** – Why did the Vikings invade Britain?

### Previously in Year 5:

- **History: Benin Kingdom**— Why Britain wanted a closer relationship with the Kingdom of Benin.

## NEW KNOWLEDGE

### During this unit, I will learn:

- In 1066, who was the rightful heir to the throne?
- Who was responsible for the death of Thomas Becket?
- Who was the worse King: Richard or John
- In what ways was Edward I a 'great and terrible' King?
- Why did Henry VIII initiate the Reformation?
- Was Elizabeth I 'weak and feeble'?



## KEY IDEAS AND VOCABULARY

With lands to conquer, rebellions to quash and finances to raise, ruling over medieval England was no mean feat. Some monarchs flourished, while others floundered. Throughout this unit, pupils will study significant medieval monarchs, whose leadership changed the course of English history.

<b>Monarch</b>	Another names for a King or Queen.
<b>Government</b>	A group of people with the authority to be in charge of a country or state.
<b>Democracy</b>	A system of government in which all adults vote for who will be in charge.
<b>Crusades</b>	A series of campaigns made by Europeans to recover the Holy Land from Muslims in the 11th, 12th and 13th centuries.
<b>Domesday Book</b>	The first (1086) major survey of people living in most of England and parts of Wales.
<b>Magna Carta</b>	Literally 'The Great Charter', this document set out certain rights, protecting Barons.
<b>Feudal system (feudalism)</b>	A system in which people hold their land in return for working and fighting for their lord.
<b>Baron</b>	A Lord, owning lots of land which would be worked by peasants.
<b>Knights</b>	Warriors who would protect the Barons land and fight for the King in times of war.
<b>Peasant</b>	The poorest people in medieval England, usually farmers.

## FUTURE KNOWLEDGE

### Later in Year 5:

- **History: Middle East** – What was the Ottoman Empire?

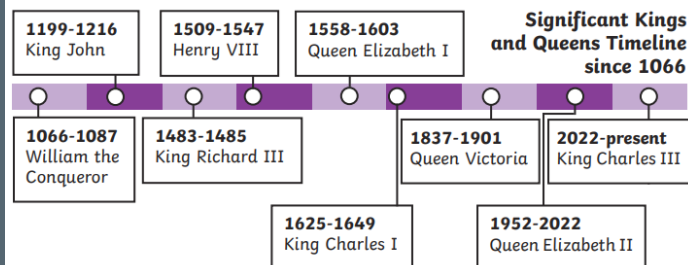
### Later in Year 6:

- **History: Industrial Revolution** – What were the key features of Victorian society?
- **History: Twentieth Century Conflicts** – What caused the First World War to break out?
- **History: Civil Rights** – What is the Black Lives Matter Movement and why is it needed?

## NEW HISTORY SKILLS

### During this unit, I will learn:

- **Chronological understanding:** Identify periods of rapid change in history and contrast them with times of relatively little change





YEAR 5

SCIENCE

AUTUMN 2

SEPERATING MIXTURES

## PRIOR KNOWLEDGE

### Previously in Year 3:

- **Practical Skills** —Define a dependent, independent and control variable (Y3)

### Previously in Year 4:

- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles
- **Space**— What are the differences between solids, liquids and gases?

## FUTURE KNOWLEDGE

### Later in Year 6:

- **Chemical Reactions** —what happens to particles during burning?
- **Heat (Physics)** - Describe what happens to particles when they are heated
- **Energy (Physics)** - Give the names of different energy stores.

### Later in Year KS3 (Secondary School):

- **Subject content – Biology**  
Pupils should be taught about:  
**Structure and function of living organisms**  
**Health:**
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

## NEW KNOWLEDGE

### During this unit, I will learn:

- What happens during a state change?
- What is a physical change and how can we identify them?
- What is a chemical change and how can we identify them?
- How do physical and chemical changes compare?
- What can we do to investigate chemical reactions?
- What happens when we place metals into acid?

## SCIENTIFIC ENQUIRY

### During this unit, I will learn the following practical skills:

- Plan an experiment for how to separate a salt, sand and water mixture
- Draw a diagram to show the arrangements of particles in solids, liquids and gases
- Investigate examples of substances that are pure and substances that are mixtures
- Experiment - water from the tap into a clean glass left until water has evaporated. Record results using diagrams and written report.
- Consider how to control variables in my experiments.
- Take accurate measurements using lots of different scientific equipment to answer the question "How can we separate salt, sand and water mixtures?"
- Tell you why it's important to take repeated measurements.
- Record observations about oil and water missing and present findings in report
- Experiment - to investigation types of formulations using squash and water
- Write conclusion to summarise findings – using key vocabulary (formulation)
- Plan different enquiries to demonstrate the terms: solute, solvent, solution, soluble and insoluble

## KEY IDEAS AND VOCABULARY

During this unit, pupils will explore the key parts of a healthy diet and lifestyle. They will also explore what happens to the circulatory system during exercise. Finally, pupils will learn about medicinal drugs, nicotine and alcohol and what effect this has on the body.

Seven nutrients	Carbohydrates, protein, fat, minerals, vitamins, fibre and water
Healthy diet	Balance of seven nutrients
Nutritional deficiency	Not enough of a nutrient in your diet
Circulatory system	The heart, the blood and the blood vessels
Drug	Chemical that has an effect on the body
Medicine	A drug used to treat illness
Addictive	You feel you can not stop using something
Symptoms	How an illness makes you feel
Alcohol	An addictive drug in beer in wine
Nicotine	An addictive drug in cigarettes