

## Year 5 Topics and Assessments 2022-2023

Computing	
<b>Term 1 -</b> 1a - E-Safety 1b - Google Sites	<b>Term 2 -</b> 2a - Scratch coding 2b - Google sheets
<b>Term 3 -</b> 3a - Animation 3b - Shero Bolt Robotics	<b>Assessments</b>

Art	
<b>Term 1 -</b> Mythical Creatures This is a 3D clay project with 2D supporting work. We look at sculpture from a range of cultures, and the work of model makers. There are many opportunities for discussion and experimentation.	<b>Term 2 -</b> Colour Theory In the Spring Term we look at artists' use of colour, and in particular, textile artists. We will create 2D painted and textile designs. There are many opportunities for forming and expressing opinions on the work of others.
<b>Term 3 -</b> Contemporary Watercolour This is a piece of work prepared specifically for the end of year exhibition. The exhibition is the highlight of the year for the art department and every pupil has work displayed in the show. Contemporary Watercolour will involve looking at a range of different artists' work and developing ideas using high quality paint and other materials.	<b>Assessments</b> Most assessment in Art is informal, in lesson, immediate and discursive. When appropriate, work may also be peer and self assessed. There is no formal assessment in Art.

## English

### Term 1

Oranges in No man's land by Elizabeth Laird

By the end of the unit, the pupils will have written a newspaper report about the main character's adventure crossing the Green Line in war-torn Beirut.

Throughout the unit, the pupils will develop their skills of grammar, punctuation, comprehension and spelling. We will use diaries, letters, independent research and drama to accomplish this.

### Term 2

Myths, Legends and Traditional stories

By the end of the unit, the pupils will have written their own version of a story from one of these genres.

Throughout the unit, the pupils will develop their skills of grammar, punctuation, comprehension and spelling, by exploring the different structures of these styles of writing.

### Term 3

Eye of the Wolf by Daniel Pennac

By the end of the unit, the pupils will have written their own story about one of the supporting characters.

Throughout the unit, the pupils will develop their skills of grammar, punctuation, comprehension and spelling. We will use diaries, letters, independent research and drama to accomplish this.

### Assessments

The pupils will complete cold and hot writing tasks within each unit as they develop the skills studied.

The pupils will also complete weekly spelling tests.

## French

### Term 1

- Days of the week and months of the year
- Numbers 1-31
- Family members and descriptions
- Pets, colours and adjectives
- Dictionary skills
- Christmas in France

### Term 2

- Hobbies and opinions
- Sports and music
- Town and local area where you live
- Easter

### Term 3

### Assessments

- Food and drink
- Café vocabulary
- Holidays

There are no formal assessments in Year 5 French but at the end of each term we do a Progress Check which covers the main topics areas covered each term.

## Geography

**Term 1** - What do you know about the continent we call home?

In this unit we investigate the countries that make up Europe, studying their human and physical geography. We learn about current events in Europe, such as the impacts of Brexit, the Ukraine conflict and refugee crisis.

Does Antarctica need protecting?

In this unit we explore the continent of Antarctica, learning about the Antarctic ecosystem and the impacts of humans.

**Term 2** - Australia - How diverse can one country be?

In this unit we explore Australia, finding out about its human and physical geography. We learn about climate zones focusing on the desert biome, the coral reef ecosystem and the impacts of water along the coastline.

**Term 3** - What are the impacts of the global fashion industry?

In this unit we investigate where our clothes come from and our global connections. We learn about the global fashion industry and how we can reduce the negative impacts of fast fashion.

### Assessments

1. End of topic assessment.
2. Why is the Antarctic ecosystem in danger?
3. Climate Change
4. Design a desert animal
5. Explaining the formation of caves, arches, stacks and stumps
6. Why are we becoming more globalised?

# History

## Term 1

The Mayan Civilisation to include:

Where did the Mayans come from?

How do we know about the Mayans?

Mayan settlements

Mayan housing and clothing

Other aspects of Mayan society such as food and hierarchical structure.

## Term 2

Ancient Greece, to include:

To know where and when the Ancient Greek civilisation existed and order events on a timeline.

To know some significant events from the history of Ancient Greece.

To know about the Greek Empire, how it was established and maintained and the impact on the wider world.

To understand the religious beliefs of the Ancient Greek people and know some of the gods they worshipped.

To know and understand some Ancient Greek Myths.

## Term 3 World War 1 to include:

To investigate elements that

led to the start of World War 1

To research the countries that took part in WW1

Signing up

The Trenches

Methods of warfare

Life in Britain

## Assessments

Small informal assessments to inform planning and assist with end of term reporting.

## Maths

### Term 1

- Place Value
- Addition and subtraction
- Multiplication and division
- Fractions

### Term 2

- Multiplication and division
- Fractions
- Decimals and percentages
- Perimeter and area
- Statistics

### Term 3

- Shape
- Position and direction
- Decimals
- Negative numbers
- Units of measure
- Volume

### Assessments

- End of unit assessments.
- End of year assessments.

## Music

### Term 1

- Roundabout
- Learning to sing and play together in a round.
- Building accompaniments to rounds using chords and ostinatos
- Repertoire: A Short Ride in a Fast Machine. John Adams*
- Preparations for the Christmas performance

### Term 2

- Music for the Spring Musical
- Jazz improvisation unit
- Repertoire: Rhapsody in Blue, Gershwin*

### Term 3

- 3a Cyclic patterns: African drumming unit

### Assessments

- Informal. Key performances from each unit are recorded and handed

<p>3b Whole class ukulele</p> <p><i>Repertoire: Florence Price Symphony</i> <i>Ravi Shanker Symphony</i></p>	<p>on on the Google Classroom. Children are given feedback during lessons.</p>
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<b>PE</b>	
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<p><b>Term 1</b></p> <p>Hockey is the focus and there will be a range of Hockey fixtures and workshops to enjoy.</p> <p>Pupils will revise the basic rules and positions in Hockey, yet they will now develop a competitive and critical eye. Pupils will be encouraged to use the reverse stick to avoid defenders, V drags to change direction quickly and pivot movements to cross the ball to the opposite channel of the pitch.</p>	<p><b>Term 2</b></p> <p>Netball is the focus and there will be a range of Netball fixtures and workshops to enjoy.</p> <p>Pupils will revisit basic rules as well as the roles and responsibilities of the Netball positions, but will now be encouraged to play more competitively. New skills will include turning in the air, shoulder passing and faint dodging.</p>
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<p><b>Term 3</b></p> <p>Athletics is a focus with the aim to prepare for the whole school Sports Day. Track and field events are practised including 100m sprint, 1000m run, high jump, long jump and foam javelin. Pupils are taught how to complete each event but also how to measure results and give peer feedback.</p> <p>Cricket is a focus and there will be a range of Cricket fixtures and workshops to enjoy. Pupils will revisit basic rules and techniques, but will also now include the use of forward defensive batting, overarm throwing and recognising a wide bowl.</p>	<p><b>Assessment</b></p> <p>The PE department constantly assesses through observations of isolated skills and application of skills in gameplay. More formal assessments are completed every half term in preparation for report writing and parent consultations.</p>
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## PSHE

### Term 1

Relationships

This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.

### Term 2

Living in the wider world

This unit is based on the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable the children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. In this unit, children also learn about the steps they can take to reduce these harmful effects.

### Term 3

Growing and changing

This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. They will also learn about positive body images and stereotypes.

### Assessments

There are no formal assessments in this subject; pupils are encouraged to develop their own ideas and opinions as they explore different aspects, and gain the confidence to share them both verbally and coherently in writing.

## Religious Studies

### Term 1

Journeys

This unit of work looks at special journeys and why we might make them, focusing on the places of pilgrimage of different faiths. Pupils will explore the history and significance of these sites to believers.

### Term 2

Islam

In this unit, the pupils be introduced to the faith of Islam. They will explore the origins of the faith, some of its key values and the place of worship.

### Term 3

Forgiveness

### Assessments

There are no formal assessments in this subject; pupils are

This unit encourages pupils to consider the act of forgiveness and the courage that may be needed to both ask for and offer it.

What matters most?

This unit focuses on core values in society. Pupils explore if rules matter through the concepts of good/bad, right/wrong and justice.

encouraged to develop their own ideas and opinions as they explore different aspects, and gain the confidence to share them both verbally and coherently in writing.

## Science

### Term 1

Forces

This 'Forces' unit will cover different types of forces such as gravity, friction, water resistance and air resistance. Children will also learn about the use of mechanisms such as levers, gears and pulleys. The children will identify forces and find out about Isaac Newton and his discoveries about gravity, completing a comprehension about his life and his work. The children will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity. They will also work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat. They will have the opportunity to work in a hands-on way to explore friction, developing their own brake pad for a tricycle or scooter. During some of the practical science work, the children will discuss how variables other than the one being tested can be kept the same to help make a test fair. Finally, they will find out about different mechanisms, including levers, gears and pulleys, and will design their own marvellous machine

### Term 2

Materials

This 'Properties and Changes of Materials' unit will teach children about different materials, their uses and their properties, as well as dissolving, separating mixtures and irreversible changes. The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator to make a lunch box, making predictions and forming conclusions. Furthermore, they will have a chance to find the best electrical conductor, in the context of making flood lights brighter. They will have the opportunity to work in a hands-on way to explore dissolving, identifying the different variables in their own investigations. They will find out about different ways to separate mixtures of materials, using filtering, sieving and evaporating. Finally, they will learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide

### Term 3

Life Cycles

Children will learn about the life cycle of animals and of a human being. They will investigate the development of babies and compare the

### Assessments



gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.

## DT (Design Technology)

### Term 1

The term begins with one lesson on health, safety and hygiene in the kitchen. The girl's collaborate to write a set of rules to follow. We then revisit the Eatwell Guide, learning how to read it, identifying foods in each category. Practical skills are group based and your daughter will work in a small team of four or five. They will make biscuits and develop a healthier biscuit idea. They will of course taste lots of yummy biscuits! We then move the sugar to one side and learn more about savoury foods. Cooking skills and confidence are developed over the whole year.

### Term 2

This term the girl's will study Textiles and create an item to bring home with a 'Christmas Craft' theme. They will develop hand sewing skills and learn how to embellish their work. They will learn how to use the sewing machine and pass their 'driving' test.

### Term 3

The healthy eating theory continues and savoury cooking begins by making balanced meals. We begin with a breakfast theme learning why this meal is so important. One practical follows before moving on to make a healthy pasta salad. The final weeks of term lead us on to make picnic items.

**Assessments** are mainly informal observations in practical lessons.

The girls work in small groups with some independent practical tasks too when confidence and skill grows. Self evaluations and reflections are recorded in their books and one nutrition task will be assessed at the end of the term.