

**RE:** This term in Year 5/6 R.E. are covering the following topic areas:

**The work of the Apostles**

The children will also participate in class and whole school prayers, meditation, liturgies, hymn practice and school masses.

**English**

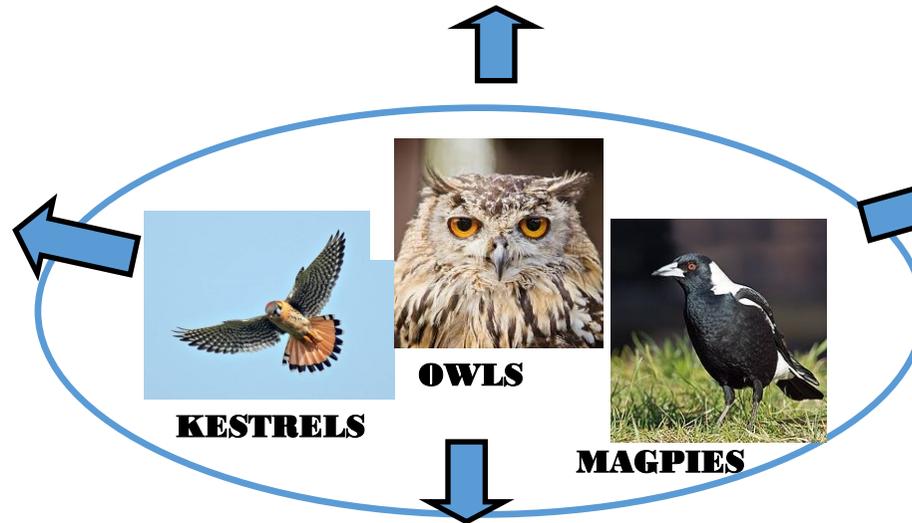
-The quality texts we will focus on this term are:  
-The Explorer  
-Five children and It

**In reading, the children will learn to:**

Maintain and develop positive attitudes to a wide range of texts.  
Discuss and identify themes across different writing.  
Discuss how the language and structure of a text contribute to its meaning.

**In writing, the children will be working on:**

-Playscripts  
-Narrative-Using dialogue  
-Biography  
-Poems  
Balanced Argument  
In each unit of work, pupils will have access to a knowledge organiser, model text and understand the ingredients needed for success.



**PE**— Cricket and Dance. The pupils will complete skills aimed at improving, catching, throwing, bat control, stance, fitness and gross and fine motor skills.

**Music**— Children will work on a range of musical skills including improvisation, composition and performance through exploring a broad range of musical instruments and singing techniques developed within a range of activities.

**Computing**—The Children will learn about Data and information-Flat file databases and Programming A-Selection in physical computing.

**PSHCE** – The children will be learning about relationships and friendships. There will also be lessons on their body, spots, pornography, emotional changes, online images, life cycles, puberty, sexual relationships, bereavement and change.

**Maths**

This term the children will be covering the following topics (although the timetable and coverage will vary between year 5 and 6.)

**Decimals and percentages:**  
**Measure, Perimeter and Area:**  
**Geometry and properties of shape:**  
**Position and direction**  
**Negative numbers**  
**Measurements, converting and units of volume.**  
**Statistics, graph and tables**  
**Algebra.**

During the lessons, pupils will learn to identify, measure, compare, draw, describe, convert, estimate, classify and solve related mathematical questions.

In these subject areas the pupils will also complete problem solving and reasoning questions. Children will focus on each area of maths for an extended number of lessons allowing them to deepen their understanding.

Our School calculation policy provides further details of the maths vocabulary, resources and strategies that are accessed and taught within the Year 5 and 6 curriculums.



### Richard Arkwright

discovered how to use water to power cotton spinning, so that a machine could make thread (and built the first modern factory in England)



### James Watt

received the greatest recognition for being the inventor of the steam engine



### Abraham Derby

invented a new process for producing strong, cheap iron during the 1700s: the blast furnace



### George Stephenson

engineer who built the first public railway to use steam trains

Industrial Revolution began

1750

Richard Arkwright builds Britain's first factory

1771

first steam engine was produced by James Watt and Matthew Boulton in Birmingham

1776

first passenger steam train built by George Stephenson

1830



#### KEY VOCABULARY

**Industrial Revolution**

the 'Industrial Revolution' began in the 18th century and describes **the move from hand manufacturing** and human or animal power, to machinery

**locomotive**

the **engine of a train** that pulls the other coaches

**cottage industry**

a **small business** that is run from home

**factory**

a building, or groups of **buildings, where goods are made using machines**

**cotton spinning machinery**

cotton-spinning machinery refers to machines which **process (or spin) prepared cotton into workable thread**

**mass production**

when **lots of products/goods are made** at the same time

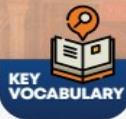
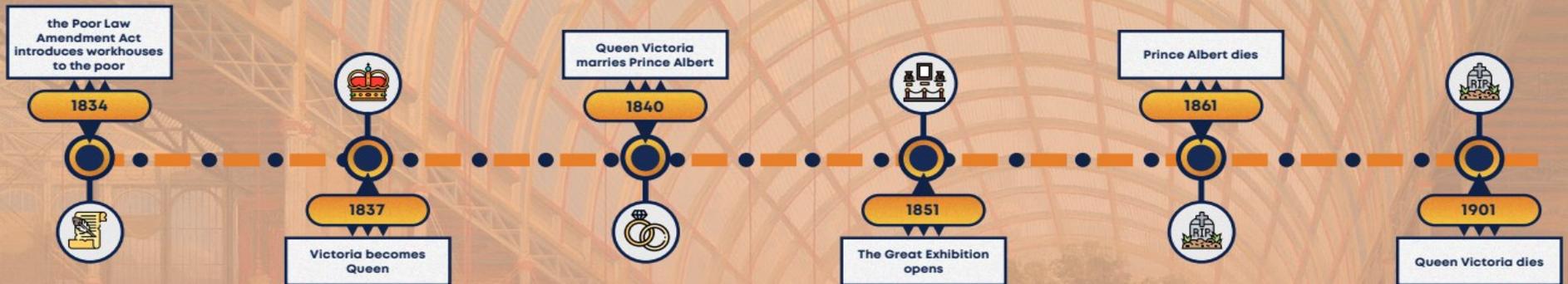
#### steam train



#### steam engine



Summer 1 (before half term)



KEY VOCABULARY

Victorian Age

the **period of Queen Victoria's reign**, from 20 June 1837 until her death on 22 January 1901

Industrial Revolution

the Industrial Revolution began in the 18th century and describes the **move from hand manufacturing** and human or animal power, to machinery

urbanisation

industrialisation caused people to move (migrate) from the countryside to **towns and cities**

slum

an **urban area where poor people lived** in cramped and dirty conditions

cholera

an **infectious disease** that causes severe vomiting and diarrhoea (caused by **dirty water**)

workhouse

a place where **poor people were sent to live and work**: they were like prisons, and people were treated very badly

The Great Exhibition

an **international exhibition that was held at Crystal Palace** to showcase industrial and technological advances from around the world

Queen Victoria

reign 1837-1901 (ruled for almost 64 years)

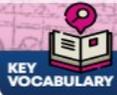


Prince Albert

a German prince married to Queen Victoria in 1840



Summer 2 (After half term)



KEY VOCABULARY

**printmaking**

an indirect art form, where the artist creates a **design on a block, plate or screen** which is then transferred to paper or fabric by pressing with printing ink

**indirect**

where an image is not created by drawing or painting directly on the paper but by **applying ink to a plate or a block and pressing paper or fabric on top**

**edition**

the **number of prints** taken from one plate or block usually at the same time

**mono-print**

a **single print**

**relief (positive) printing**

printing created by ink **raised parts of a printing block**, e.g., woodcut/wood engraving and linocut

**intaglio (negative) printing**

printing created by ink covering the **sunken parts of a printing plate**, e.g., drypoint/engraving/etching

**screen-printing**

printing where printing ink is **forced through the small holes in a piece of material**: a picture pattern is made by covering some of the holes with a stencil

**wood cut / wood engraving**

a print made from a design **cut in a block or wood**

**linocut**

a print made from a design **cut in a lino block**

**drypoint/engraving**

a print made by cutting lines into a **metal plate with a needle**

**etching**

a print made by cutting lines into a **metal plate by applying acid**

**plate**

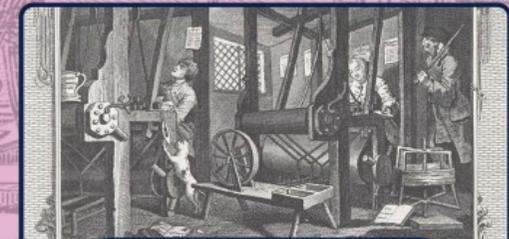
a **sheet of metal or plastic**, with an image on it, from which copies are printed

**block**

a piece of **wood or metal carved or engraved** for printing on paper or fabric

**printing press**

a **machine for printing** from a plate



Summer 1 (before half term)



KEY VOCABULARY

camera  
obscura

a darkened box, with a hole in it that **allows an image to be projected on to a screen inside**

daguerreotype

a photograph taken by an early photographic process, **using a camera obscura onto a metal plate**

lens

a **glass, or plastic disc, which focuses the light** as it enters the camera

roll-film/film

a thin, **see-through material on a roll inside the camera and coated with chemicals** which change when exposed to light

expose/  
exposure

**allowing light onto the photographic film** inside a camera

shutter

like a small door in the camera which **controls the amount of light which is let in**

develop

the process of **turning the image recorded on film in a camera into a negative**

negative

a photographic **image showing the light and darks the opposite way** round from the image recorded on the film

print

the **final photograph printed on paper from a negative** (many prints can be made from one negative)

Kodak

the **American company which developed the first small box camera**

photomontage

a **collage made up of photographs**

documentary  
photography

photography **used to record events which may be historically important** as well as relating to everyday life

abstract

art (including photography) that **does not attempt to represent reality**

framing

the **act of deciding what image is inside the frame, or edges of the photograph**

panning

**moving a camera horizontally** while taking a picture

viewfinder

a **square or rectangular box**, like a frame, which **is used to frame a composition**

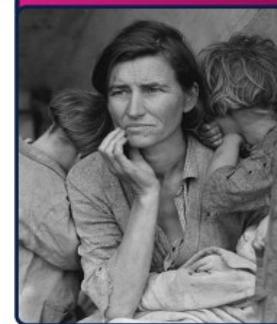
## photographs of people

Man Ray



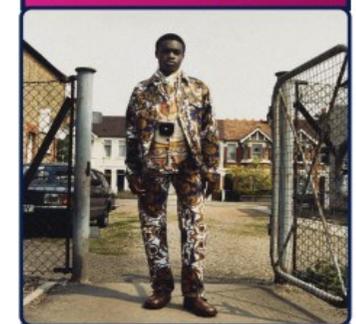
Glass Tears (1932)

Dorothea Lange



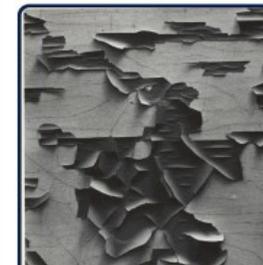
Migrant Mother (1936)

Jason Evans



[no title] 1991

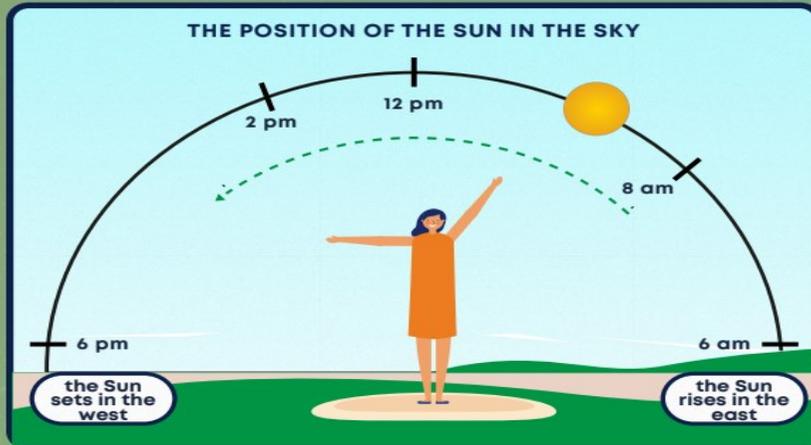
© Jason Evans, stylist Simon Foxton



Aaron Siskind

Peeling Paint, Jerome,  
Arizona (1949)

Summer 2 (after half term)



KEY VOCABULARY

astronomy

astronomer

universe

galaxy

star

solar system

orbit

light year

Big Bang theory

gravity

satellite

the Milky Way

the **study of the universe**, stars and galaxies

a scientist who **studies the planets**, stars and galaxies

all of **space, time, matter and energy**

huge "**cities**" of stars bound together by gravity

a massive **ball of super-heated gas**

the name for our **sun and planets**, including Earth

a **regular and repeating path** that an object in space takes

the **distance light travels in one year**: roughly 9.5 trillion kilometres

an explanation about **how the universe began**

a **force which pulls things to the ground** on Earth

something that **orbits the Earth** or another planet

**our galaxy** which contains our solar system



Summer 1 (before half term)



KEY VOCABULARY

**meteorology**

the study of the **weather**

**meteorologist**

a scientist who **studies weather** patterns and climate

**atmosphere**

the layers of **air wrapped around the earth**

**the ozone Layer**

a layer in the atmosphere that **absorbs ultraviolet radiation** from the sun

**weather**

the current and temporary **state of air outside**

**climate**

the **weather conditions in a region** over a length of time

**maritime climate**

a climate influenced by the **sea**

**air mass**

a large **body of air** in the atmosphere

**front**

where two **air masses meet**

**anemometer**

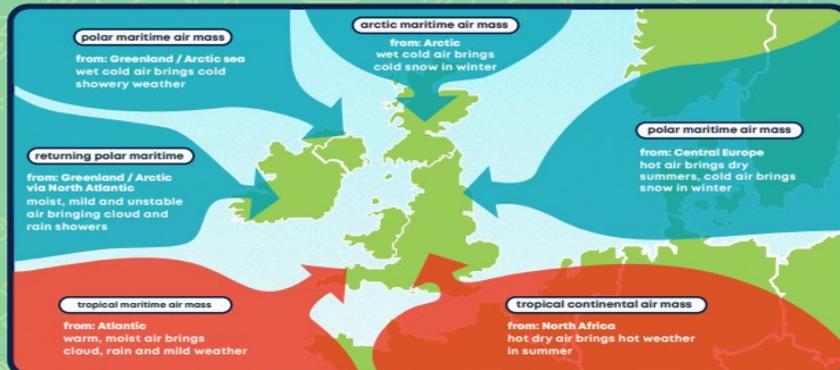
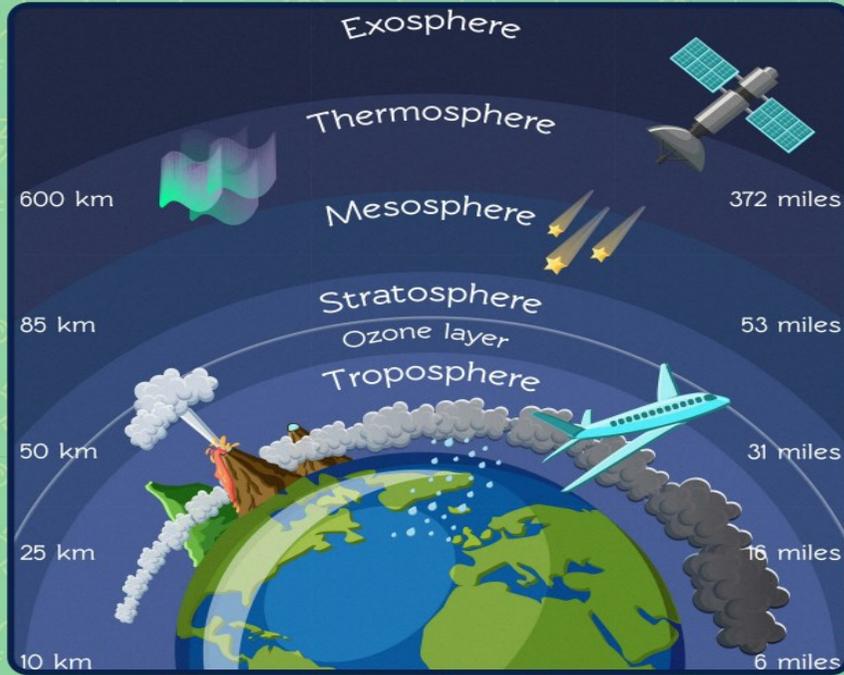
a tool used to **measure wind speed**

**lightning**

an **electrical charge** moving through the air

**thunder**

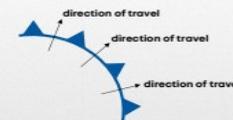
a loud **rumbling or crashing noise heard after a lightning flash** due to the expansion of rapidly heated air



**warm front**



**cold front**



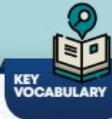
**thunder and lightning**



Summer 2 (after half term)



# New Zealand and the South Pacific



KEY VOCABULARY

Maori

people living in New Zealand from the earliest times, **before the arrival of settlers** or colonists

earthquake

a **shaking of the surface of the earth**: some earthquakes are caused by tectonic plates moving

tectonic plates

huge **pieces of the earth's crust** and mantle that move around causing earthquakes and volcanoes

tsunami

earthquake under the sea can cause **huge waves** called Tsunamis: the word means "harbour wave" in Japanese

biome

a community of plants and animals that have **shared characteristics** due to the environment they live in

industry

activity where **raw materials are changed in goods** that can be used and traded

commonwealth

a group of **countries that voluntarily work together on issues such as human rights**: many of these countries used to be part of the British Empire



a vent in the Earth's surface that sometimes ejects water and steam in a jet (Rotorua)

geyser



an opening in the earth's surface, usually in a mountain, where gas, magma and ash can escape (Mount Ruapehu)

volcano



a place where two tectonic plates meet: New Zealand is located on a plate boundary (a plate boundary runs through the South Island)

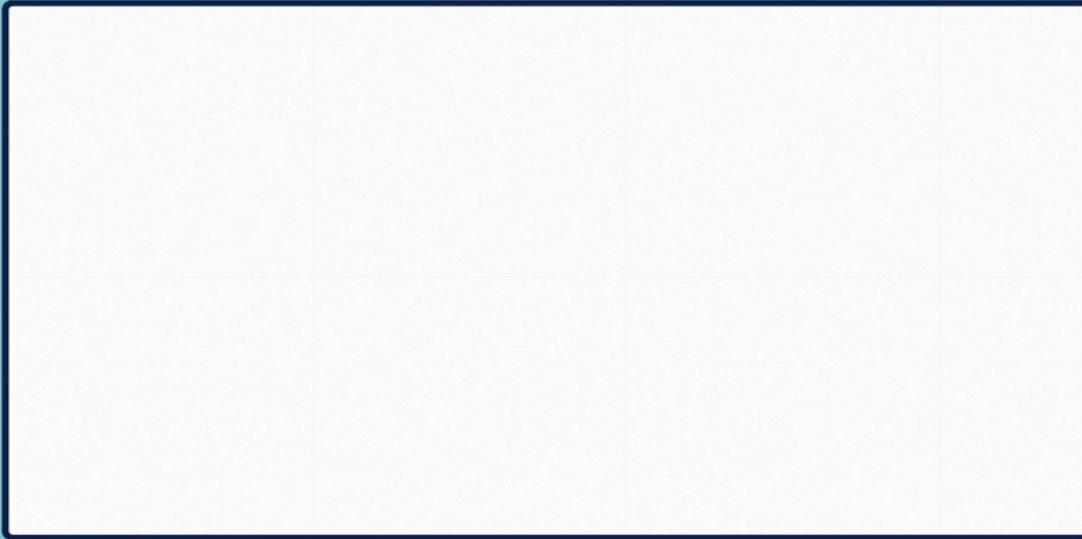
plate boundary



a large landform that rises up above the surrounding land, formed by tectonic plates or volcanoes (Aoraki Mount Cook)

mountain

Summer 1 (before half term)



public management



traffic

issues

- delays
- air pollution
- frustration

possible solutions

- congestion charging
- building new roads
- improving public transport



litter

issues

- unhygienic
- unpleasant to look at
- dangerous for animals

possible solutions

- increase waste collection
- provide more bins
- encourage recycling and reusing



KEY VOCABULARY

sketch map

a simple, **hand drawn map**, from sight or memory, showing the key human and physical features in an area

graph

a **mathematical drawing** that shows information using lines, shapes and colours

analyse

to **look closely** at something and understand it

data

information, often **facts or numbers**, that can be collected and analysed to help us understand something

fieldwork

the process of **observing and collecting data** about people, cultures and natural environments

local councillor

a person elected to a local council to **represent the views of local residents**

resident

someone who **lives in a particular place**



## Concepts

- Process of design
- Making products with fabric
- Types of fabric—natural/synthetic
- Properties and suitability of fabric
- How fabrics are made—weaving
- Features of a bag – size, materials, fastenings, shape, joining, decoration, handles.
- Decoration—appliqué, embroidery



## National Curriculum Coverage

### Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school). When designing and making, pupils should be taught to:

**Design**—use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches

**Make**—select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.

**Evaluate**—investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world.



## Links with Other PKC Subjects

Year 2 Art: Spring B; Anglo Saxon Art; The Bayeux Tapestry

Year 3 History: Autumn B; Ancient Egypt; Tutankhamun

Year 4 Art: Summer B; Needlework, Embroidery and Weaving; Embroidery

Summer 1 (before half term)

# Summer Production



During the Summer term, both year 5 and 6 will work together to create the props, clothes and backdrops that are needed for the Year 6 production.

Some pupils will be involved in the creation of the scenery, including designing, drawing and painting the scenery. Other pupils will be involved in making, designing and building props for the production.



Some pupils will also get the opportunity to support the Year 6 with the singing of the songs in



Year 5 and 6 will be taking part in our successful art week in the summer term.

Materials used:

Wood  
Paper  
Paint  
Material  
Fabric  
Needles  
Scissors  
Nails  
Plastic  
Wool  
Glue



Summer 2 (after half term)