Year 5 Geography - Summer Term 1: Sow, Grow and Farm

1. What is a climate zone?

Climate zones are areas with distinct climates, weather patterns, latitude, plants and animals. The main climate zones are equatorial, tropical, desert, temperate and polar.

2. What are the 6 major biomes of North America?

Biomes are areas of the planet with similar **climates** , **landscapes** , **animals** and **plants** . What lives in each biome depends on:how **warm** or **cold** it is, how **dry** or **wet** it is,how fertile the **soil** is.**North America** is broadly categorised into **six major biomes:** tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest.

3. What is loamy soil?

Loamy soil contains the ideal mix of sand, clay and silt and is ideal for growing citrus fruits because it drains well.

What are the main challenges that face farmers in North America?

4. . What challenges are faced by developing countries?

Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced. Coffee is grown in Peru because the warm climate, frequent rainfall and rich soil provide perfect growing conditions. Growing and processing coffee is a difficult, time-consuming task because the process has changed little over time and most of the work is still done by hand.

5. What are food miles?

Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. The journey that food travels from producer to consumer is measured in food miles.

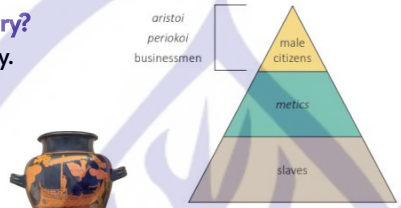
alpine	biome	climate	Coniferous forest	Deciduous forest	desert
grasslands	temperature	Transport network	Tropical rainforest	tundra	Weather patterns

Year 5 History - Summer Term 2: Groundbreaking Greeks

1. What were the 6 periods of Ancient Greek history?

There were 6 periods in Ancient Greek history.

- Minoan civilisation (c3000 BC–c1100 BC),
- Mycenaean civilisation (c1600 BC–c1100 BC)
- Dark Age (c1100 BC–c800 BC)
- Archaic period (c800 BC–c500 BC)
- Classical period (c500 BC–323 BC)
- Hellenistic period (323 BC–30 BC).



What was life like in Ancient Greece?

2 How was society organised in Athens?

. In Athens during the Classical Period male citizens were at the top of the social hierarchy. *Aristoi* owned property and farmland, *periokoi* lived in smaller settlements outside the city and businessmen made money from trade. *Metics* were skilled workers who did not come from Athens. Slaves had few rights and women took on the status of the men in their families.

3. How did the city states of Athens & Sparta compare?

Athens was ruled by a democracy. Sparta was ruled by an oligarchy. Two kings ruled the city-state, but a council of elders limited their powers. Athens was the largest city-state and It was also the richest. It was near the sea and so was able to trade easily. Sparta was landlocked. In Athens slaves did all the work. In Sparta everyone trained hard and even the women. Athens believed in Education , Sparta focused more on training to be soldiers.

4. What can sources tell us about daily life in ancient Greece?

Any artefact or document that tells us about the past is called a source of information. A primary source is an original artefact or document from the time. A secondary source is something that is created later by someone that did not experience the time or event first-hand.

5, Who was significant in ancient Athens? What were their achievements

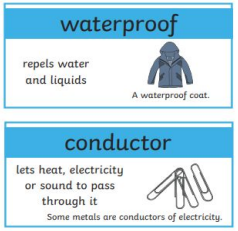
Four significant Athenians were: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; Plato, a philosopher and founder of the first university in Athens.

6,How has the Ancient Olympics Influenced the Modern era?

The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations.

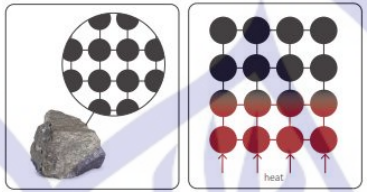
Archaic	aristoi	artefacts	Athens	Civilisation	Classical
Hellenistic	hierarchy	Minoan	Mycenaean	period	slaves

Year 5 Science - Summer Term I: Properties & Changes of Materials



1. : How can materials be grouped? Can you give some examples?

Materials can be grouped according to their basic physical properties. Properties include: *hardness, solubility, transparency, conductivity (electrical and thermal) and*



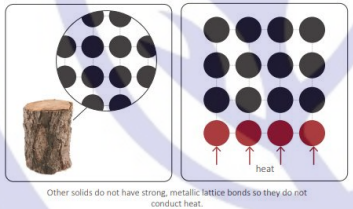
2. What is thermal conductivity? How can it be tested?

Thermal conductors conduct heat. Solid metals are good thermal conductors because their particles are closely packed and they have strong, lattice metallic bonds.

What are the properties of materials and how can they change?

3. What is a thermal insulator? Can you give some examples?

Solids, such as plastic, wood and glass do not have these bonds so they do not conduct heat. They are thermal insulators. Liquids and gases are poor conductors of heat because their particles are further apart.



4. What is solubility? Give an example of a material that is soluble / insoluble .

Solubility is a measure of a material's ability to dissolve in a solvent. A material is soluble if it can dissolve in a solvent to form a solution. A material is insoluble if it cannot be dissolved in a solvent to form a solution. Dissolving is when a solute becomes incorporated into a solvent and can no longer be seen.

dissolve	**soluble**	**insoluble**	**bonds**	**conduct**	**insulate**
particles	**solubility**	**conductors**	**properties**	**insulators**	**solution**

Year 5 Science - Summer Term 2: Properties & Changes of Materials


1.What is a mixture? Can you name the two different types?

A mixture is a combination of two or more **substances** that aren't chemically joined and can be **separated** back into their individual substances. **Heterogeneous** mixtures consist of distinctly different substances and are easy to separate. Substances in homogeneous mixtures are evenly distributed and you cannot see the different parts. **Homogeneous** mixtures are difficult to **separate.**


2. What can seiving be used to separate?

Sieving can be used to separate **large solids** from **liquids** and some **solids** from other **solids.**

What are mixtures and how can they be separated?


rusting


burning


decaying

3.What can filtering be used to separate?

Filters separate **solid** particles from **liquids** or gases. **Filters** can be made from thin materials that contain tiny holes or layers of **solid** materials.

4.What can evaporation be used to separate?

Evaporating can be used to separate dissolved **solids** from **liquids.**

5. What are reversible changes?

Reversible changes include heating, cooling, melting, dissolving and evaporating.

6. What are irreversible changes?

Irreversible changes include burning, rusting, decaying and chemical reactions. **Irreversible changes** are usually accompanied by one or more of these signs: a gas is produced; light is produced; a smell is produced or the smell changes; the colour changes; sound is produced, or the temperature changes.

mixture	**heterogeneous**	**homogeneous**	**separate**	**substance**	**liquids**
reversible	**irreversible**	**filtering**	**sieving**	**evaporating**	**solids**

Year 5 Religious Education - Summer Term I: Hinduism

1. How do actions and consequences affect how we choose to act?

All **actions** have **consequences** and considering these can affect how we choose to act.

2. How does a belief in Karma help Hindus lead good lives?

Hindus believe that people build up **Karma**, both positive and negative, based on their actions within that lifetime.

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

3. What is the Hindu belief Samsara?

Hindus believe that the soul passes through a cycle of **successive** lives and its next **incarnation** depends on how the previous life was lived. Hindus aim to live each life in a better way than the life before. They believe in **reincarnation** (**Samsara**).

4. What is the spiritual goal of a Hindu?

The spiritual goal of a Hindu is to become one with **Brahman**. This freedom is called **Moksha** and until this is achieved, Hindus believe that they will continue to be repeatedly reincarnated.

5. How does Hindu reincarnation compare with Christian ideas of Heaven.?

Everyone will have their own views on what happens when the physical body dies. This can be expressed through artwork and poems.

consequences	Brahman	incarnation	Samsara	actions
Karma	successive	reincarnation	Moksha	beliefs

Year 5 Religious Education - Summer Term 2: Christianity

1. Can commitment cause dilemmas and make decisions difficult?

Commitment can cause dilemmas and make decision making difficult.

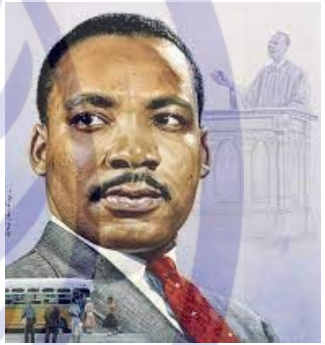
2. How do the Ten Commandments show commitment?

One way that Christians show their commitment is by following the **Ten Commandments.**

What is the best way for a Christian to show commitment to God?

3. What famous Christians have dedicated their lives to God?

Martin Luther King and Mother Teresa are famous Christians who have dedicated their lives to God.



4. What are some of the events that occur in a Christian Church?

Baptisms , confirmation ceremonies and **communion** may take place in the Christian church.

5. How can I express my ideas on commitment?

Commitment can be shown in different ways. You will have your own ideas on what commitment looks like.

commitment	**commandments**	**faithfulness**	**confirmation**	**baptism**
communion	**Galatians**	**conceitedness**	**ceremony**	**moral**

Year 5 Art & Design - Summer Term 1: Expression

1.What Is Expressionism?
Expressionist artists seek to express their subject's **feelings, moods,** and **emotions** or themselves, rather than representing the real world.


Self-portrait with Brushes
by Edvard Munch, 1904

2. Who is Edvard Munch?
Edvard Munch was a Norwegian Expressionist painter. His best-known work is *The Scream*, which has become an **iconic** image in the art world.

What did Expressionist artists try to achieve through their artwork?


The Scream
by Edvard Munch, 1893

3.How is colour used in Expressionism? In Expressionist art, the use of colour is highly **intense** and **non-naturalistic.** The application of colour is freely applied and **textural.**


The Sick Child
by Edvard Munch, 1896

4.What is adding text called and how can this help?
Adding text to an image is called **overlay text** . Overlay text can help to **express** the **intention** of the artwork.


Portrait Rosa Schapire
by Walter Gramatté, 1920

5. What is a portrait?
A **portrait** is a picture of a person that can be created through drawing, painting and photography. **Artistic** movements or artists that communicate feelings through **portraiture** include the Expressionists.

artistic	**Edvard Munch**	**emotions**	**Expressionist**	**feelings**	**iconic**
intention	**intense**	**moods**	**non-naturalistic**	**portrait/ure**	**textural**

Year 5 Design & Technology - Summer Term 2: Architecture

1. How has architecture developed over time?

Architecture is defined by different styles often linked to particular periods of time. Each period uses visual elements to create its own style.

Prehistoric
c10,000–c2500 BC

Stonehenge, England

Ancient Egyptian
c3100–c30 BC

Great Pyramid of Giza, Egypt

Classical c850
BC–cAD 470

Parthenon, Greece

Gothic
1100–1500

Notre Dame Cathedral, France

Renaissance
1400–1600

Villa la Rotonda, Italy

Baroque
1600–1830

Palace of Versailles, France

Early industrial
1700–1850

Ironbridge, England

Modernist
1920–1970

De La Warr Pavilion, England

Postmodern
1960–1990

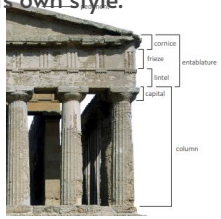
Dancing House, Czech Republic

Sustainable
1980–present day

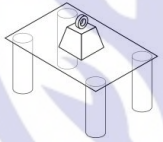
Bosco Verticale tower, Italy

2. What was Greek architecture like?

The ancient Greeks developed the Classical form of architecture that has been copied for thousands of years.



What is needed to design and make a building?



3. Which column shape supports the most weight?

Support, stiffness and stability can be created by using triangular shapes to create strong frameworks, columns to support roofs and overlapping brickwork patterns.

4. What is CAD?

Computer-aided design (CAD) is the use of specialised computer software to design objects. CAD can help designers to create better quality, clearer designs and make changes easily. CAD designs can also be made into objects using 3-D printers.

5.What methods can be used to support a framework?

Various methods can be used to support a framework. These include cross braces, guy ropes and diagonal struts. Frameworks can be built using lolly sticks, skewers and bamboo canes.

architecture	Classical	Computer-aided design	Corinthian	Doric	entablature
frieze	Ionic	stability	stiffness	support	triangular

Year 5 Music - Summer Term: Dancing In The Street

Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter. It first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.

How would you describe Motown music?

1. Listen and Appraise

Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.

Instruments/Voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2. Musical Activities

Singing: In unison and with backing vocals

Play instrumental parts : Using up to 2 notes – F + G (complex rhythms). *Which part did you play?*

Improvise : Using up to 3 notes – D, E + F. Bronze: D | Silver: D + E | Gold: D, E + F challenge *Which challenge did you get to?*

Compose: A simple melody using simple rhythms choosing from the notes C, D, E, F + G

3. Perform and Share

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

Theme: Motown

backbeat	**bass line**	**brass section**	**dynamics**	**groove**	**harmony**
improvise	**pitch**	**pulse**	**rhythm**	**tempo**	**texture**

Year 5 French – Summer Term: The Weekend

Le week-end

phonics

qu sound in:
- informatique
- musique

an sound in:
- bandes dessinées

en sound in:
- Je prends mon déjeuner

&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'heures'. The 't' is silent in 'amusant', 'fatiguant' and 'barbant'.

liaison

The normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like an 'z'. This is called a liaison.

vocabulary

Telling the time around the clock in French:

Il est deux heures moins vingt.

10 activities we may do at the weekend:

Extended phrases including an activity, a time and an opinion.

Le week-end je regarde la télé à dix heures et quart. C'est génial !

At the weekend I watch TV at 10.15. It's great!

grammar

To make sentences longer, more complex and interesting with opinions.

Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est génial !

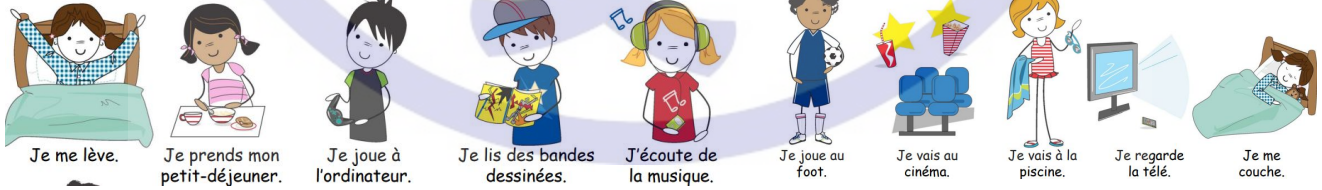
At the weekend I watch TV at 10.15 and at 11.30 I go to the swimming pool. It's great!

To use a wider range of conjunctions:

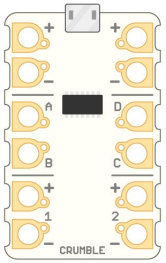
après	aussi	plus tard
after	*also*	*later*

The 1st person conjugation of a wider range of verbs.

j'écoute	je lis	je regarde
I listen	*I read*	*I watch*



Year 5 Computing - Summer Term I: Selection In Physical Computing



1.How do you control a simple circuit connected to a computer?

A **microcontroller** is a small **device** that can be programmed to control **components** that are connected to it.

2. What are count controlled loops used for?

A form of **repetition** is a **count-controlled** loop.You can use them when you know how many times you want the **commands** repeated.

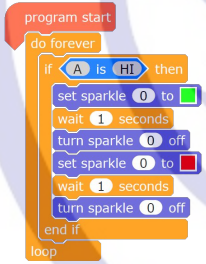
3. How can conditions be used to start and stop a set of actions?

A condition is a statement that can be either **true** or **false**. Programmers can use conditions to trigger **actions**.

How can selection be used in physical programming?

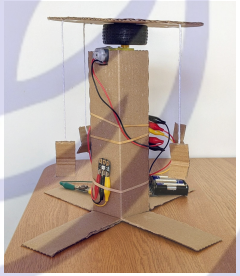
4.How can the flow of actions be controlled?

When using selection in programs, you must instruct the device to check constantly if the **condition** has been met. To do this, you use repetition in the form of an **infinite loop.**



5. How can selection be used in real world projects?

Selection in physical programming can be used to control moving **models.**



6.How do you design and test a project that uses an algorithm?

It is important to test and **debug** a program so that it works as intended.

actions	**commands**	**condition**	**count-controlled**	**debug**	**device**
false	**infinite**	**loop**	**microcontroller**	**repetition**	**true**

Year 5 Computing - Summer Term 2: Selection In Quizzes

1. Creating Conditions: The *'If-then'* command block helps us to create conditions. It is one of the darker orange control blocks. Other blocks are placed inside the 'If-then' blocks to create conditions.

2. Different Outcomes: The *'If-then-else'* command block helps us to write programs that have selections with two outcomes. The *'forever'* block means that the command will happen continually.

3. Questions can be included by using the *'ask'* command blocks. If specific answers are needed (e.g. yes or no), these can be typed in when using the 'answer' sensing block within the '*Operators*' block.

How can selection be used in programming on Scratch?

4. Designing an algorithm (set of instructions for performing a task) will help you to program the sequence that you require.

5. Programmers do not put their computer programs straight to work. They trial them first to find any errors.

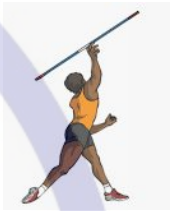
6. If your algorithm does not work correctly the first time, it is important to debug it.

algorithm	**command**	**control**	**debug**	**errors**	**false**
forever	**instructions**	**operators**	**program**	**selection**	**true**

Year 5 Physical Education - Summer Term: Athletics

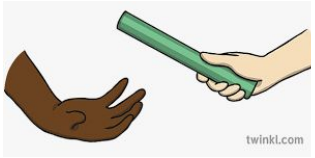
1. Movement
Head up, scanning for space
Straight body
Driving arms and legs

2. Throwing
Hands/feet in opposition
Follow through
Release point



3. Throwing for accuracy
Hands/feet in opposition
Appropriate weight
Release point/angle of throw

What skills, rules and techniques are used in athletics?



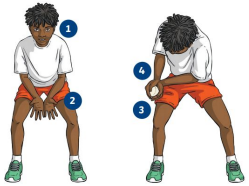
4. Agility
Low centre of gravity
Bend knees
Fast, small paces

5. Jumping
Four elements
Use of arms for power and balance
Land on two feet

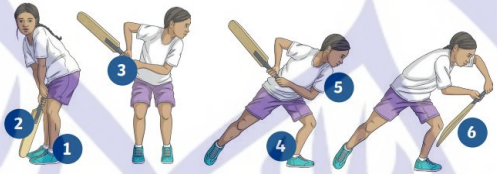
6. Team work
Communicate
Positive
Areas of improvement

agility	**angle**	**balance**	**communicate**	**driving**	**elements**
gravity	**jumping**	**opposition**	**power**	**trajectory**	**weight**

Year 5 Physical Education - Summer Term: Cricket

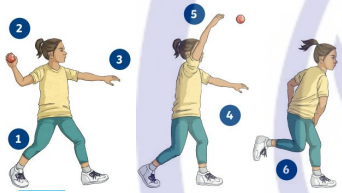


1. Catching
Watching the ball
Hands together
Fingers pointing to the floor



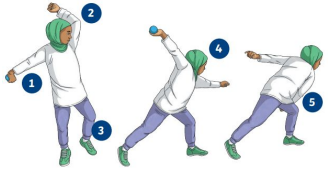
2. Striking
Head still, watching the ball
Contact ball with middle of bat
Appropriate foot movement

Throwing
Side on stance
Point at target
Release from high



What skills, rules and tactics are used in cricket?

3. Bowling
Head still, focusing on target
Bowling arm straight
Side on action



4. Wicket-keeping
Side-to-side footwork
Catch the ball in front of navel

5. Tactics
Identify opposition's tactics
Identify strategies to combat opposition tactics
Communicate clearly

6.Group work
Communicate
Positive
Areas of improvement

bowling	**catching**	**combat**	**communicate**	**contact**	**footwork**
opposition	**stance**	**strategies**	**tactics**	**target**	**wicket**

Year 5 Physical Education - Summer Term: Rounders

1. Catching
Watching the ball
Two hands together
Cushion ball (soft hands)

Throwing
Arms, legs in opposition
Swing back and follow through in direction
Appropriate weight

2. Striking
Side on stance (in opposition)
Watch ball (head still)
Step into hit

3. Bowling
Step forward (into opposition)
'Rabbit ears' grip
Release under-arm
Follow through, fingers pointing in direction of bowl

4. Long Barrier
Front knee on the floor
Back foot next to, and behind, front knee – no gap!
Hands together, fingers pointing down
Track ball with eyes, move into line of ball

What skills, rules and tactics are used in rounders?

5. Fielding tactics
Communicate with team-mates
Accurate throwing and catching
Analyse/reflect on success (alter as a result)

6. Group work
Communicate
Positive
Areas of improvement

accurate	**analyse**	**bowling**	**catching**	**cushion**	**direction**
fielding	**opposition**	**swing**	**tactics**	**throwing**	**track**

Year 5 Physical Education - Summer Term: Tennis

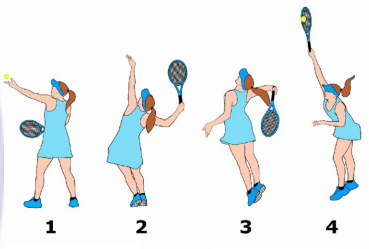
1. Forehand:
Dominant side
Non-dominant hand tracks ball
Contact with middle of racket

Backhand:
Dominant hand at bottom
Use two hands
ntact on non-dominant side of the body

2. Direction:
Stance sideways, directed towards target
Swing and follow through in direction of target
Contact at waist height

Depth:
Swing
Power
Trajectory

3. Over-arm serve:
Toss up (place ball into air, not throw)
Tap/hit over-arm (think high fiving ball)
In opposition, sideways to target



What skills, rules and tactics are used in tennis?

4 & 5. Attack:
Use of angles
Use of depth (changing)
Employed when close to net

Defence:
Use of height (to gain time)
Get ball over and in
Employed when far away from net/retreating

6. Tactics:
Attack: Move opponent (side to side, forwards and backwards)
Defend: Get the ball over and in
Return to centre of the court

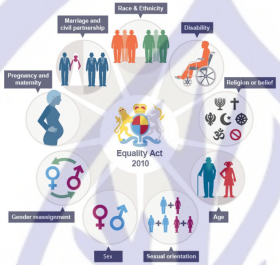
Partner work
Communicate
Awareness (respond and react)
Plan and apply tactics

attack	backhand	backwards	defend / defence	depth	direction
dominant	forwards	height	retreat	tactics	trajectory

Year 5 Curriculum For Life - Summer Term 1: Relationships

1, Why is gender equality important?

Attitudes and laws relating to **gender** have changed over time.



2. How can stereotyping affect how people are treated?

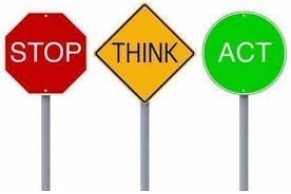
The **Equality** Act is designed to protect people from **discrimination**.

3. What are boundaries and consent?

Boundaries and **consent** are important especially in relation to our bodies.

4. Can you describe why you should stop and think before taking a risk?

It is important to 'stop and think' before taking a **risk.**



boundaries	A limit.
consent	Giving permission for something to happen.
discrimination	The unfair treatment of someone / people based on a particular characteristic.
equality	Treating people fairly.
gender	Characteristics of males and females that are socially constructed.
harm	Physical or mental damage or injury.
risk	A chance of getting hurt,

Getting Help - If you are worried about anything, talk to a trusted adult.
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Year 5 Curriculum For Life - Summer Term 2: Economic Wellbeing

1. Having a job allows people to achieve certain goals in life, including **financial** ones.

2. Manufacturers and shops **advertise** to **persuade** people to spend money.

3. Interest may be added to money that a person saves or borrows.

FAIRTRADE

4. It is important to be a **critical consumer**, but choices we make may be affected by income, commitments, values and culture.

advertise	Drawing good attention to something.
commercial	To do with making money.
critical consumer	The conscious choice to buy or not buy a product because of ethical and political beliefs.
fake news	False information that is shared under the guise of news in order to mislead or deceive others.
financial	To do with money.
interest	The price you pay to borrow money or the cost you charge to lend money.

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