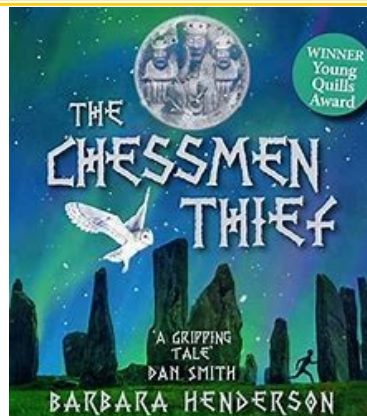


Terminology/ Vocabulary	Definition
Intact	Whole and undamaged. (E.g., The stolen chess piece remained intact despite the risky escape.)
Cherish	To deeply value or hold something dear. (E.g., The boy cherished the chessmen, knowing their great importance.)
Bellow	To shout loudly, like a roar. (E.g., The guards bellowed as they chased after the thief.)
Haul	To pull or carry something heavy. (E.g., He had to haul the stolen chess piece as he fled.)
Fatigue	Extreme tiredness. (E.g., Fatigue set in after his long journey across the rough terrain.)
Flinch	To move suddenly because of fear or pain. (E.g., He didn't flinch when the guard raised his weapon.)
Resolve	Strong determination to do something. (E.g., His resolve to escape and protect the chessmen never wavered.)
Refined	Polished, elegant, or well-made. (E.g., The chess pieces were refined, beautifully carved from walrus ivory.)
Inbuilt	Naturally part of something, already there. (E.g., His inbuilt sense of survival helped him escape danger.)



Year 5: English

The Chessmen Thief By Barbara Henderson



Overview	The Chessmen Thief by Barbara Henderson is a historical adventure novel that follows Kylan, a young enslaved boy in 12th-century Scotland who dreams of freedom. The story is inspired by the real Lewis Chessmen, a famous set of Viking-era chess pieces discovered in Scotland. Kylan, skilled in carving, is forced to work for a powerful NoSSrse master, creating beautiful chess pieces. However, he longs to escape his life of captivity. When the chance arises, he steals a set of these chessmen and embarks on a daring journey across the sea, pursued by dangerous enemies.
Reading	<ul style="list-style-type: none"> plan formal writing selecting the most appropriate textual evidence (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) write carefully crafted topic sentences to introduce their textual evidence (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) maintaining a formal detached tone (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4)
Writing	<ul style="list-style-type: none"> plan formal writing selecting the most appropriate textual evidence (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) write carefully crafted topic sentences to introduce their textual evidence (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) maintaining a formal detached tone (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4)
Grammar and Punctuation	<ul style="list-style-type: none"> the features of an effective introduction, body of text and conclusion (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) select discourse markers to guide the reader (building on debate in 'Wind in the Willows' Y4) a range of sentences in a formal style (building on the subordination in Y4)
Oracy	<ul style="list-style-type: none"> plan formal writing selecting the most appropriate textual evidence (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) write carefully crafted topic sentences to introduce their textual evidence (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4) maintaining a formal detached tone (building on expository writing 'The Lion, The Witch and the Wardrobe' Y4)

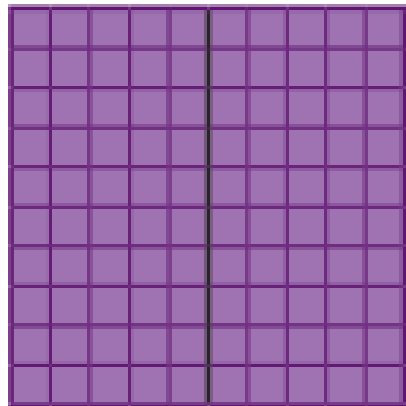
Year 5: Mathematics

Fractions

Approximately 3 weeks of learning

Equivalent Fractions

To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.

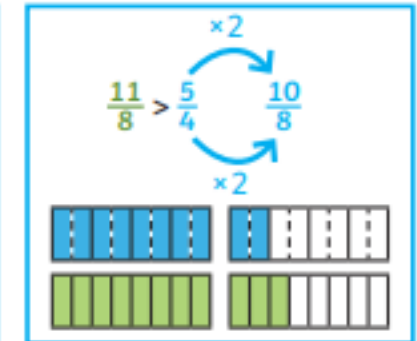
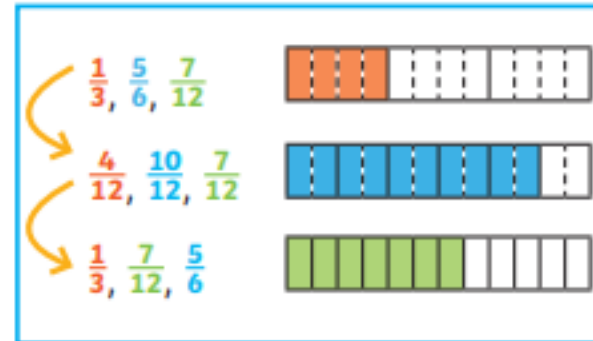


$$\frac{1}{2} \xrightarrow{\times 5} \frac{5}{10} \xrightarrow{\times 10} \frac{50}{100}$$

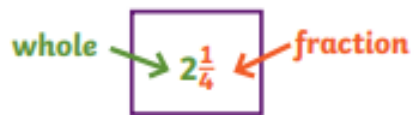
$$\frac{50}{100} \xrightarrow{\div 10} \frac{5}{10} \xrightarrow{\div 5} \frac{1}{2}$$

Compare and Order Fractions

We can compare and order fractions by using common denominators.



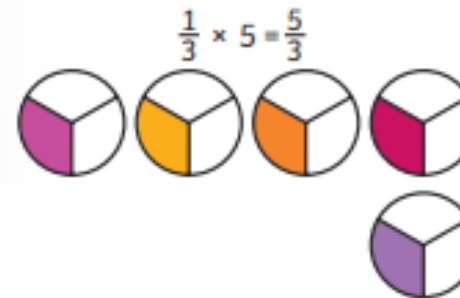
Mixed Numbers



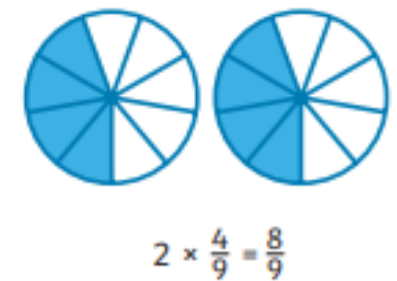
Improper Fractions

$$\frac{5}{3}$$

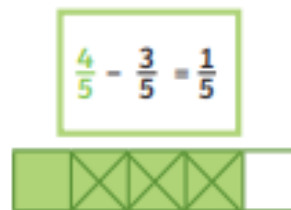
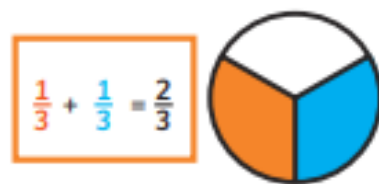
Multiply Unit Fractions by an Integer



Multiply Non-Unit Fractions by an Integer



Adding and Subtracting Fractions



$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

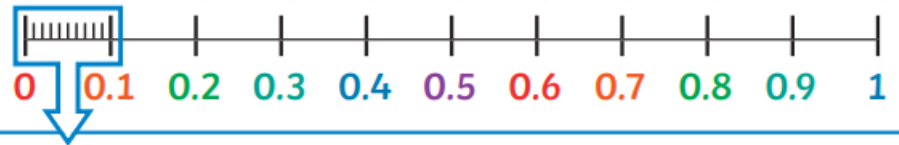
$$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$$

Year 5: Mathematics

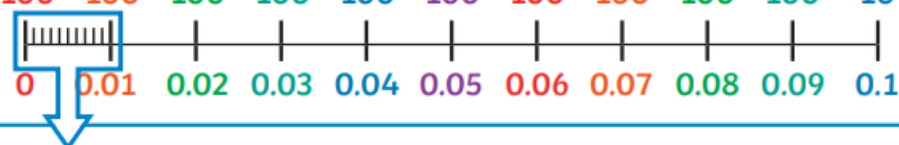
Decimals and Percentages

Tenths, Hundredths and Thousandths

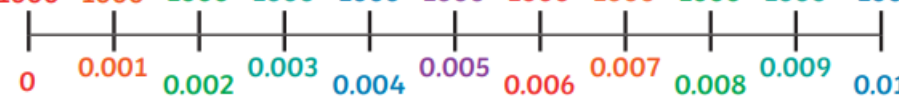
$\frac{0}{10}$ $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ $\frac{10}{10}$



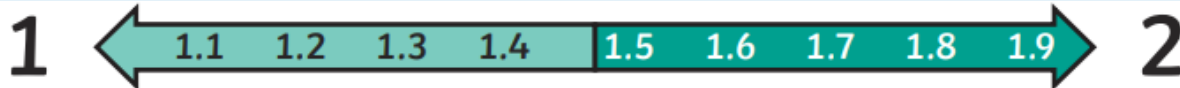
$\frac{0}{100}$ $\frac{1}{100}$ $\frac{2}{100}$ $\frac{3}{100}$ $\frac{4}{100}$ $\frac{5}{100}$ $\frac{6}{100}$ $\frac{7}{100}$ $\frac{8}{100}$ $\frac{9}{100}$ $\frac{1}{10}$



$\frac{0}{1000}$ $\frac{1}{1000}$ $\frac{2}{1000}$ $\frac{3}{1000}$ $\frac{4}{1000}$ $\frac{5}{1000}$ $\frac{6}{1000}$ $\frac{7}{1000}$ $\frac{8}{1000}$ $\frac{9}{1000}$ $\frac{1}{100}$

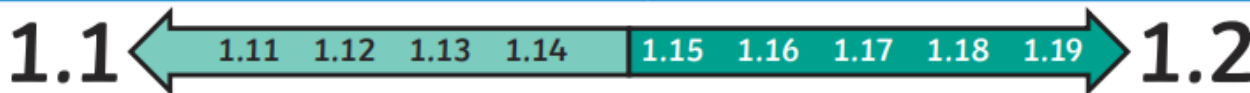


Rounding Decimals



If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

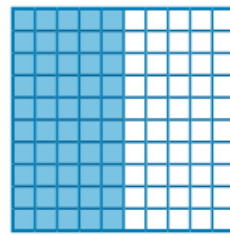
If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.



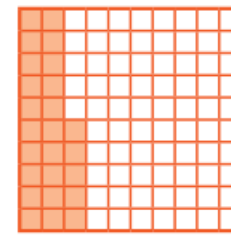
If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

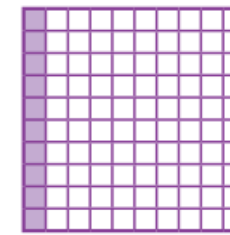
Percentage and Decimal Equivalents



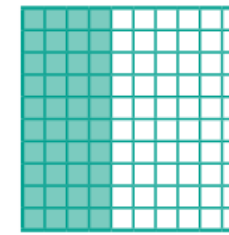
$$50\% = \frac{50}{100} = \frac{1}{2} = 0.5$$



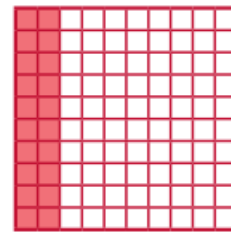
$$25\% = \frac{25}{100} = \frac{1}{4} = 0.25$$



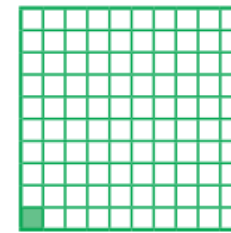
$$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$$



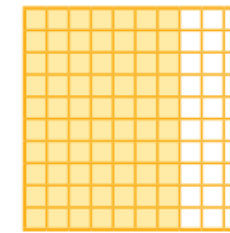
$$40\% = \frac{40}{100} = \frac{2}{5} = 0.4$$



$$20\% = \frac{20}{100} = \frac{1}{5} = 0.2$$



$$1\% = \frac{1}{100} = 0.01$$



$$70\% = \frac{70}{100} = \frac{7}{10} = 0.7$$

Key Vocabulary

tenths

hundredths

decimal tenths

decimal hundredths

decimal equivalents

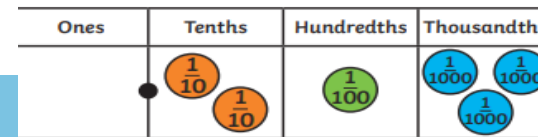
part-whole model

rounding

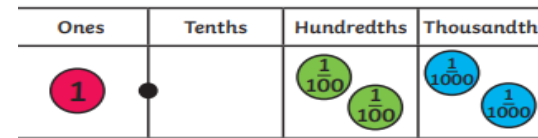
decimal point

place value

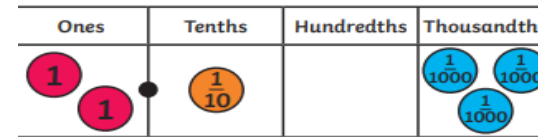
Order and Compare Numbers with Three Decimal Places



0 . 2 1 3



1 . 0 2 2

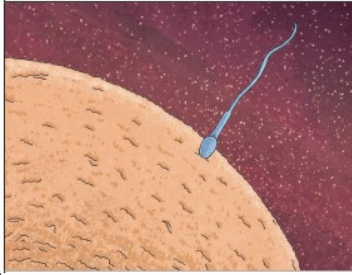


2 . 1 0 3

Reproduction in mammals

Mammals use **sexual reproduction** to produce their offspring.

- The male sex cell, called the sperm, **fertilises** the female sex cells.
- The **fertilised** cell divides into different cells and will form a baby with a beating heart.
- The baby will grow inside the female until the end of the **gestation** period when the baby is born.

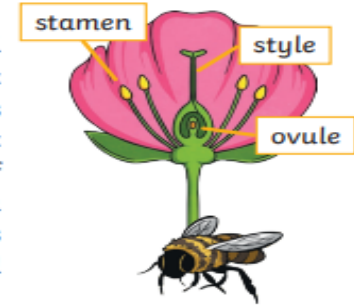


Terminology	Definition
Lifecycle	The stages a living thing goes through from birth to adulthood and producing new life.
Reproduction	How living things create new life.
Sexual Reproduction	When two parents (male and female) are needed to create new life.
Asexual Reproduction	When one parent can make a new plant or animal without another.
Fertilise	When a male and female cell join to start new life.
Metamorphosis	A big change in shape or form as an animal grows.
Runner	A long stem that grows from a plant and creates a new plant.
Bulb	A rounded underground part of a plant that can grow into a new plant.
Cutting	A small piece of a plant that can grow into a new plant.
Tuber	A thick underground part of a plant that stores food and can grow into a new plant.

Year 5: Science Living things and Their Habitats

Plants

Most plants contain both the male sex cell (pollen) and female sex cell (ovules), but most plants can't **fertilise** themselves. Wind and insects help to transfer pollen to a different plant. The pollen from the stamen of one plant is transferred to the stigma of another. The pollen then travels down a tube through the style and fuses with an ovule.



Some plants, such as strawberry plants, potatoes, spider plants and daffodils use **asexual reproduction** to create a new plant. They are identical to the parent plant.



Learning Objective

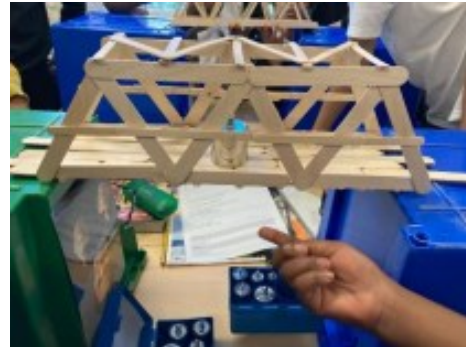
- Do mammals develop the same way?
- What is metamorphosis?
- What is inside a cocoon?
- Which came first, the chicken or the egg?
- Why is there a variation amongst living things?
- How can we classify plants and animals?
- How do animals reproduce?
- How do plants reproduce?

Year 5: Design and Technology

Building Design Project

Duration: 6 weeks of learning

<i>Terminology</i>	<i>Definition</i>
<i>modern</i>	Objects that are contemporary to the period in which people live.
<i>historic</i>	Objects which link to a period in history.
<i>bridge</i>	A structure which provides a method by which people and vehicles can cross a river.
<i>Arch bridge</i>	An arch bridge is a bridge with abutments at each end shaped as a curved arch.
<i>Suspension bridge</i>	A suspension bridge is a type of bridge in which the deck is hung below suspension cables on vertical suspenders,



Learning Objectives

- To comment on the design of old and modern building around the world, discussing how their design fits their purpose.
- To research existing and potential local and global issues of today and the future.
- To design and create a building specification for a 'building of tomorrow' that helps to address concerns.
- To use the design specification to create a 'building for tomorrow' using recycled materials.
- To evaluate the final product and the design process, analysing how well the building design would help address current or future issues.

Terminology	Definition
Giving	Sharing what you have with others, like time, kindness or gifts.
Carer	Someone who looks after and helps others, especially those in need.
Cost	What you give up or sacrifice for something important.
Temptation	Wanting to do something wrong or give up on something good.
Betrayal	When someone breaks trust or is disloyal.
Self-sacrifice	Giving up something for the sake of others.
Holy Week	The week before Easter, remembering Jesus' last days.
Maundy Thursday	The day Jesus had the Last Supper with his disciples.
Gethsemane	The garden where Jesus prayed before his arrest.
Altar of Repose	A special place where the Eucharist is kept on Maundy Thursday.
Love	Deep care and kindness for others.
Crucifixion	The way Jesus was put to death on the cross.
Easter Vigil	A special service on the night before Easter to celebrate Jesus' rising.
Resurrection	Jesus coming back to life on Easter Sunday.



Year 5: Religious Education Lent

Learning Objectives

- To show a knowledge and understanding of religious symbols and steps involved in religious actions and worship.
- To show an understanding of Lent by making links between beliefs and sources.
- To show an understanding of Lent by making links between beliefs and worship.
- To show an understanding of Lent by making links between beliefs and life.
- To use a developing religious vocabulary widely, accurately and appropriately.
- To make judgements and use sources to support a point of view.
- To plan a liturgical prayer to celebrate the Lent unit.



Year 5: Religious Education Memorial Sacrifice

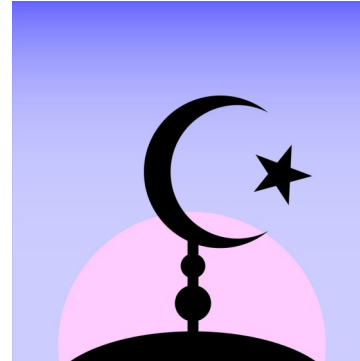
<i>Terminology</i>	<i>Definition</i>
<i>Memories</i>	<i>Things we remember from the past, like special times with family or important events.</i>
<i>significant</i>	<i>Something that is very important or has a special meaning.</i>
<i>Passover</i>	<i>Something that helps us remember an important person or event, like a ceremony or monument.</i>
<i>Pesach</i>	<i>The Hebrew word for Passover, celebrated by Jewish people.</i>
<i>host</i>	<i>The special bread used during Mass that becomes the Body of Christ.</i>
<i>chalice</i>	<i>The special cup used during Mass to hold the wine, which becomes the Blood of Christ.</i>
<i>Liturgy of the Eucharist</i>	<i>The part of the Mass when the bread and wine become Jesus' Body and Blood, and we receive Communion.</i>
<i>Eucharistic Prayer</i>	<i>The prayer the priest says during Mass to thank God and ask the Holy Spirit to bless the bread and wine.</i>
<i>consecration</i>	<i>The moment in Mass when the bread and wine are changed into the Body and Blood of Jesus.</i>
<i>adoration</i>	<i>Praying quietly and showing love and respect to Jesus, especially in the Blessed Sacrament.</i>
<i>genuflect</i>	<i>Kneeling on one knee to show respect and worship to Jesus in the tabernacle.</i>
<i>acclamation</i>	<i>A joyful prayer or response during Mass, like saying "Alleluia" or "Amen" to praise God.</i>

Learning Objectives

- To show understanding of Exodus, by making links between beliefs, sources and life.*
- To describe complex scripture passages in a way that shows understanding of the scripture source used.*
- To show a knowledge and understanding of religious symbols and the steps involved in religious actions and worship.*
- To show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.*
- To plan a liturgical prayer to celebrate the Memorial Sacrifice unit.*

Year 5: Religious Education Islam

<i>Terminology</i>	<i>Definition</i>
<i>Ramadan</i>	<i>The ninth month of the Islamic calendar when Muslims fast, pray, and reflect. It marks the month the Quran was revealed.</i>
<i>Eid-ul-Fitr</i>	<i>A festival celebrating the end of Ramadan with prayers, feasts, and charity.</i>
<i>Pilgrims</i>	<i>People who travel to a sacred place for religious reasons.</i>
<i>Hajj</i>	<i>A pilgrimage to Makkah that Muslims must try to do once in their lifetime.</i>
<i>Fasting</i>	<i>Not eating or drinking during the day to show faith and self-control.</i>



Learning Objectives

- To show a knowledge and understanding of a range of religious beliefs (Islam).*
- To recognise difference, comparing and contrasting different points of view.*
- To show how own and others' decisions and informed by beliefs and values.*

Year 5: Computing
Data and Information: Flat-File Databases
Duration: 6 weeks of learning



Terminology	Definition
Database	Organises data so that it can be easily added to, amended, stored and accessed.
Data	Raw numbers and figures.
Records	One complete entry in a database about a person, place or thing. For example, a record can include the complete address of a friend.
Order	To arrange in a particular way, i.e. alphabetical, numerical
Fields	A space for entering data, i.e. a name, age or hobby.
Classify	To arrange in or assign to classes, i.e. it is animal, vegetable or mineral.
Flat-file database	The most simple database type, as it stores data in a single table.
files	A collection of information stored digitally on your computer with its own name. You can use files to store text, numbers, graphics, sound or video.

Learning Objective	To use a form to record information.
	To compare paper and computer-based databases.
	To outline how you can answer questions by grouping and then sorting data.
	To explain that tools can be used to select specific data.
	To explain that computer programs can be used to compare data visually.
	To use a real-world database to answer questions.

Sales Data - Sheet1 - CSV Database

	OrderDate	Region	Rep	Item	Units	UnitCost	Total
	01/06/20	East	Jones	Pencil	95	\$1.99	\$189.05
	01/23/20	Central	Kivell	Binder	50	\$19.99	\$999.50
	02/09/20	Central	Jardine	Pencil	36	\$4.99	\$179.64
	02/26/20	Central	Gill	Pen	27	\$19.99	\$539.73
	03/15/20	West	Sorvino	Pencil	56	\$2.99	\$167.44
	04/01/20	East	Jones	Binder	60	\$4.99	\$299.40
	04/18/20	Central	Andrews	Pencil	75	\$1.99	\$149.25
	05/05/20	Central	Jardine	Pencil	90	\$4.99	\$449.10
	05/22/20	West	Thompson	Pencil	32	\$1.99	\$63.68
	06/08/20	East	Jones	Binder	60	\$8.99	\$539.40
	06/25/20	Central	Morgan	Pencil	90	\$4.99	\$449.10
	07/12/20	East	Howard	Binder	29	\$1.99	\$57.71
	07/29/20	East	Parent	Binder	81	\$19.99	\$1,619.19
	08/15/20	East	Jones	Pencil	35	\$4.99	\$174.65
	09/01/20	Central	Smith	Desk	2	\$125.00	\$250.00
	09/18/20	East	Jones	Pen Set	16	\$15.99	\$255.84
	10/05/20	Central	Morgan	Binder	28	\$8.99	\$251.72

Record 1 of 43

Year 5: Physical Education Swimming



Terminology	Definition
Stroke:	Type of swimming
Alternate:	One side then the other
Exhale:	Breathe out
Inhale:	Breathe in
Surface:	The top of the water
Survival:	Staying alive
Buoyancy:	Floating
Treading Water:	A survival technique used to keep the head above water with
Huddle:	A survival group position for



Learning Objectives

- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations develop basic pool safety skills and confidence in water.
- Sculling: head first, feet first Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbearer: Moving, lifting one or both arms out of the water.
- To develop travel in vertical or horizontal position and introduce floats.
- To develop push and glides, any kick action on front and back with or without support aids.
- To develop entry and exit, travel further, float and submerge.
- To develop balance, link activities and travel further on whole strokes.
- To show breath control.
- To develop confidence in deeper water.
- To tread water.

Key Vocabulary

genre

rhythm

beat

melody

harmony

chorus

verse

tempo

lyrics

hook

Instrumentation

Pop

Rock

strings

chords

strumming

frets

tuning

sound hole

fretboard



Year 5: Music Ukulele — Popular Music

Learning Objectives

Popular Music — Enjoying Music Style:

- Recap history of Blues and Jazz. Perform a Blues song in rounds
- Learn about pop music from the 1950s. Create a dance to 'Rock around the Clock'
- Learn about pop music from the 1960's. Perform the song 'Stand By Me'
- Learn about pop music from the 1970's. Perform the song 'We Will Rock You'
- Learn about pop music from the 1980's and 1990's. Perform the song 'Take on me'
- Learn about pop music in the 21st century. Perform the song 'Seven nation army'

Ukulele:

- Learn about pop music from the 1970's. Perform the song 'We Will Rock You'
- Learn about pop music from the 1980's and 1990's. Perform the song 'Take on me'
- Learn about pop music in the 21st century. Perform the song 'Seven nation army'

