

# YEAR 5 SUMMER TERM

**Key question: How has the legal system for crime and punishment, changed over time?**

## Geography Focus: Geography Skills Knowledge

### Children will:

Be able to locate different locations using 8 compass points and 4 figure grid references.

Know and be able to talk about ranging map symbols.

Know how erosion affects coastlines, and the link to the water cycle.

Compare how economic activity impacted the crime within an area.

## History Focus: Changing legal system Knowledge

### Children will

- Know a modern definition of crime and punishment, and the role of the Criminal Justice Service in Britain today.
- Compare different crimes and punishments from the past, including from the Roman, Anglo Saxon, Tudor, Medieval and Victorian Eras.
- Use facts to make their own opinion on whether the punishment was suited the crime.
- Know that mass media was an important factor in influencing people's attitudes towards crime and punishment.
- Compare how people's views of crime have changed over time.
- Investigate who Elizabeth Fry is and how she has helped to reform prisons in Britain along with other significant individuals.
- Know the police are quite modern and

## Science Focus: Space / Forces Knowledge

### Children will:

Describe the movement of the Earth and other planets in relation to the sun in the solar system.

Describe the movement of the moon relative to the Earth.

Describe the sun, moon and Earth as approximate spherical bodies.

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Understand the effects of air resistance, water resistance and friction that act between moving surfaces.

Know that some mechanisms, including

	<p>have only been around for the last 200 years.</p> <ul style="list-style-type: none"> <li>Investigate how some methods used by Victorian police officers are still used today to investigate crime.</li> </ul>	<p>levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
<p><u>Key vocabulary</u>  sustainable/ unsustainable  sea level  grid reference  mountain  terrain  industrial  contour lines  continent  sub-continent  water cycle  North  South  East  West  North East  North West  South East  South West</p>	<p><u>Key vocabulary</u>  Capital punishment  Corporal punishment  Court  Crime  Criminal  Evidence  Law  Police  Treason  Vagrant  Wergild</p>	<p><u>Key vocabulary</u>  gravity  friction  levers  gears  pulleys  air resistance  water resistance  Earth  sun  moon  planets  approximately  spherical  rotation  orbit</p>

<p><u>English Focus: Oranges in No Man's Land Knowledge</u>  Children will:  In the context of the study of Victorian leisure, undertake:  persuasive writing  explanation texts  diary entries  report writing</p>	<p><u>Design and Technology Focus:</u>  <u>NA</u>  <u>2 DT projects completed in Autumn Term</u></p>	<p><u>Computing Focus: Selection in Systems and Quizzes Knowledge</u>  Children will:</p> <p>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p>

<u>Key vocabulary</u> Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Adverbials	<u>Key vocabulary</u> NA	<u>Key vocabulary</u> input device output device digital device hardware profile motherboard hard drive RAM ROM CPU GPU operating system navigate Micro Bit refinement

## RE Focus: Pilgrimage

### Knowledge

Children will:

Know that people of many faiths make special journeys to places of significance.

Know why Muslims make a special journey to a place of religious significance.

Recall details of religious pilgrimages and their own special journeys.

Know the names of some religious pilgrimages.

## Music Focus: Playing the Recorder

### Knowledge

Children will:

Develop understanding of songs in different styles and structures.

Confidently play a minimum of 5 notes on their instrument (recorder).

Apply and practise knowledge of music theory to compositions, improvisations and performances.

Reflect on their performances saying what went well and what could be improved

## Maths

### Knowledge

Children will:

Develop knowledge in the following key areas of coverage:

### Number

- Adding decimals within 1
- Subtracting decimals within 1
- Complements to 1
- Adding decimals – crossing the whole
- Adding decimals with the same number of decimal places
- Subtracting decimals with the same number of decimal places
- Adding decimals with a different number of decimal places
- Subtracting decimals with a different number of decimal places
- Adding and subtracting wholes and decimals
- Decimal sequences
- Multiplying decimals by 10, 100 and 1,000
- Dividing decimals by 10, 100 and 1,000

		<p><u>Geometry</u></p> <ul style="list-style-type: none"> <li>• Measuring angles in degrees</li> <li>• Measuring with a protractor (1)</li> <li>• Measuring with a protractor (2)</li> <li>• Drawing lines and angles accurately</li> <li>• Calculating angles on a straight line</li> <li>• Calculating angles around a point</li> <li>• Calculating lengths and angles in shapes</li> <li>• Regular and irregular polygons</li> <li>• Reasoning about 3-D shapes</li> <li>• Position in the first quadrant</li> <li>• Reflection</li> <li>• Reflection with coordinates</li> <li>• Translation</li> <li>• Translation with coordinates</li> </ul> <p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• Kilograms and kilometres</li> <li>• Milligrams and millilitres</li> <li>• Metric units</li> <li>• Imperial units</li> <li>• Converting units of time</li> <li>• Timetables</li> </ul>
<p><u>Key vocabulary</u>  Mecca  Cave Hira  Night Journey  Musa (Moses)</p>	<p><u>Key vocabulary</u>  tuned percussion accompaniment duration  chord untuned percussion body percussion  glockenspiel composer call and response  lyrics sound effects chord sequence</p>	<p><u>Key vocabulary</u>  Reflex angle  Dimensions  Regular and irregular polygons  Volume</p>

<p>Qu'ran 5 Pillars Hajj Islamic aid Muhammad Pilgrimage</p>	<p>notation melodic pattern improvisation orchestration ostinati meter [song lines] articulation score phrase/phrasing</p>	<p>Imperial units Metric units</p>
<p><u>Physical Education Focus: Athletics /Tennis Knowledge</u> Children will: Develop their knowledge and skills in the following areas: Athletics Tennis Rounders</p>	<p><u>Art and Design Focus: Impressionism and Street Art Knowledge</u> Children will: Consider what art means to them and acknowledge that feelings, thoughts and life events can be represented in a variety of ways relative to the individual.</p> <p>Develop knowledge of Impressionist artist Claude Monet and compare a variety of pieces of his artwork.</p> <p>Create pieces of art based on the works of Monet based on skill development for using water colours.</p> <p>Develop knowledge of modern art work, including looking at the style of Banksy.</p> <p>Improve their mastery of art and design techniques via drawing and painting with a range of materials.</p>	<p><u>Modern Foreign Languages – French Knowledge</u> 1. <u>My house</u> Children will: Say and write in French whether they live in a house or apartment, and what rooms they have at home. Say what room we have and do not have at the home using the key structure chez moi il y a...and chez moi in n'y a pas de/d' Use the conjunction 'et' (and) to link the sentences together.</p> <p>2. <u>Clothes</u> Children will: Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour</p>

	<p>Compare the works of artists such as Monet and Banksy.</p>	<p>Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p>
<p><u>Key vocabulary</u> Forehand Backhand Serve Volley Backstop Track events Field events</p>	<p><u>Key vocabulary</u> Impressionism Claude Monet Water colours Strokes Street art Graffiti Freehand Stencil Comparisons</p>	<p><u>Key vocabulary</u></p> <p>1. <u>My house</u></p> <ul style="list-style-type: none"> <li>• Où habites-tu ? - Where do you live?</li> <li>• une cuisine- a kitchen</li> <li>• J'habite dans... - I live in...</li> <li>• une sale à manger - a dining room</li> <li>• une maison - a house</li> <li>• une salle de bains - a bathroom un appartement - an apartment une chambre - a bedroom</li> <li>• en ville - in town</li> <li>• une buanderie - a utility room à la campagne - in the countryside</li> <li>• un sous-sol - a basement</li> <li>• à la montagne - in the mountains</li> <li>• un bureau - an office / a study au bord de la mer - by the sea un salon - a living room</li> <li>• dans un village - in a village un garage - a garage</li> <li>• et - and</li> <li>• un jardin - a garden</li> <li>• mais - but</li> <li>• Chez moi il y a... In my home there</li> </ul>

is... / there are...

- In my home there is not... / there are no...

## 2. Clothes

- Un pantalon = a pair of trousers
- Un maillot de bain = swim wear
- Un pull = a jumper
- Un tee shirt = a tee shirt
- Un manteau = a coat
- Un short = a pair of shorts
- Un chemisier = a blouse
- Une robe = a dress
- Une cravate = a tie
- Une écharpe = a scarf
- Une jupe = a skirt
- Une veste = a jacket
- Une chemise = a shirt
- Une casquette = a cap
- Des collants = a pair of tights
- Des gants = a pair of gloves
- Des bottes = a pair of boots
- Des chaussures = a pair of shoes
- Des chaussettes = a pair of socks
- Des sandales = a pair of sandals
- Des lunettes = a pair of glasses/sunglasses

## PHSE

### Knowledge

Children will:

Learn about independence and responsibility

Explore the diverse world we live in and celebrate different cultures in our community

Informed Lifestyle Choices (SCARF Lifebase Workshops)

Digital Safety and Responsible Use

Growing and Changing

### Key vocabulary

Rights

Responsibility

Skills

Privacy

Safety

Feelings

Changes