

St Nicholas CE Primary School

Belonging, Believing, Becoming



Year 5

Key Knowledge and Vocabulary

Subject	Key Knowledge	Key Vocabulary
English	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.• Re-read and read ahead to check for meaning. <p>Comprehension</p> <ul style="list-style-type: none">• Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.• Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.• Identify significant ideas, events and characters and discuss their significance.• Learn poems by heart for example, narrative verse, haiku.• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Use meaning-seeking strategies to explore the meaning of words in context.• Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.• Identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.• Justify inferences with evidence from the text.• Make predictions from what has been read.• Summarise the main ideas drawn from a text.• Identify the effect of the context on a text. for example, historical or other cultures.	<p><u>Grammar</u></p> <p>Subject Object Modal verb Relative clause Relative pronoun Parenthesis Cohesion Dialogue</p> <p><u>Spellings</u></p> <p>Endings which sound like 'tious' ambitious cautious infectious conscientious superstitious ostentatious nutritious facetious fictitious</p> <p>Endings which sound like 'cious' suspicious unconscious vicious ferocious atrocious spacious audacious gracious malicious</p> <p>Endings which sound like ial/cial special potential preferential crucial initial celestial artificial torrential beneficial essential residential palatial glacial influential evidential presidential deferential antisocial spatial consequential unofficial superficial confidential circumstantial social</p> <p>Endings which end ial/tial substantial sequential</p> <p>Words ending in 'ant' participant triumphant extravagant informant irrelevant reluctant brilliant significant important</p>

	<ul style="list-style-type: none"> •Identify how language, structure and presentation contribute to the meaning of a text. •Express a personal point of view about a text, giving reasons. •Make connections between other similar texts, prior knowledge and experience. •Compare different versions of texts and talk about their differences and similarities. •Listen to and build on others' ideas and opinions about a text. •Present an oral overview or summary of a text. •Present the author's viewpoint of a text. •Present a personal point of view based on what has been read. •Listen to others' personal point of view. •Explain a personal point of view and give reasons. •Know the difference between fact and opinion. •Use knowledge of structure of text type to find key information. •Use text marking to identify key information in a text. •Make notes from text marking. <p>Writing</p> <p>Transcription</p> <ul style="list-style-type: none"> •Form verbs with prefixes for example, dis, de, mis, over and re. •Convert nouns or adjectives into verbs by adding a suffix, for example: ate, ise, ify. •Understand the general rules for adding prefixes and suffixes above. •Spell some words with 'silent' letters, e.g. knight, psalm, solemn. •Distinguish between homophones and other words which are often confused. •Spell identified commonly misspelt words from Year 5 and 6 word list. •Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. •Use a thesaurus. •Use a range of spelling strategies. •Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. •Choose the writing implement that is best suited for a task (e.g. quick notes, letters). <p>Composition</p> <ul style="list-style-type: none"> •Know the audience for and purpose of the writing. •Use the features and structures of text types taught so far. •Use grammatical features and vocabulary appropriate for the text types taught so far •Start sentences in different ways. •Use sentence starters to highlight the main idea. •Develop characters through action and dialogue. •Establish viewpoint as the writer through commenting on characters or events. •Show how grammar and vocabulary choices create impact 	<p>Words ending in 'ance'/'ancy' performance glance significance stance nuisance appearance hesitancy vibrancy discrepancy</p> <p>Words ending in 'ent' represent parliament improvement requirement argument patient statement environment government</p> <p>Words ending 'ence'/'ency' influence experience coincidence preference excellence frequency inference urgency leniency</p> <p>Words ending 'ible'/'able' adorable edible responsible avoidable capable inexcusable disposable miserable enjoyable sociable respectable accessible horrible susceptible audible impossible invincible legible</p> <p>Words ending 'ibly'/'ably' audibly irritably comfortably forcibly unquestionably predictably amiably impeccably unbelievably terribly incredibly sensibly remarkably possibly visibly probably justifiably uncontrollably</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer. inferring transferring referred preferred differed difference offered inference reference</p> <p>Use of the hyphen co-ordinate co-operate co-own de-activate de-emphasise pre-existing re-examine re-enter ultra-ambitious</p> <p>I before e rule where word sounds like ee perceive deceive receive conceit receipt ceiling caffeine protein seize</p> <p>Words with the letter string -ough fought,bought, nought,</p>
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	<p>on the reader.</p> <ul style="list-style-type: none"> •Choose vocabulary to engage and impact on the reader. •Use stylistic devices to create effects in writing, for example, simile, metaphor, personification. •Add well-chosen detail to interest the reader. •Summarise a paragraph or event. •Organise writing into paragraphs to show different information or events. •Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. •Use modal verbs or adverbs to indicate degrees of possibility. •Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. •Use commas to clarify meaning or avoid ambiguity in writing. •Use brackets, dashes or commas to indicate parenthesis. •Assess the effectiveness of their own and others' writing. •Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. •Ensure the consistent and correct use of tense throughout a piece of writing. •Ensure correct subject and verb agreement when using singular and plural. •Distinguish between the language of speech and writing. •Distinguish between the formal and informal spoken and written language. •Proof-read for spelling and punctuation errors. •Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Spoken Language Engage the interest of the listener by varying their expression and vocabulary.</p> <ul style="list-style-type: none"> •Adapt spoken language to the audience, purpose and context. •Explain the effect of using different language for different purposes. •Develop ideas and opinions with relevant detail. •Express ideas and opinions, justifying a point of view. •Show understanding of the main points, significant details and implied meanings in a discussion. •Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. •Begin to use Standard English in formal situations. •Begin to use hypothetical language to consider more than one possible outcome or solution. •Perform own compositions, using appropriate intonation and volume so that meaning is clear. •Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone. •Understand and begin to select the appropriate register according to the context. 	<p>although, dough, through</p> <p>Words with silent letters climb subtle foreign gnarl autumn knowledge wreckage conscious reign</p> <p>Statutory spellings accommodate amateur apparent appreciate attached average awkward category committee conscience conscious convenience criticise curiosity desperate x frequently government harass hindrance individual interfere language leisure marvellous necessary neighbour nuisance occupy occur physical pronunciation queue recognise recommend relevant secretary signature stomach suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p> <p>Homophones course coarse mourning morning complement compliment principle principal stationery stationary whether weather alter altar practice practise reign rain except accept meddle medal profit prophet suite sweet waist waste wait weight effect affect further farther precede proceed</p>
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<p>Maths</p>	<p>Number Read and write numbers to 1 000 000. Tell the place value of a digit in a number. Compare and arrange numbers within 1 000 000. Count forwards or backwards in steps of 1000, 10 000 and 100 000. Round numbers to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Addition and Subtraction Add whole numbers with more than 4 digits. Add numbers mentally. Subtract whole numbers with more than 4 digits. Subtract numbers mentally. Use rounding to check answers. Solve word problems involving addition, subtraction, multiplication and division, and a combination of these.</p> <p>Multiplication and Division Find multiples and common multiples. Find factors and common factors. Identify prime and composite numbers. Recognise square numbers and cube numbers, and use the notation for squares (e.g. 4²) and cubes (e.g. 2³). Multiply numbers up to 4 digits by a 1-digit number. Multiply numbers up to 3 digits by a 2-digit number. Multiply and divide mentally. Multiply and divide numbers by 10, 100 and 1000. Divide 3-digit and 4-digit numbers. Solve word problems involving addition, subtraction, multiplication and division, and a combination of these.</p> <p>Fractions Find equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert from one form to the other. Compare and order fractions. Add and subtract fractions. Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Decimals Read and write decimals up to three decimal places. Compare and order decimals up to three decimal places. Write fractions as decimals. Add and subtract decimals. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving decimals up to three decimal places</p> <p>Percentage Recognise the per cent symbol (%). Find percentages of a given number. Interpret a percentage as a fraction of an amount.</p>	<p>Millions Integers Number sequence Powers of ten Equal parts Bus stop division</p> <p>Product Factor pairs Factorisation Common factors</p> <p>Prime numbers Prime factors Composite numbers</p> <p>Thousandths</p> <p>Percentage</p> <p>Metric units Imperial units Inches Pounds Pints</p> <p>Regular polygon Irregular polygon</p> <p>Rectilinear Reflex angle Protractor Degrees</p> <p>Diagonal Co-ordinates Quadrant</p> <p>Translation Line graph Timetable</p> <p>Accuracy Multi-step problems</p>
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	<p>Length Convert measurements of length. Solve problems involving measurements.</p> <p>Area and Perimeter Find the perimeter of a figure. Find the area of a figure. Use scale diagrams to find the perimeter and the area of a figure. Estimate the area of a figure.</p> <p>Volume Find and compare the volumes of solids. Find and compare the capacity of rectangular boxes. Estimate volume and capacity. Convert units of volume. Solve word problems involving volume.</p> <p>Geometry Identify acute angles, right angles, obtuse angles and reflex angles. Draw and measure given angles. Identify angles on a straight line and angles that meet at a point. Find unknown angles in squares and rectangles. Identify regular polygons. Identify 3-D shapes from 2-D drawings.</p> <p>Mass Convert measurements of mass. Solve problems involving measurements.</p> <p>Temperature Tell the temperature. Solve problems involving measurements.</p> <p>Time Convert measurements of time. Solve problems involving measurements.</p> <p>Graphs Read and interpret information in a timetable. Read, interpret and complete information in a table. Read and interpret information from a line graph. Solve word problems using information from a line graph.</p> <p>Position and Movement Write the coordinates of points. Describe translations and reflections. Find the position of a shape after translation or after reflection.</p> <p>Roman Numerals Write Roman numerals up to 1000. Write years in Roman numerals.</p>	
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<p>Science</p>	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Animals including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Know the stages of the human life cycle. • Recognise development milestones. • Know what is meant by an adolescent. • Describe some changes during puberty. • Know what happens during human gestation. <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how water supports an amphibian life cycle. • Explain some of the challenges amphibians face on land. • Outline the similarities/differences in the life cycles of different insects. • Outline the ways birds care for unhatched young. • Give examples of ways young birds are cared for. • Know what is meant by sexual/asexual reproduction. 	<p>soluble solution dissolve solvent thermal conductors thermal insulators reversible irreversible</p> <p>elderly adolescent puberty period womb amniotic fluid ultrasound umbilical cord gestation</p> <p>gravity mass aerodynamic streamlined lever gear pulley</p> <p>marsupial offspring tadpole frog spawn metamorphosis cocoon pupa larva/ larvae (plural) sexual asexual variation clone</p>
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	<ul style="list-style-type: none"> • Know how sexual reproduction produces variation, whereas asexual reproduction produces clones. • Know why variation is important. • Know some advantages and disadvantages of asexual reproduction. <p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the sun in the solar system. • Know the structure of our solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Know that Earth rotates on its axis. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Know what is meant by a year. • Know what is meant by a day. • Know the difference between the Geocentric and Heliocentric models, and which one is correct. • Know why the Heliocentric model was accepted. <p>The Scientific Method</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>orbit sphere solar system Geocentric Heliocentric axis rotate satellite</p> <p>hypothesis variables data measuring cylinder pipette accurate average conclusion precision precise repeatable</p>
RE	<p><u>The Bible</u></p> <ul style="list-style-type: none"> • To know that Christians believe that the Bible is the inspired word of God. • To know that there are many translations of the Bible. • To know that the Bible guides Christians and effects their daily lives. • To know about the origin and content of holy books from the world faiths I have investigated and the impact of these scriptures on the lives of believers. 	<p><u>Christianity</u> Word of God Translation Saviour Messiah Matthew Luke Kingdom of God Imagery Victory Triumph Redeemer</p>

	<p><u>Islam 1 – Ramadan</u> Muslims treat one month of the year as especially holy. That month is Ramadan. Muslims fast from before dawn until after dusk. They then have an evening meal called iftar. The Muslim religious calendar uses lunar months, and so Ramadan falls at different times each year.</p> <p><u>Christmas</u></p> <ul style="list-style-type: none"> • To know that Christians believe that the Bible is the inspired word of God. • To know that there are many translations of the Bible. • To know that the Bible guides Christians and effects their daily lives. • To know about the origin and content of holy books from the world faiths I have investigated and the impact of these scriptures on the lives of believers. <p><u>Jesus</u></p> <ul style="list-style-type: none"> • To know that Jesus’ teaching explains Christian beliefs. • To know that Jesus’ teaching makes an impact on people’s lives. • To know the elements of Jesus teaching that can be directly linked to our school Christian values and British values. <p><u>Easter</u></p> <ul style="list-style-type: none"> • To know that Christians believe that Christ’s resurrection is a victory over death. • To know that Christians believe that Easter is the key event in God’s salvation plan. • To know that Christians believe Jesus’ death and resurrection restored the relationship between God and people. <p><u>Daniel</u></p> <ul style="list-style-type: none"> • To know the stories of Daniel and Shadrach, Meshach and Abednego. • To know that Bible stories reveal the nature of God. • To know about persecuted Christians and the challenges they face. <p><u>Old Testament Women</u></p> <ul style="list-style-type: none"> • To know the stories of significant women in the Old Testament. • To know that being a person of faith isn’t always easy. <p><u>St Paul</u></p> <ul style="list-style-type: none"> • To know that the Book of Acts records what happened after Pentecost. • To know that the early Christians were persecuted for over 300 years. • To know why St Paul is a key person in Christianity. 	<p>St Nicholas St Lucia Orthodox Shadrach Meshach Abednego Nebuchadnezzar Darius Jochebed Deborah Abigail Rahab Hannah Ruth Esther Purim</p> <p><u>Islam 1 – Ramadan</u> marvelled straining crescent Ramadan illuminates new moon full moon cycle phases of the moon lunar sliver at first light suhoor thread dusk break their fast iftar Jibril the Prophet Muhammad scriptures corrupted Seal of the Prophets Qur'an Night of Power reverence lanterns themes imam character zakat charity wholesome spiritual prioritise virtue hardship ease Sawm distract distracting prescribed mindful mankind glorify obedience</p>
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	<p><u>Stories of the Prophets</u></p> <ul style="list-style-type: none"> • Muslims believe that God revealed his truth to humans in messages. • God sent his messages to prophets. • The Prophetic Tales contain stories of the prophets, told in chronological order. • The Qur'an is the <u>final</u> revelation from God for Muslims. • The Hadith contains the things that the Prophet Muhammad said and did. • There are five books which Muslims say were revelations: the Qur'an + the four others. Collectively, they are known as kutub. • Shaytun was determined to distract Adam and Hawwa from Allah's way. • Adam and Hawwa realised they had made a terrible mistake and asked Allah's forgiveness. • Allah showed mercy and forgave them both, but banished them from the garden. • Mount of Mercy is the name of the hill where Adam and Hawwa were reunited with each other and with Allah. • Arafat is the name of the plain where the Mount of Mercy is found. • Allah promised to send guidance to Adam. • Adam's role was now to preach the guidance as a prophet and rule as a khalifa. • Jibril was the angel sent by Allah to tell Adam to build a shrine. • An idol seller in Babylon had a son called Ibrahim. • The idol-worshippers were furious with Ibrahim because he had broken their idols and humiliated their gods • Ibrahim was safe from the flames because Allah told the fire to be coolness and safety for Ibrahim. • Ibrahim and Hajar went to a lonely barren valley between two hills. • Desperate for water, Hajar ran between the two hills seven times, but then then the angel Jibril showed Hajar a spring bursting from the ground. • The tribe's leaders agreed that the Zamzam spring would and humiliated their gods 	<p>Hadith deeds compassion reflect faults muezzin minaret reflections couscous salah occupy Khatam Eid madrasa sliver of the new moon Eid Mubarek Eid ul-Fitr national holiday donations purify</p> <p><u>Stories of the prophets</u></p> <p>scholar in common unique to glimpses role models Adam Prophetic Kutub Hawwa existed eternity Khalifa khalifa thrive prosper Shaytun haughty arrogant haughtiness blissful toil Arafat arrogance wretched astray misery Nuh lowly persevered taunted refuge ceased subside perseverance vanity Ibrahim humiliated barren dismayed steadfast</p>
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		dedication moral of the story miraculous hurriedly conceal continuous Narration narrative bride-price longing firebrand despair prospect Dawud Sulayman prophethood echo falsehood penitent ushered
History	<p>Roman Republic</p> <ul style="list-style-type: none"> • Romulus: the first king of Rome • Why did Rome become a republic? • Rome versus Carthage: What were the Punic Wars? • Hannibal's attack on Rome • Scipio saves Rome: How similar were Scipio and Hannibal? • Culture in the Roman Republic: Scipio was a patrician. • <i>Disciplinary focus</i>: How much power did the senate have in the Roman Republic? <p>The Roman Empire</p> <ul style="list-style-type: none"> • How did Rome control its growing empire: The Roman army • Julius Caesar • Augustus: the first emperor • What did the Emperors Claudius and Nero do for Rome? • Pompeii and the eruption of Vesuvius • The Jewish-Roman War • <i>Disciplinary focus</i>: What can sources reveal about Roman ways of life? 	<p>Roman Republic</p> <p>Legend, Romulus, Remus, Tiber, shepherd, omen</p> <p>753 BCE, Rome, senators, unity, toga, temples, cunning, Sabine, festival, signal, religious, seven hills, Tarquin, Tarquin the, Proud, Brutus, senate, represent, consuls, republic, SPQR, Peninsula, Carthage, Carthaginians, surrendered, Punic Wars, heavy fines, Hannibal, The Roman Republic, revenge, camp, cavalry, battlefield</p> <p>were lost, ambushed, Scipio, Scipio Africanus, threat, criticised, patrician, plebeians, elect, representatives, overrule, enslaved</p> <p>The Roman Empire</p> <p>survival, peninsula, province, governor, centurion, legion, standard, height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, Mark Antony, descended, cunning, Augustus, The Roman Empire, emperor, Claudius, proclaim, advantage, aqueducts, Nero, Colosseum, Pompeii, Vesuvius, vapour, Pliny, panicked, debris, Judea, rebellion, imperial, culminated, enslaved, trophies, pockets of resistance</p>

	<p>Roman Britain</p> <ul style="list-style-type: none">• The Romans invade Britannia: How were Claudius and Julius Caesar different and similar?• Caratacus fights back• Boudicca’s revolt against the Romans• The Roman town of Aquae Sulis• Hadrian’s Wall and life on the frontier• Black Romans in Britain• <i>Disciplinary focus:</i> What kinds of knowledge about Roman Britain have historians been able to build from the sources? <p>Christianity in Three Empires</p> <ul style="list-style-type: none">• The persecution of Christians in the Roman Empire• Emperor Constantine makes big changes• The culture of the Byzantine Empire in the 6th century.• An African empire: Aksum (port of Adulis)• A high and holy place• How Aksum became a Christian state• <i>Disciplinary focus:</i> What made each early Christian state special?	<p>Roman Britain</p> <p>Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus, warriors, ambushed, captured, forces, fort, ascend, breast-plates, defeat, placed in chains, heavy taxes, revenge, capital city, Colchester, stationed, revolt, Iceni, Boudicca, raised an army, razed to the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy, Roman Britain, Aquae Sulis, spring, fortune, strigil, hypocaust, furnaces, palestra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian’s Wall, approaching, Vindolanda, wooden tablets, garrison</p> <p>Christianity in Three Empires</p> <p>Bethlehem, three wise men, frankincense, myrrh, miracles, forgiveness, rose from the dead, converted, baptised, sins, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, martyrs, Christianity in three Empires, official religion, Constantine, rivals, vision, Byzantium, Byzantine Empire, Constantinople, harbour, culture, cultures, mosaic, Goths, Huns, Visigoths, sacked, marble, hippodrome, stadium, Justinian, code, innocent, law courts, rights, Empress Theodora, court, halo, baptismal font, Aksum, plateau, terraces, lowlands, Adulis, caravan, export, ivory tusks, perfumes, Yemen, mints, state, Ethiopia, perilous, hewn saints, sacred, rock-hewn, shipwreck, Ezana, bishop, patriarch, erected, stela, Professor</p>
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	<p>Arabia and Early Islam</p> <ul style="list-style-type: none"> • Makkah: a city in a desert • Growing up in the desert (owning camels was seen as important in Arabia) • Arabian worlds before Muhammad • A new message through Muhammad's teachings • Muhammad escaped to Yathrib • Muhammad's return to Makkah • <i>Disciplinary focus:</i> What kind of change did Muhammad bring about in Arabia? <p>Cordoba: City of Light</p> <ul style="list-style-type: none"> • Islam bursts out of Arabia • Why did Islam spread so far, so fast? • The homesick ruler (Abd al-Rahman) and the hall of light • How did new knowledge grow in Cordoba? (City of learning, city of art) • City of three religions • Cordoba in trouble! • <i>Disciplinary focus:</i> How did worlds come together in Muslim Cordoba? 	<p>Arabia and Early Islam</p> <p>dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral, nomads, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of ancestors, heritage, Petra, reared, oases, fragrant, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, scorned, betraying, truce, disapproved, refugees, tragedy, jeering, plunge, grove, mosque, Prophet, Medina, Arabic, negotiate</p> <p>Cordoba: City of Light</p> <p>warring, disputes, Caliphs, warfare, Samarkand, Sind, territory, advance, factors, liberators, tolerant, booty, inheritance, captive, pride, treasurers, surveyors, dynasty, Ummayad, Damascus, criticise, rally round, Abbasids, unfurled, banners, Abd al-Rahman, massacre, biblical, fugitive, Cordoba, unwinding, turban, emir, stranger, homeland, exile, urgent, stonemasons, honour, glance, sturdy, delicate, aisles, jade, musician, lute, Peoples of the Book, provoked, clamped down, locust, minaret, splendour, ancestors, sought out, mihrab, adapted, production, extension, Berbers, deadly, Almohads, momentum, expelled, triumph, cathedral, enraged, town council, permission, unique</p>
Geography	<p>The Rhine and the Mediterranean</p> <ul style="list-style-type: none"> • The journey of the River Rhine • Cologne: city on the Rhine • Rotterdam: the mouth of the Rhine • The Mediterranean Sea • The Suez Canal • <i>Disciplinary focus:</i> How have land and people shaped the Rhine and the Mediterranean? 	<p>The Rhine and the Mediterranean</p> <p>Rhine, Alps, North Sea, Upper Rhine, Lower Rhine, Confluence, Cologne, banks, Bank, rainfall, flooding, flood walls, port, harness, importing, exporting, canal, wetlands, drained, lock, strait, the med, enclosed sea, peninsula, mainland, waterway,</p>

	<p>Population</p> <ul style="list-style-type: none"> • What is a population? • Migration • Multi-ethnic London • Multi – ethnic Cardiff • The Welsh language and culture • Welsh and British identity • <i>Disciplinary focus:</i> How and why does population distribution vary across Great Britain? <p>Coastal processes and landforms</p> <ul style="list-style-type: none"> • Coastal processes • Transporting and depositing • Landforms • Jurassic Coast • Coastal habitats • West coast Wales • <i>Disciplinary focus:</i> How is the west Wales coast changing? <p>Tourism</p> <ul style="list-style-type: none"> • Why might people want to visit a seaside town? (Llandudno) • Types of tourism • Advantages and disadvantages of mountain tourism? • How has tourism changed? • How has tourism changed Majorca? • What effects can tourists have on a location? • <i>Disciplinary focus:</i> How do tourists affect places? 	<p>Suez Canal, Red Sea</p> <p>Population</p> <p>population density, densely populated, sparsely populated, population distribution, high population density, low population density, migration, rural, urban, rural to urban migration, ethnic, diverse, census, ethnically diverse, ethnicity, Welsh, Cymraeg, Eisteddfod, Wales, British, identity, minted, floral</p> <p>Coastal processes and landforms</p> <p>coastline, waves, erosion, transport, transportation, groynes, depositing, deposit, deposition, landforms, bay, cliffs, headland, shingle, Jurassic Coast, preserved, fossils, cave, arch, stack, habitat, rock pools, sand dunes, coral reefs, Cardigan Bay</p> <p>Tourism</p> <p>seaside, seaside towns, pier, amusements, Llandudno, paddle, deckchair, sandcastle, Punch and Judy, promenade, hotels, guest houses, tourists, tourism, activity, cultural, income, souvenirs, tourist industry, Matterhorn, minimum, maximum, skis, ski, slope, ski-lift, advantage, disadvantages, environment, destination, airports, airlines, sunshine holiday, mainland, travel agencies, package holidays, accommodation, apartments, air pollution, services, economy, sustainable, sustainability, coral reef, ecotourism</p>
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	<p>Earthquakes</p> <ul style="list-style-type: none"> • The effects of an earthquake • The role tectonic plates play in earthquakes • The San Andreas Fault • How can we measure earthquakes? • What are the effects of an earthquake? • How do humans live with earthquakes? • <i>Disciplinary focus:</i> What are the effects of earthquakes on people and on the environment? <p>Deserts</p> <ul style="list-style-type: none"> • Desert temperatures • The Sahara Desert • The human and physical causes of desertification? • The flora and fauna found in both the hot and cold deserts. • How have humans used deserts? • The Patagonian Desert • <i>Disciplinary focus:</i> In what ways are deserts around the world similar and different? 	<p>Earthquakes</p> <p>Earthquake, tremors, aftershocks, visible, tectonic plates, plate boundary, fault line, San Andreas fault, seven major plates, friction, epicentre, tsunami, focus, seismic waves, seismograph, seismogram, magnitude, Richter scale, trembling, immediate effects, tidal wave, devastate, liquid mud, environment, rubble, landslide, subsidence, long-term effects, prone, absorb, rubber, drill</p> <p>Deserts</p> <p>hydrated, dehydrated, desert, vegetation, arid, Sahara Desert, plummet, lush, sand dunes, oasis, oases store, camels, Sahel, semi-arid, drought, productive, non-productive, desertification, physical, nutrients, overgrazing, herd overfarming, variety, flora, fauna, obtain, desolate, succulents, cactus, cacti, spines, prevent, meerkat, nocturnal, chameleon, Antarctica, penguins, polar bears, blubber, lichen, modern, traditional, tents, divert, steppe, Great Steppe, Silk Road, yurts, portable, Patagonia, rain shadow, hostile, exceeds, feature, exposes, extinct</p>
Computing	<ul style="list-style-type: none"> • Know how make a QR codes that links to my own work. • Know how to film and produce a short video. <p>Computer Science</p> <ul style="list-style-type: none"> • Know how to decompose a problem, design an algorithm and use this to write a program. • Know how to design and write a program linked to physical systems and sensors. • Know how to use variables, conditional statements, procedures & repeat commands to improve programs. • Know how use logical reasoning to detect & debug a program. • Know how to explore networks and internet traffic. • Know how to translate binary numbers to decimal. • Know how to create a basic web page using HTML. 	<p>Reputation Online Bullying Copyright Self-Image Identity Trust Risks Profile Password Private Binary Bit & bytes IP address Spreadsheet TCP/IP Bandwidth ISP Services LAN HTML Upload</p>

	<p>Information Technology</p> <ul style="list-style-type: none"> ● Know how to record and produce a podcast / audio clips. ● Know how to use unfamiliar technology to create content. ● Know how to improve the quality and presentation of my work. ● Know how to use a spreadsheet to collect and record data. ● Know how to use a search engine and I am aware that not everything I read online is correct. <p>Digital Literacy</p> <ul style="list-style-type: none"> ● Know how to access school email and can send emails to classmates and teacher. ● Know how to create a subject specific vlog and understand the potential risks of sharing content online. ● Know how to collaborate to develop & improve work. ● Know how to search for someone online and create a summary report about that person. ● Know and understand the need for copyright and the consequences of ignoring it. ● Know that there are people online who may try to upset me and my group of friends. ● Know how to make a positive contribution to my online community. ● Know and understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. ● Know the impact technology can have on my health, wellbeing and lifestyle. ● Know how to create a strong password and understand the real cost of some apps. <p>Know that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.</p>	<p>Augmented Reality Formula Record Edit STEAM Bit & Bytes Cache Peripheral Pixel USB</p>
Design Technology	<p>Mechanical Systems-Hydraulics</p> <ul style="list-style-type: none"> ● Understand the core principle of hydraulics by which pressure is used to move a mechanism. ● Know of some ways in which hydraulics are used in engineering etc. ● Know how to sketch a design for a moving head with hydraulic element. ● Know how to work safely with hot tools (e.g. glue gun). ● Design a moving head for a purpose. 	<p>Hydraulics Hydraulic, Engineering Pressure Compressed Input Output Syringe System Shell structure Cams Cam</p>

	<ul style="list-style-type: none"> • Know how to evaluate a finished product and suggest future improvements. <p>Mechanical Systems-Cams</p> <ul style="list-style-type: none"> • Know about the work of one of the lego designers e.g. Jamie Berard. • Know how cams work. • Know how different shaped cams affect the movement of the follower. • Know how different cams could be used for different kinds of toys. • Know how to make a shell structure for a moving toy. • Know ways of strengthening a structure. • Know how to work safely with a variety of materials and tools. • Know how to evaluate a finished product fairly. • Know ways they could improve their product if they were to make it again. <p>Cooking and Nutrition-Empanadas</p> <ul style="list-style-type: none"> • Empanadas are culturally significant foods of Chile and Argentina. • Like a Cornish pasty, the empanada is portable - it would have been taken out into the fields for the workers' lunch. • The crimp fold in the empanada is important because it keeps all the filling inside, so that it doesn't fall out on the way to work. • Know how to make pastry and roll it out flat. • Know how to fold and seal a crimped edge. • Know how to use an egg wash to improve the appearance. 	<p>Axel Bearing Follower Guide Dowel Frame structure rotary movement linear movement</p> <p>Empanadas Filling Traditional Crimp Portable</p>
Art and Design	<p>Autumn</p> <ul style="list-style-type: none"> • I know that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions. • I know how other artists work with typography and have been able to share my thoughts on their work. • I know how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made. • I can draw my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me. • I know how to use my sketchbooks for referencing, collecting and testing ideas, and reflecting. • I can make my drawings appear visually stronger by working over maps or newspaper to make my marks stronger. • I know how some artists use their typography skills and drawing skills to make maps which are personal to them. • I can reflect upon what I think their maps mean, what I like about them, and what interests me. 	<p>Maps: Typography Lettering Graphics Design Communicate Emotions Purpose Intention Playful Exploratory Visual Impact Pictorial Maps Identity Symbols Present Share Reflect Respond Articulate Feedback Similarities Differences Landscape Cityscape Working from Life</p>

	<ul style="list-style-type: none"> • I can use my mark making, cutting and collage skills to create my own visual map, using symbols, drawn elements and typography to express themes which are important to me. • I can share my work with the class, reflecting upon what was successful and give useful feedback on the work of my peers. <p>Spring</p> <ul style="list-style-type: none"> • I know how artists respond to land and city scapes in various ways by using inventive mixed media combinations. • I know how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. I have been able to share my response to their work. • I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. • I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. • I have continued my exploratory work outside the sketchbooks, bringing my "sketchbook way of thinking" to larger sheets of paper. • I can share my journey and discoveries with others and am able to reflect upon what I have learnt. • I can appreciate and be inspired by the work of my classmates, and I can share my response to their work. <p>Summer</p> <ul style="list-style-type: none"> • I know how other artists use their skills to build sets for theatre or animation, inspired by literature, film, poetry or music. • I can articulate and share my response to an artist's work. • I can respond to a suggested stimulus (poetry, prose, music or short film) and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. • I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. • I can share my process and outcome with my classmates, articulating my ideas and methods. • I can listen to my classmates' feedback and take it on board. • I can appreciate the artwork made by my classmates and share my response to their work. • I can take photographs or film of my artwork thinking about presentation, lighting, focus and composition. • I can use my animation set as backdrop to an animation. 	<p>Mixed Media Senses Spirit Energy Capture Composition Format Mono Type</p> <p>Set Design Theatre Animation Model Maquette Design Through Making Imaginative Stimulus Interpretation Vision Mood Drama Narrative Lighting Foreground Background</p>
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<p>Music</p> <p>Wider Opportunities Brass Tuition</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Able to convey intended mood and atmosphere when performing. • Beginning to recognise a broader range of ensembles and instruments. • Know how to confidently demonstrate a secure sense of pulse when performing irregular patterns. • Know how to use ideas when improvising and composing with consideration of musical shape. • Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. • Demonstrate increasing confidence recording and performing from Western notation. • Show an understanding of how to place music relating features heard to justify placement. <p>Spring</p> <ul style="list-style-type: none"> • Know about the timeline of music history and the changes in music across the Baroque, Classical, Romantic, 20th century to now. • Know how to combine the inter-related dimensions of music imaginatively and with thought to characterise a chosen planet. • Know how to create own melodic and rhythmic motifs and organise them within a well-structured piece. • Know how to use musical vocabulary to justify why music evokes certain emotions or how it effects imagination. • Demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. • Demonstrate increased confidence when performing, showing an awareness of the audience throughout. <p>Summer</p> <ul style="list-style-type: none"> • Know how to develop and organise own rhythm patterns experimenting with timbre and structure. • Improvise rhythms with a sense of control and fluidity. • Developing singing an independent part within a round. Sing confidently, pitching the starting note accurately. • Know how to improve work through self-evaluation, comparison and responding to feedback from others. • Know how to use simple Western notation to record and perform rhythms • Combine the interrelated dimensions of music imaginatively and with thought to create effects. • Use an increasing musical vocabulary to respond to music, correctly labelling interrelated dimensions. 	<p>improvisation polyphony pulse rhythm ostinato structure motif time signature major minor accompaniment graphic score graphic notation score stave appraise drone improvise melody improvisation notation timbre layer dynamics tempo</p>
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Physical Education	<ul style="list-style-type: none"> • I can analyse fitness scores to identify areas for improvement. • I can choose the best pace for a running event and maintain speed. • I can encourage and motivate others to work to their personal best. • I can identify how different activities can benefit my physical health. • I understand the different components of fitness and how to test them. • I understand what my maximum effort looks and feels like and I am determined to achieve it. • I can communicate with my team and move into space to keep possession and score. • I can dribble, pass, receive and shoot the ball with some control under pressure. • I can identify when I was successful and what I need to do to improve. • I can use tracking and intercepting when playing in defence. • I can create and perform sequences using apparatus, individually and with a partner. • I can lead a partner through short warm-up routines. • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • I can provide useful feedback to others using key terminology. • I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can use strength and flexibility to improve the quality of a performance. • I can work safely when learning a new skill to keep myself and others safe. • I can identify when I was successful and what I need to do to improve. • I can throw accurately at a target. • I can work co-operatively with others to manage our game. • I understand the need for tactics and can identify when to use them in different situations. • I understand the rules of the game and I can apply them honestly most of the time. • I understand there are different skills for different situations and I am beginning to use these. • I can identify when I was successful and what I need to do to improve. • I can use the rules to referee a game. • I am confident to lead others through poses and flows. • I can create a yoga flow working safely with a partner. • I can identify how different activities can benefit my physical health. 	Fitness Pace Physical health Maximum effort Communication Surroundings Possession Dribble Pass Receive Shoot Defending Intercepting Tactics Canon Synchronisation Strength Flexibility Accuracy Co-operatively Referee Confidence Poses Yoga flow Breath Attacking Actions Dynamics Clearly Fluently Improve Striking a ball
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	<ul style="list-style-type: none"> • I can move with control from one pose to another demonstrating good balance. • I can use my breath to move from pose to pose. • I show strength and flexibility whilst holding yoga poses. • I can communicate with my team and move into space to keep possession and score. • I can identify when I was successful and what I need to do to improve. • I can stay with an opponent and I am confident to attempt to intercept. • I know what position I am playing in and how to contribute when attacking and defending. • I can accurately copy and repeat set choreography. • I can choreograph phrases individually and with others considering actions and dynamics. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can lead a group through short warm-up routines. • I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can suggest ways to improve my own and other people's work using key terminology. • I can use counts when choreographing to stay in time with others and the music. • I can choose the best pace for a running event. • I can identify good athletic performance and explain why it is good. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I can take on the role of coach, official and time-keeper when working in a group. • I can use feedback to improve my sprinting technique. • I persevere to achieve my personal best. • I show accuracy and power when throwing for distance. • I am beginning to strike a ball with a rounders bat. • I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can identify when I was successful and what I need to do to improve. 	
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		<p>¿Dónde está...? - Where is... ? a la izquierda – to the left a la derecha – to the right recto – straight ahead</p> <p>Hay - there is/ there are Bienvenidos - Welcome Quisiera una entrada para – I would like a ticket for Por favor - please</p> <p>una manzana – an apple una cebolla – an onion un mango – a mango un pimiento – a pepper unas uvas – a bunch of grapes una sandía – a watermelon un plátano – a banana una lechuga – a lettuce una zanahoria – a carrot una patata – a potato ¿Te gusta...? – Do you like...? Me gusta. – I like. No me gusta. - I don't like ¿Cuál es tu fruta/verdura favorita? – what is your favourite fruit/vegetable? Mi fruta/verdura favorita es... - My favourite fruit/vegetable is ...</p> <p>¿Tienes...? – do you have...? Sí tengo. – I have No tengo. - I haven't ¿Cuánto cuesta/n? - how much is it? Cuesta/n... céntimos – it is....cents <u>Dos euros – two euros</u> Por favor - please Gracias - thank you</p>
	<p><u>Healthy Eating/ Going to market</u> To say some fruit and vegetables in the target language and use these in simple dialogues. To read and understand some fruit and vegetables in written texts in the target language. To understand plural nouns and how to write them To know to say 'I have' in the target language and that we use part of the verb to have. To understand how to say I haven't in the target language (negating) To write some fruits and vegetables To read and understand a recipe To write a recipe including ingredients and instructions</p>	
	<p><u>Clothes</u> To say nouns for some items of clothing in the target language. To read and write descriptive sentences with nouns and colour adjectives in the target language. To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in the target language To explore and use the verb 'to wear'</p>	<p>un pantalón - trousers un jersey - a jumper un pantalón corto - shorts una camiseta - a tshirt un vestido - a dress una falda - a skirt una camisa - a shirt unos calcetines - socks unos zapatos - shoes unas zapatillas - trainers</p>

		<p>grande -big pequeño / a - small viejo/a – old bonito/a – beautiful llevar – to wear tener - to have ¿Qué llevas? What are you wearing? Llevo... I am wearing/ I wear.....</p>
	<p><u>Out of this world</u> To ask and answer questions about someone’s identity in the target language. To read and recognise names of planets in the target language To read some simple information about planets in the target language. To read and write simple sentences about an imaginary planet in the target language.</p>	<p>Nombre – first name Apellido – surname Edad- age Fecha de nacimiento- date of birth Dirección - address Número de teléfono - telephone number Nacionalidad- Nationality Color de ojos- colour of eyes</p> <p>Mercurio- Mercury Venus- Venus Plutón- Pluto Júpiter- Jupiter Marte- Mars Saturno- Saturn Urano- Uranus Neptuno- Neptune El Sol – the Sun La Luna- the Moon La Tierra- the Earth Los astronautas- the astronauts El planeta- the planet Las estrellas- the stars Espacio- Space El cohete – the rocket Me llamo- I am called Vivo en - I live in.... Tengoaños - I amyears old Soy....- I am No soy.... I am not Es... It is....</p>
	<p><u>At the seaside</u> To read aloud and understand sentences about the seaside in the target language To creative simple persuasive extended sentences in the target language To read and understand facts about going to the beach in the target language To explore beach culture in the target language country To apply their language skills to learn other languages</p>	<p>La playa- the beach Los helados- the ice creams Los castillos de arena – the sandcastles Las frutas- the fruits El sol- the sun(shine) La mochila – the rucksack Las gafas de sol - the sunglasses Las chanclas- the flip flops</p>

		<p>El sombrero – the hat La crema de sol- the sun cream El bañador - the swim suit</p> <p>Puedes / podemos – you can/we can Ven a – come along to.. Va a ser genial – it’s going to be .. tomar el sol – to sunbathe hacer- to make comer- to eat jugar (al fútbol/ al voleibol)- to play(football/volleyball) nadar-to swim</p>
PSHE	<ul style="list-style-type: none"> • Managing friendships and peer influence. • Physical contact and feeling safe. • Physical and emotional changes in puberty; personal hygiene routines; support with puberty. • Responding respectfully to a wide range of people. • Recognising prejudice and discrimination. • Protecting the environment. • Compassion towards others. • How information online is targeted; different media types, their role and impact. • Identifying job interests and aspirations; what influences career choices; workplace stereotypes. • Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. • Keeping safe in different situations, including responding in emergencies, first aid and FGM. 	<p><u>Vocabulary</u> Resolution Dispute Support Acceptable Unacceptable Wanted Unwanted Permission Physical Contact Equality Rights Tolerance Traditions Beliefs Customs Lifestyle Discrimination Racism Sexism Homophobia Trolling Harassment Democracy Citizen Parliament Political Party Prime Minister Members of Parliament General Election House of Commons House of Lords Justice Community Action Climate Media Purpose Entertain Inform</p>

		<p>Persuade Advertise Opinion Bias Stereotypes Results Reliability Ambition Enterprise Entrepreneur Diversity Stereotypes Opportunity College Apprenticeships University Medicines Allergies Disease Vaccination Immunisation Bacteria Virus Hygiene Cleanliness Puberty Pubic hair Uterus Ovary Fallopian tubes Female Genital Mutilation Menstruation Tampon/Sanitary Towel Sun Safety Ultra-Violet Light Skin Damage Heat Stroke First Aid</p>
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