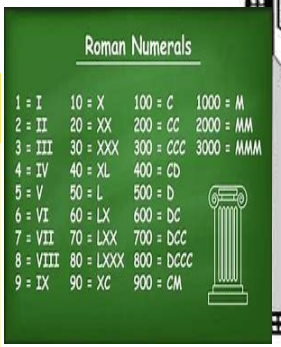
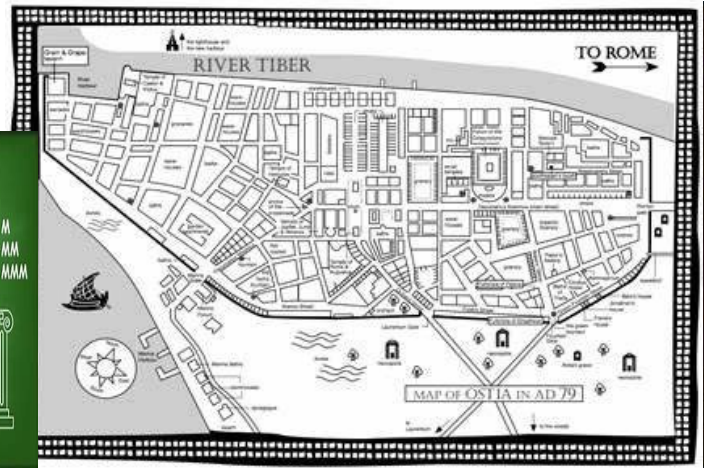
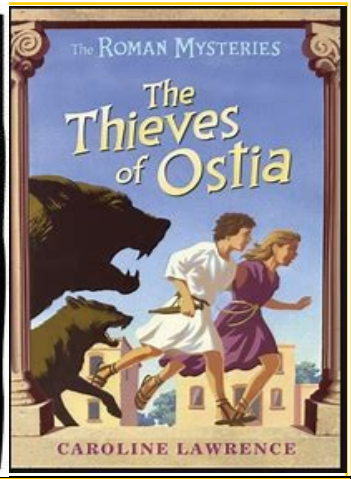
Year 5: English
Thieves of Ostia by Caroline Lawrence
Approximately 4 weeks of learning

Vocabulary	Definition
amphora	large clay storage jar for holding wine, oil or grain
atrium	the reception room in large Roman homes, often with skylight and rainwater pool
brazier	coal-filled metal bowl on legs used to heat a room
carruca	a four-wheeled travelling coach, often covered
centaur	mythological creature: half man, half horse
colonnade	a covered walkway lined with columns
freedman	a slave who has been granted freedom
papyrus	the cheapest writing material, made of Egyptian reeds
pater	the Latin word for 'father'
patrician	a person from the upper class of Rome
peristyle	a row of columns around garden or courtyard
scroll	a papyrus or parchment 'book' unrolled from side to side, (not top to bottom), as it was read.
sesterces	a large brass coin worth about a days wages
stola	a girls or womans dress
stylus	a metal, wood or ivory tool for writing on wax tablets
toga virilis	pure white toga worn by boys after 16th birthday
tunic	a piece of clothing like a big T-shirt
Vespasian	Roman Emperor during the time of this story (ruled 69-79)







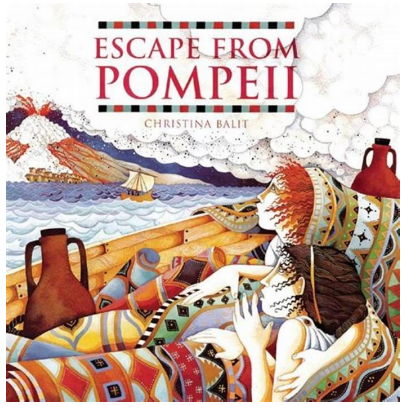
Prior learning	This unit builds on the Year 4 Opening Worlds unit on The Roman Empire. Children will build on their understanding of prepositional phrases, cohesive devices and subordinating conjunction.
Reading	The key themes are friendship and mystery. The children will learn to: • identify themes and symbols used in the text to convey the authors intention (building on 'Treasures' Y3) • draw inferences from characters feelings and thoughts considering how characters actions can have multiple motivations and consequences (building on 'The Lion, The Witch and The Wardrobe' Y4) • analyse the authors choices where tension and suspense are deliberately heightened for the reader (building on 'Varjak Paw' Y4)
Writing	Write a diary entry maintaining character voice. The children will learn to: • select and write in the first-person (building on 'Cinamon' Y4) • understand how the first-person perspective influences choices in chronology and how events are portrayed (building on 'Cinamon' Y4) • link ideas across paragraphs using cohesive devices (building on 'Cinamon' Y4)
Grammar and Punctuation	Children will learn to identify and use: • prepositional phrases accurately in different parts of a sentence to describe setting (building on 'River Y4) • compare and contrast using subordinating conjunctions (building on 'Cinamon Y4) • identify and write relative clauses embedded and at the end of the main clause using parentheses.
Oracy	Children will learn to identify and use: • prepositional phrases accurately in different parts of a sentence to describe setting (building on 'River Y4) • compare and contrast using subordinating conjunctions (building on 'Cinamon Y4) • identify and write relative clauses embedded and at the end of the main clause using parentheses. (building on 'The Lion, The Witch and The Wardrobe' Y4)

Year 5: English

Escape from Pompeii by Christina Balit

Approximately 2 weeks of learning

Terminology/ Vocabulary	Definition
Haggling	Talking with someone to try and agree on a lower price for something.
Looming	When something big or scary seems to appear or get closer.
Strutting	Walking in a proud or confident way, like you want everyone to notice you.
Awning	A roof-like cover that sticks out over a door or window to protect from sun or rain.
Flushed	When your face turns red, usually because youre hot, embarrassed, or excited.
Frantically	Doing something quickly and with a lot of worry or excitement.
Churn	To mix something, like butter or a liquid, or when your stomach feels upset because of nerves or worry.
Pumice	A light, rough rock that forms from cooled lava and is sometimes used to smooth skin.
Molten	Something that has been melted into liquid by heat, like molten lava or metal.
Barren	A place where nothing grows because the land is dry or poor.
Grove	A small group of trees growing together.
Remnants	Small parts left over from something that has been used or destroyed.
Tangible	Something you can touch or feel, or something real that you can see.





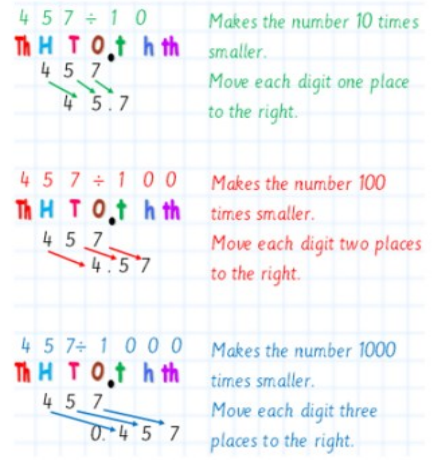
Prior learning	Children will have completed a unit on Thieves of Ostia. Children will develop features explored in Y4 and Y3, as outlined below.
Reading	The key themes are natural disaster and overcoming adversity (supported by their learning in the Romans and Volcanoes) The children will learn to: • analyse how narrative turning points propel the action forward (building on 'The Lion, The Witch and The Wardrobe' Y4) • identify how the author creates a sense of foreboding through narrative hints (building on 'Vawjak Paw' Y4)
Writing	Write a persuasive advertisement for the modern Pompeii The children will learn to: • select the correct level of formality (building on formal letter in 'One Christmas Wish' Y4) • adapt their writing for purpose and audience (building on advert in 'The Firework Makers Daughter' Y4) • utilise appropriate structure and layout for piece (building on advert in 'The Firework Makers Daughter' Y4) • adopt relevant persuasive features such as rhetorical questions, emotive language, triadic structure, repetition and direct address to the audience (building on advert in 'The Firework Makers Daughter' Y4)
Grammar and Punctuation	The children will learn to identify and use: • standard English (building on key contrasts covered in 'Lady Winters Rap' Y4) • modal verbs to indicate possibilities of options for the reader (building on prior knowledge of verbs in Y3) • ideas organised into relevant sections (building on advert in 'The Firework Makers Daughter' Y4) • relative pronouns (building on knowledge of pronouns from KS1)
Oracy	Sales pitch to peers persuading others to purchase a random object (building on the radio advert covered in 'The Firework Makers Daughter' Y4) Children will learn to: • verbally utilise the persuasive features in the writing task (building on the radio advert covered in 'The Firework Makers Daughter' Y4) • through tone and volume draw the audiences attention to triadic structure, rhetorical questions and repetition (building on the radio advert covered in 'The Firework Makers Daughter' Y4) • use eye contact effectively to engage with the audience (building on discussion in 'Holes' Y5) • use gestures to highlight the object they are pitching (building on 'Lady Winters Rap' Y4)

Year 5: Mathematics
Multiplication and Division
Approximately 3 weeks of learning

Terminology/ Vocabulary	Definition
Factor	Any whole number that divides exactly into another number.
multiple	The result of multiplying a number by an integer
Cubed number	Product of multiplying a whole number by itself twice.
Primer number	a whole number greater than 1 that can only be divided by 1 and itself with no remainder,
Square number	The product of multiplying a whole number by itself.
Integer	a whole number that can be positive, negative or zero.
product	Result of two or more numbers when multiplied together,

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

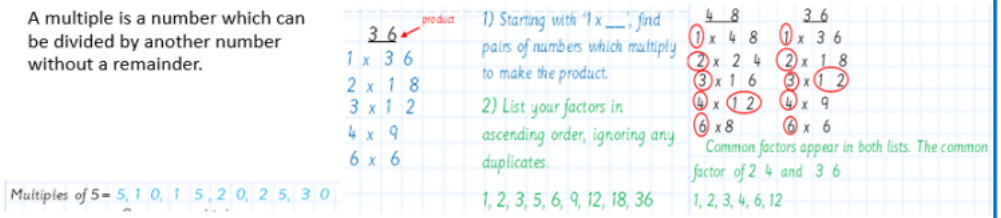
Divide number by 10, 100 and 1000



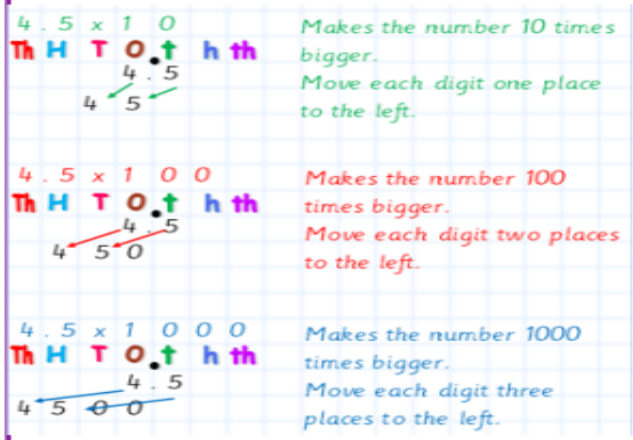
Identify multiples and factors, including common factors.

A multiple is a number which can be divided by another number without a remainder.

Factors are whole number that can multiply by other whole numbers to make the product.



Multiply numbers by 10, 100 and 1000



Establish whether a number up to 100 is prime and recall prime numbers to 19

A prime number is a whole number greater than 1 with no divisors except 1 and itself.

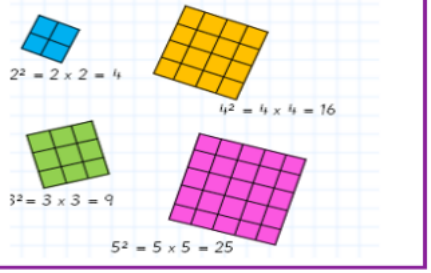
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Top tips:
2 is the only even prime number.
There are no prime numbers that end in 5, except for 5.
The digits can't add up to 3, except 3.

Recognise and use square numbers

A square number the product of a number multiplied by itself.

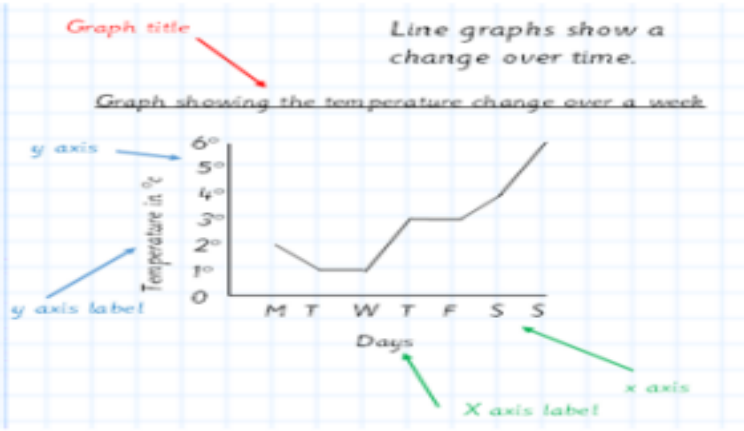
$1^2 = 1 \times 1 = 1$
$2^2 = 2 \times 2 = 4$
$3^2 = 3 \times 3 = 9$
$4^2 = 4 \times 4 = 16$
$5^2 = 5 \times 5 = 25$
$6^2 = 6 \times 6 = 36$
$7^2 = 7 \times 7 = 49$
$8^2 = 8 \times 8 = 64$
$9^2 = 9 \times 9 = 81$
$10^2 = 10 \times 10 = 100$
$11^2 = 11 \times 11 = 121$
$12^2 = 12 \times 12 = 144$



Year 5: Mathematics — Statistics — Approximately 2 weeks of learning

Solve problems using line graphs

1) Read the title and the axes
2) Check what the graph is telling you
3) Look at the general trends.



Data
Interval
Line
Continuous
Values
X axis
Y axis
Horizontal
Vertical
Construct
Interpret
Size
Proportion
Total
Sum
Bar
Table
Timetable

Complete, read and interpret information in tables

What is your favorite sport to watch on television?			
	Football	Basketball	Baseball
Males	40	22	15
Females	12	16	45
Total	52	38	60

Total for males= 77

Total for females= 73

Total for football

Total for basketball

Total for baseball

Make sure you understand what the table is showing you and look at the relevant information

Complete, read and interpret information in timetables

The names of each place the bus calls at

	Bus 1	Bus 2	Bus 3	Bus 4
Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

These times show the times that each bus calls at each destination

To work out a difference in time:
e.g. The bus leaves Riverdale at 10.48. How long is the journey to Mott Haven?

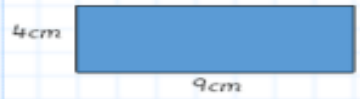


Year 5: Mathematics

Measure: Area and Perimeter

Approximately 2 weeks of learning

Calculate the area of rectangles



The area tells you the space that the rectangle takes up.

1) Multiply the length of the rectangle by the width. 9 x 4 = 36

2) After the answer, put the correct unit of measure (in this case, cm) and then a ² symbol.
36 cm²

Finding the perimeter of a rectangle- a reminder!

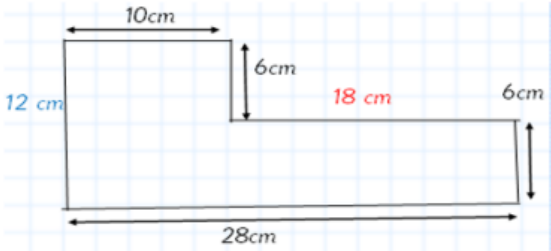


The perimeter tells you the distance around the outside of the rectangle.

1) Add in the missing sides.

2) Add together all 4 sides.
4 + 4 + 9 + 9 = 26 cm

Calculate the area of composite rectilinear shapes

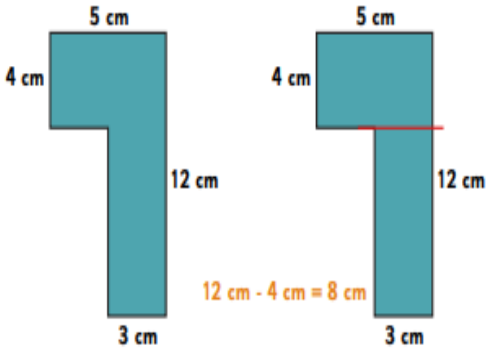


1) When you know the two shorter sides, add to find the longer side opposite (6 + 6 = 12 cm)

2) If you know the long side opposite one shorter side, subtract the short side from the long
(28—10 = 18 cm)

3) Add all the lengths of the sides together.
= 80cm

Area of a compound shape



5 cm x 4 cm = 20 cm²

8 cm x 3 cm = 24 cm²

24 cm² + 20 cm² = 44 cm²

perimeter	length
area	width
composite	squared
rectilinear	centimetres
estimate	metres

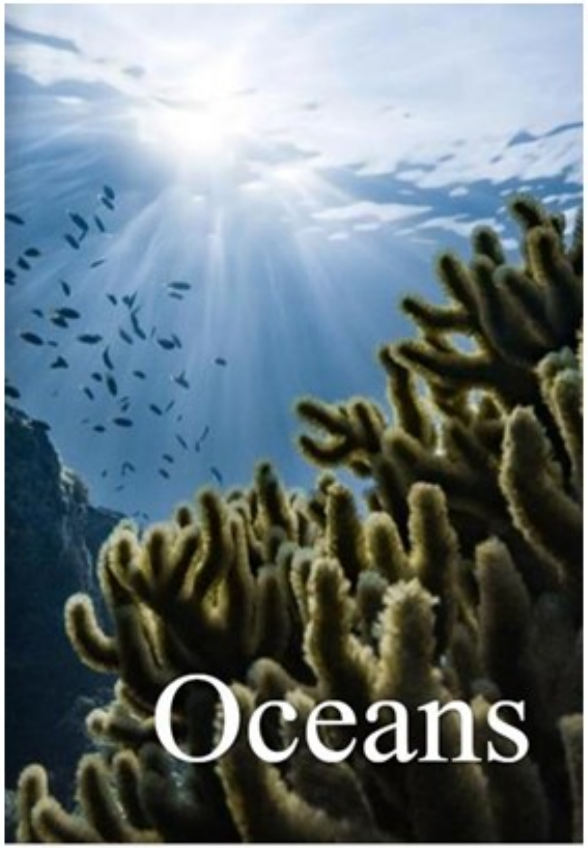
Year 5 Geography – Oceans - Approximately 6 weeks of learning time

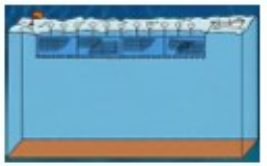


Terminology	Definition
salinity	How much salt is dissolved in water
maritime trade	The exchange of goods and services through sea routes
maritime shipping routes	the designated paths or channels used by cargo ships and vessels to transport goods across oceans and waterways
wind stream	A stream or current of air
regulates	To make accurate through adjustments
fossil fuels	coal, oil, and natural gas that are energy sources formed over millions of years from the remains of ancient plants and animals
drift-net fishing	very large fishing net that hangs in the sea from devices floating on the surface that drift with the winds and currents, thus creating a webbing curtain in which fish are enmeshed
marine life	all the plants, animals, and other organisms that live in the salty water of the worlds oceans and seas





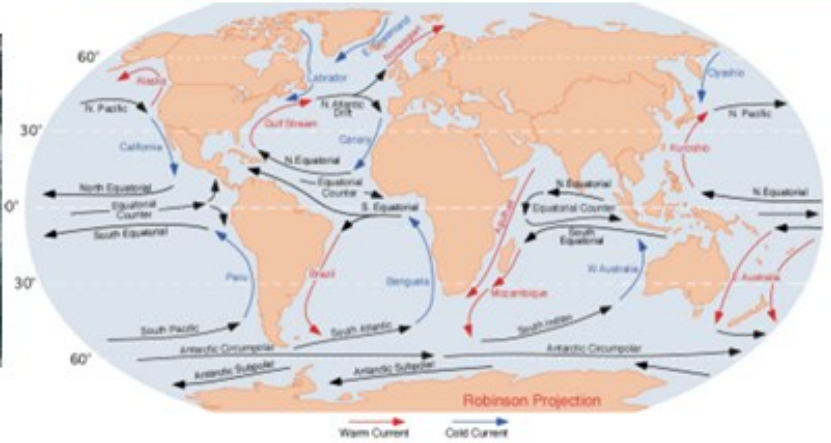






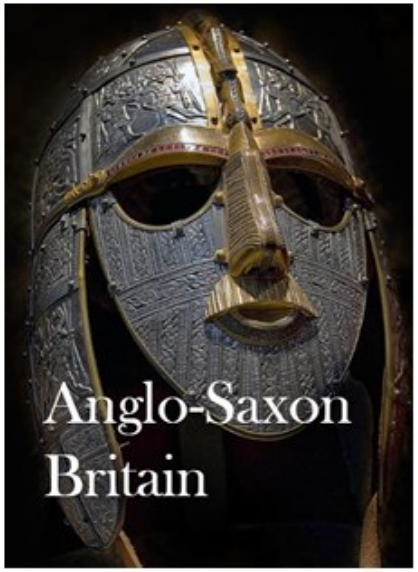
Prior learning	Pupils have prior knowledge of climate changes. They also have prior knowledge of the water cycle. Pupils have studies rivers in year 3 and focussed on the Rhine in year 4.
Geography objectives	Disciplinary focus: change How can oceans affect human behaviour and settlements? 1. Oceans and seas We are learning the location of the 5 oceans of the world 2. Oceans and trade We are learning the importance of maritime trade 3. Oceans and climate We are learning how ocean currents effect climate 4. Oceans and land masses We are learning how coastal regions are affected by oceans 5. Oceans and climate change We are learning how oceans regulate our climate 6. The human impact on oceans We are learning the impact of human activity on oceans





Year 5 History – Anglo-Saxon Britain - Approximately 6 weeks of learning time





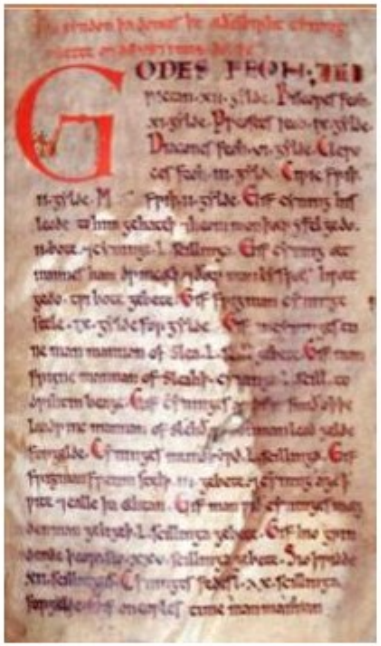




Terminology	Definition
pillaged	to take things from a place by force especially during a war
Frankish	the ancient West Germanic language of the Franks
artefacts	a man-made object that provides evidence of past human activity, culture, or technology
compensation	something that is done or given to make up for damage or trouble
overlord	a ruler who has power and authority over others, even other rulers
monastery	a religious building where monks live and work
abbey	a religious building where nuns live and work
earthen mounds	A heaped pile of earth, raised like a hill
rivets	A pin or bold used to hold 2 things together
decomposed	also known as rotting or decay, what happens when living things like plants and animals die and break down.
ranks	Social classes from the most powerful (noble) to least powerful (slaves)





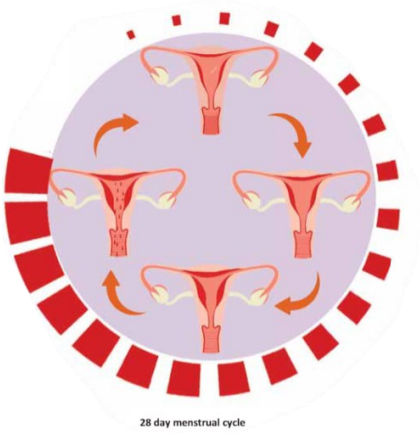


Prior learning	Children already have prior knowledge of peoples invading and conquering countries around the world. They have previously studied the Romans in depth.
History objectives	**Disciplinary focus: evidence How have historians learned about Anglo-Saxon** 1. Attacks by land and sea We are learning how and when the Anglo-Saxons conquered Britain 2. How did the migrations happen? We are learning how and why the Anglo-Saxons conquered Britain 3. Connected kingdoms We are learning how King Aethelberht gained and kept power 4. Not Angles but angels We are learning how Christianity spread throughout Anglo-Saxon Britain 5. Mercia: a changing kingdom We are learning how the rulers of Mercia controlled most of Anglo-Saxon Britain 6. What was found at Sutton Hoo? We are learning the significance of Sutton Hoo





Terminology	Definition
milestones	Important steps or events in life, like learning to walk or starting school, that show how we grow and change.
adolescence	The time in life when children grow into teenagers and their bodies and minds change a lot.
adolescent	A young person who is in the stage of growing from a child into an adult.
puberty	The time when a childs body starts changing to become more like an adults body, usually between ages 9 and 16.
menstrual cycle	The monthly process in a girls or womans body when the womb gets ready for a baby.
period	When blood and tissue leave a girls or womans body, usually every month, as part of the menstrual cycle.
womb	The place inside a womans body where a baby grows before it is born.
mature	When something or someone is fully grown or developed.
mood swings	When someones feelings change quickly, like being happy one moment and upset the next.
dementia	A condition that makes it hard for some older people to remember things or think clearly.
Alzhemiers	A disease that causes dementia, making it harder for someone to remember, learn new things, or do everyday tasks.



Year 5: Science

Animals including humans

Duration: 7 weeks of learning





Learning Objective	
	• Where does the human life cycle begin? • How does a child prepare for adulthood? • What is a period? • When are new humans made? • Do other animals have the same life cycle? • What is the last stage of the human life cycle?

Year 5: DT
Healthy Pasta Sauce
Duration: 6 weeks of learning

Terminology	Definition
calories	The value of a food in terms of number value.
agriculture	Farming.
dairy	Farms producing milk, cream, cheese, yoghurt, etc.
ingredients	The parts that go together to make a meal.
recipes	A list of instructions on how to make a meal.
product	A finished piece of something.
evaluation	What was done well, or badly. How different products compare.







Learning Objectives	
	To understand where food comes from and to consider ethical positions associated with cattle farming.
	To compare the nutritional values and taste of pasta sauces.
	To adapt a traditional recipe by adding, removing and/or substituting ingredients.
	To create a food product by researching the market and writing/adapting a recipe to create the final product.
	To evaluate the final food product against their own design criteria and the views of others.

Year 5: Physical Education/ Football/ Duration: 7 weeks of learning



Terminology	Definition
teamwork	Working together for the good of the team.
balance	A position of strength where you are stable and in control.
movement	This is action both with and without the ball.
receive	When a pass is taken by you and you are now in control.
control	Where you have the ball and you decide to pass, dribble or shoot.
accuracy	Being able to hit the ball to where you want it to go.
dribble	Moving with the ball under control around plyers of the opposition.
defender	To stop attacks and the other team from scoring.





Learning Objectives	
	• To dribble making small touches into space with speed. • To pass a football to someone on the team, using different parts of foot accurately. • To use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). • To see space and use it effectively. • To lose a defender to receive a pass. Defend a player and make some successful interceptions for the team. To shoot with accuracy using different parts of the foot. Play competitive games and successfully including rules. • To communicate with teammates effectively. • To evaluate skills to aid improvement.

Year 5: Physical Education/ Hockey
Duration: 7 weeks of learning



Terminology	Definition
teamwork	Working together for the good of the team.
balance	A position of strength where you are stable and in control.
movement	This is action both with and without the ball.
receive	When a pass is taken by you and you are now in control.
control	Where you have the ball and you decide to pass, dribble or shoot.
accuracy	Being able to hit the ball to where you want it to go.
dribble	Moving with the ball under control around plyers of the opposition.





Learning Objectives	
	Control Can stop the ball some of the time? Can understand how to control ball ? Can control the ball under pressure? Can show control over the ball when passing in a game ?
	Passing- Can pass with some control ?Can pass the ball with a partner in own time ? Can pass the ball under pressure/ Can use different passes in a game ?
	Shooting Can make some contact with the ball ? Can shoot when there is no pressure? Can shoot at a target on the move ? Can shoot at different part of the goal ?
	Dribbling Can dribble on favourite side? Can use dribbling technique with no pressure ? Can dribble the ball close even under pressure ? Can use dribbling when in a game ?

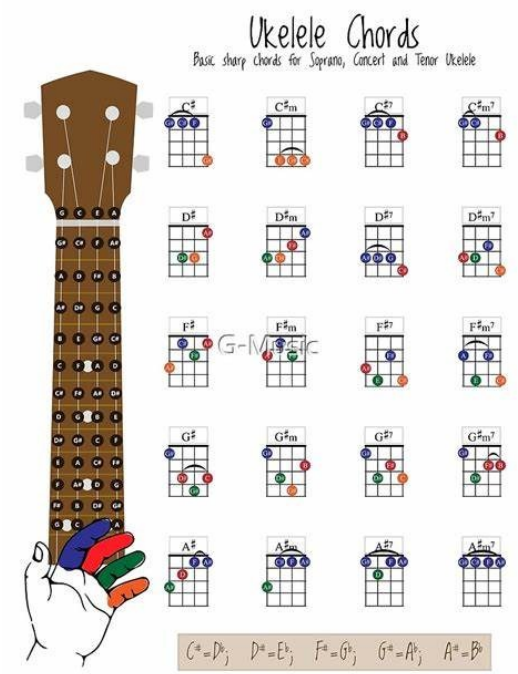
Year 5: Music

Ukulele —Sing and Play in Different Styles

Duration: 7 weeks of learning

Key Vocabulary
melody
harmony
baroque
classical
romantic
orchestral
semiquavers
quavers
crotchets
minims
dotted minims
frets
chords
piano (soft)
forte (loud)
semibreve
time signatures
notations
tie/tied note





Learning Objectives

Composition — Sing and Play in Different Styles:

- Revise crotchet and minim, semibreve and dotted minims.
- semibreve
- Compose and perform a rhythm
- Learn a musical piece for a Christmas performance.

Singing Strategy Songs include:

- The Sparkle in my Life
- Dreaming of Mars
- Get on Board

Ukulele:

- To reinforce time signatures of 2/4, 3/4 and 4/4.
- To further develop muscle memory, through repetitive practice and movements between G7/C/F chords.
- To develop the skill of sight reading and understanding of notation.
- To be able to perform duet style pieces (by separating the class into melody/harmony).
- To understand the principle of a 'tie'/'tied note' and how this extends the notes value/length