

Year 5 - Term 2

**What was it like
then?**

History



Key Questions

What was life like 130 years ago?

How did Victorians change the way we care for the poor?

If life was so hard for families in the towns, why did so many leave the countryside and move to the towns in Victorian times?

What the Dickens was life like in the Victorian cities?







Children working in Victorian factories: was it as bad as they tell us?

What was life like for climbing boys and how do we know?

Victorian railways: Who were the winners and loser?

The Victorian Era: Dark Age or Golden Age?

Key Inventions

Railway Network 	Photography 	London Underground 
Telephone 	Electric Bulb 	Petrol Car 

The Victorian Era

The period of time between 1837 to 1901 when Queen Victoria reigned over Britain. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.



Industrial Revolution

- A period of huge change in Britain between 1750 and 1900.
- Before the Industrial Revolution, Britain was a rural country, most people lived off the land with livestock.
- People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make something and increased the amount that could be made and so the Industrial Revolution began.
- Huge factories were built and towns expanded.
- People would migrate to the towns attracted by reliable work and pay from the factories.
- Houses for workers were built closer to the factories.
- Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country.

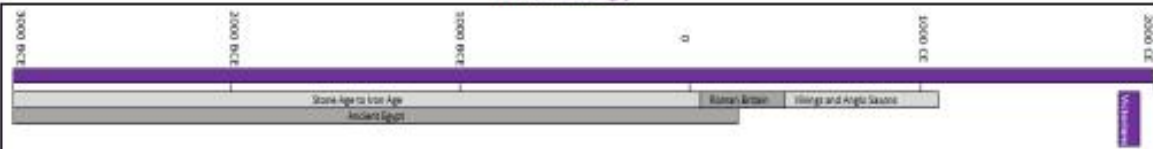


Factory and Chimney Sweeps Acts



- Factory Acts of 1830s – Improve conditions of Factories
- Chimney Sweeps Act 1834 – Age limit for chimney sweeps
- 1840 – It became illegal for young boys to climb chimneys
- 1875 – Police given more power enforce law.

Chronology



Key Vocabulary

Era	an important period of history		
Empire	a group of territories or peoples under one ruler		
Monarch	a person who reigns over a kingdom or empire		
Reign	the time during which a monarch rules		
Census	the process by which a government counts its people		
Pauper	a very poor person		
Rural	areas which are not towns or cities.		
Urban	places where buildings and places where people work and live are all close together.		
Industry	a group of companies that all produce the same thing.		
Industrial Revolution	a time of major change in the way products were made.		
Revolution	a big change in something.		
Migrate	move to a different area to find work or better living conditions.		
Class System	The different status people belonged to depending on their wealth. (Upper, middle and working class)		
19th Century	1801 - 1900	20th Century	1901 - 2000

Workhouses

- Known as "The Poor House" Introduced in 1834 as a new system for helping the poor.
- Food was very basic including bread, porridge (gruel), watered down milk and occasionally meat and potatoes.
- 'Trough' sleeping arrangements were dark and cramped
- Degrading 'prison-like' work.
- In 1930, workhouses were closed for good.

Historical Sources

Reliable/bias sources – depending on who the account is from.

Census	Pictures	Political documents
Photographs	Testimony	Artefacts

Subject Specific Vocabulary

Workhouse	A place where people went if they could not support themselves and their family.
Act	A parliamentary act that makes a new law.
Engineer	A person who uses science and maths to solve problems and make machines.
Monarchy	The King or Queen.
British Empire	Countries that were ruled by Britain.
Mangle	A machine with rollers which is used to press large smooth pieces of cloth.
Cane	A length of cane or a slender stick, used as an instrument of punishment.
Slum	A squalid and overcrowded urban street or district inhabited by very poor people.
Flat iron	Iron heated on a fire or hotplate to press clothes.
Penny black	The first adhesive stamp was introduced.

Year 5 What was it like then?



The Victorian Era

Facts Significant people

People	
Queen Victoria	Second longest serving monarch after Queen Elizabeth II. The first monarch to live at Buckingham Palace.
Isambard Kingdom Brunel	Engineer who built tunnels, railways and steam ships.
George Stephenson	Engineer who built 'The Rocket' – the first train.
Dr Thomas Barnardo	Founded homes for children who needed a home. They were given care and an education.
Elizabeth Garrett Anderson	The first British woman doctor.

Timeline

1837 – Queen Victoria crowned (aged 18 years).

1840 – Queen marries her cousin, Prince Albert.

1840 – First schools set up.

1844 – Factory act states children could start work from age 8 but had to have 2 hours schooling daily.

1851 – Great Exhibition.

1861 – Prince Albert dies

1863 – First underground railway opens in London.

1870 – Dr Barnardo opens first home for boys.

1877 – Queen declared 'Empress of India'.

1880 – Children 5-13 required to attend school (but had to pay).

1882 – First electric power station in London.

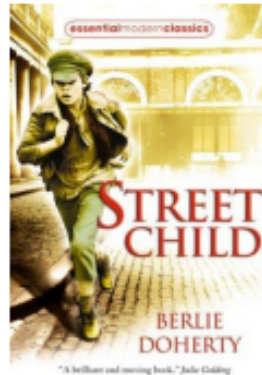
1891 – Education made free and compulsory for children 5-13.

1897 – Queen Victoria Diamond Jubilee (50 years on the throne).

1901 – Queen Victoria dies.

English – narrative and diary entries

Important information	
Plot Jim Jarvis is a runaway. When his mother dies, Jim is all alone in the workhouse and desperate to escape. However, Victorian London is a dangerous place and for a small every day is a battle for survival. Just when things seem to be looking up, he is snatched away and forced to work for Grimy Nick and his vicious dog, snipe. Will Jim ever be free?	
Themes Poverty Kindness Judging others. Compassion	
Setting The book opens in the slums of London where Jim's family have been forced to live after the death of their family. After his mother death, Jim find himself in the workhouse until he escapes to the streets of London. When he begins working for Grimy Nick, Jim spends much of his time on the banks of the Thames, moving coal from the large ships back to the mainland.	
Characters	
Character 1	Jim Jarvis: the protagonist who escapes the workhouse looking for a better life.
Character 2	Tip: Jim's best friend in the workhouse.
Character 3	Shrimps: a street child who helps Jim survive on the streets.
Character 4	Rosie: a cook who offers Jim a home after his workhouse escape
Character 5	Grimy Nick and Snipe the Dog: a coal boat owner who buys Jim and makes his life unbearable.
Character 6	Emily and Lizzie: Jim's sisters.



What can the book teach us?

Show compassion to those who need help.

Never stop trying to improve your life, even when things are at their worse.

Quotes

"My story, mister? What d'you want to know that for? Ain't much of a story, mine ain't!"

And he looks at me, all quiet. "It is, Jim," he says. "It's a very special story."

Writing genres covered:

Diary entry, narrative retelling, autobiography.

Sentence types: Use of fronted adverbials to start sentences in different ways, use devices to build cohesion within and across paragraphs (adverbials of time and pronoun use), use of organisational devices such as headings and bullet points.

Name of book: Street Child
 Date Published: 1995
 Author: Berlie Doherty
 Genre: Historical Fiction.

Cane	A long stick, used to punish children.
Constable	A police officer of low rank.
Governor	The head of the workhouse.
Landlord	The owner of a rented property.
Slum	An area where very poor people live.
Workhouse	A building where the poor work in return for food and housing.
Docks	an enclosed area of water in a port for the loading, unloading, and repair of ships.
Cargo	Goods carried on transport.

Context

Berlie Doherty is a distinguished writer for young people, and has twice won the Carnegie Medal for *Granny* and *Dear Nobody*. A former teacher, he has also written plays for theatre, radio and television. If you enjoyed this book then why don't you try the accompanying novel, "far from home", which tell the story of Jim's sisters.

English - poetry

The Highwayman

Important information

Plot
This poem is about a robber who falls in love with a landlady's daughter. The highwayman is wanted by the king for his crimes. Tim the ostler gives away the highwayman's whereabouts and the king's men try to find him. They tie Bess up in the hope he will return to her. To warn her love, Bess sacrifices her life. Unfortunately it didn't work as he is killed by the king's men.

Themes
Tragedy, dilemma and romance

Setting
The poem is set in the poem, set in 18th-century rural England. The story occurs around the town's roads and at an inn.

Context
Alfred Noyes is an English poet who was born in 1880. His poetry is typically traditional and romantic in theme. Noyes is also known for writing a trilogy of poems called The Torch-Bearers.

What can this book teach us?

This book can teach us about making the right choices is life and doing the correct thing.

Quotes
"The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas"

Writing genres covered

Tragedy and romance

Name of poem:

The highwayman

Date published: 1951

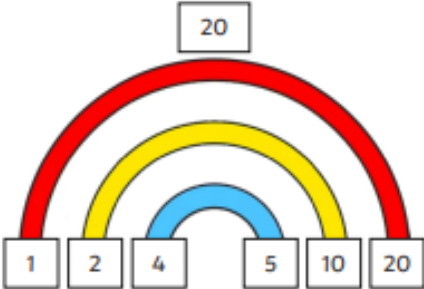
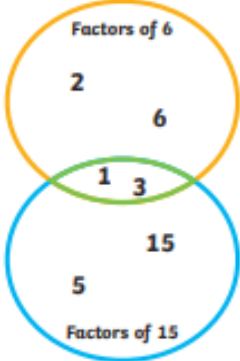
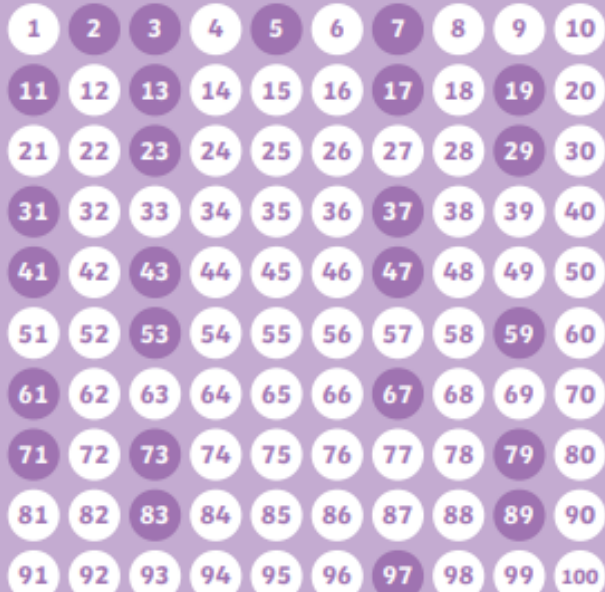
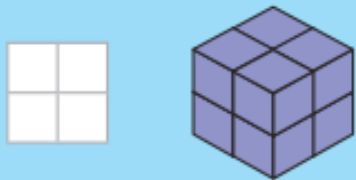
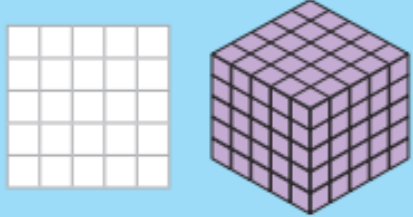
Author: Alfred Noyes

Characters

The highwayman	The main character in this poem is the highwayman. He is a thief that rides from town to town stealing from innocent people. He is madly in love with the landlady's daughter. Due to his crimes he is wanted by the king's men.
Bess	Bess is the landlady's daughter and the love interest of the highwayman. She is a beautiful young woman with long, dark hair.

<u>Key word</u>	<u>Definition</u>
Breeches	Short trousers (to the knee) worn by riders.
Ostler	A man that looks after horses.
Casement	A window.
Musket	A long 16 th century gun.

Maths – multiplication and division

Key Vocabulary	Factors	Prime Numbers	
multiply	<p>A factor is a number that divides into another number exactly, without leaving a remainder.</p>  <p>The factors of 20 are 1, 2, 4, 5, 10 and 20.</p> <p>The factor pairs are: 1 and 20 2 and 10 4 and 5</p> <p>A common factor is a factor of 2 or more numbers.</p> 		
groups of			
lots of			
times			
divide			
share			
remainder			
factor	Squared ² and Cubed ³ Numbers	Related Calculations	
multiple	 <p>$2^2 = 4$ $2 \times 2 = 4$</p> <p>$2^3 = 8$ $2 \times 2 \times 2 = 8$</p>	<p>$8 \times 9 = 72$ $80 \times 9 = 720$</p>	
product	 <p>$5^2 = 25$ $5 \times 5 = 25$</p> <p>$5^3 = 125$ $5 \times 5 \times 5 = 125$</p>	<p>$9 \times 8 = 72$ $90 \times 8 = 720$</p>	
		<p>$72 \div 9 = 8$ $720 \div 9 = 80$</p> <p>$72 \div 8 = 9$ $720 \div 8 = 90$</p>	

Maths – multiplication and division

Short Multiplication

$$2543 \times 7 = 17801$$

	2	5	4	3
×				7
1	7	8	0	1
1	3	3	2	

Remember to move any regrouped digits into the next column. After the next multiplication, add the regrouped number to the answer.

Long Multiplication

$$2543 \times 67 = 170381$$

		2	5	4	3
	×			6	7
	1	7	8	0	1
1	5	2	5	8	0
1	3	2	1		
1	7	0	3	8	1
1	1				

Before multiplying by the number in the tens column, remember to use zero as a placeholder because the 6 in 67 is 6 tens (60).

Division

$$136 \div 4 = 34$$

		3	4	
4		1	3	6
-		1	2	0
		1	6	
		-	1	6
			0	

→ 30×4

→ 4×4

Short Division

		3	8	
4		1	5	2

$15 \div 4 = 3$ remainder 3

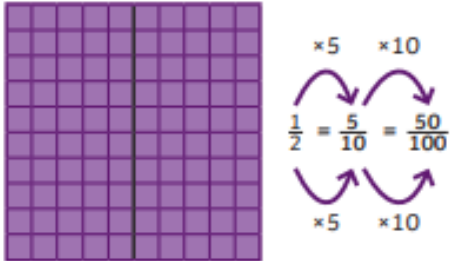
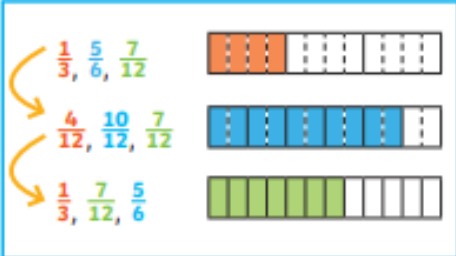
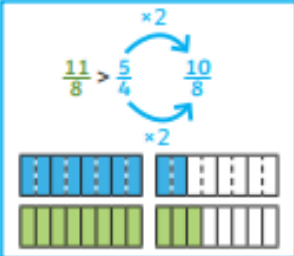
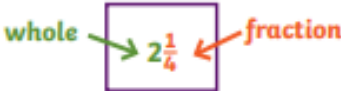

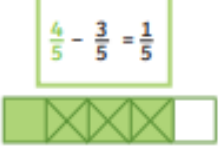
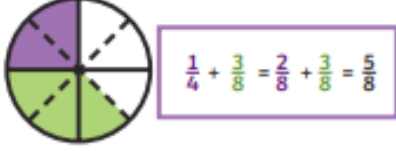
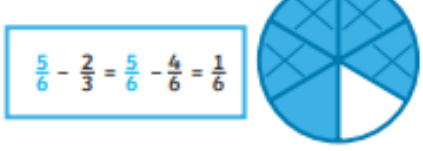

Remember to regroup any remainders and move them into the next column.

		4	5	5	r	3
5		2	2	7	8	

$28 \div 5 = 5$ remainder 3

If your calculation has a remainder, remember to record it in the answer using the letter **r**.

Maths – fractions

Fractions		Knowledge Organiser
Key Vocabulary	Equivalent Fractions	Compare and Order Fractions
numerator	<p>To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.</p> 	<p>We can compare and order fractions by using common denominators.</p>  
denominator		
unit fraction		
non-unit fraction		
whole		
equivalent	Mixed Numbers	Improper Fractions
mixed number	<p>Mixed numbers contain a whole number and a fraction.</p> 	<p>An improper fraction has a numerator which is greater than or equal to the denominator.</p> $\frac{5}{3}$
improper fraction	Convert an Improper Fraction to a Mixed Number	Convert a Mixed Number to an Improper Fraction
simplest form	<p>$\frac{9}{4}$</p> <p>$9 \div 4 = 2r1$</p> <p>$2\frac{1}{4}$</p> <p>Divide the numerator by the denominator.</p> <p>This shows you the whole number and the fraction.</p>	<p>Multiply the whole by the denominator to make an improper fraction.</p> <p>$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$</p> <p>Add the fractions together.</p>
multiple		
common denominator	Adding and Subtracting Fractions	
common numerator	<p>To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.</p>    	
		

Maths – fractions

Fractions

Add Fractions Where the Total is Greater Than 1

$$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$$



Add Mixed Numbers

$$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$$

$$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$$



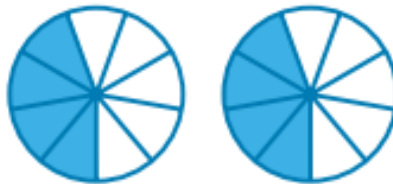
Multiply Unit Fractions by an Integer

$$\frac{1}{3} \times 5 = \frac{5}{3}$$



Multiply Non-Unit Fractions by an Integer

$$2 \times \frac{4}{8} = \frac{8}{8}$$



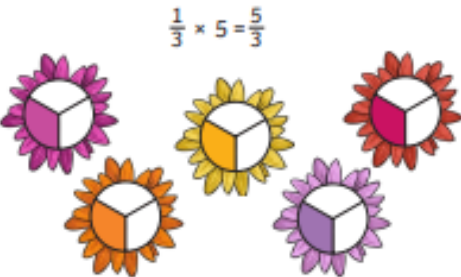
Knowledge Organiser

Subtract from a Mixed Number

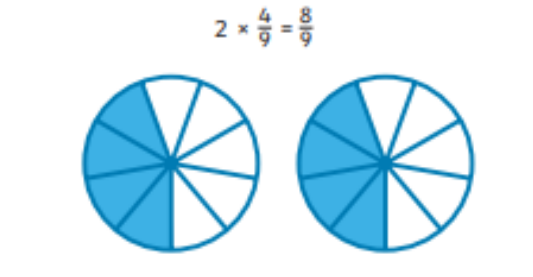
$$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$$

starting number	find the equivalent fraction	subtract

Multiply Unit Fractions by an Integer



Multiply Non-Unit Fractions by an Integer



Subtract Two Mixed Numbers

$$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$$



$$2 - 1 = 1$$

$$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$$

Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$$

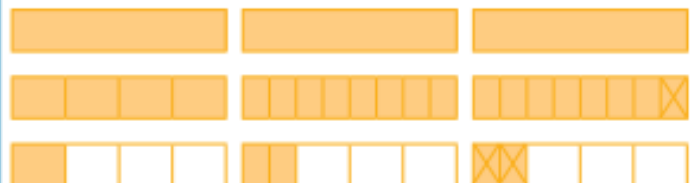


Use repeated addition.

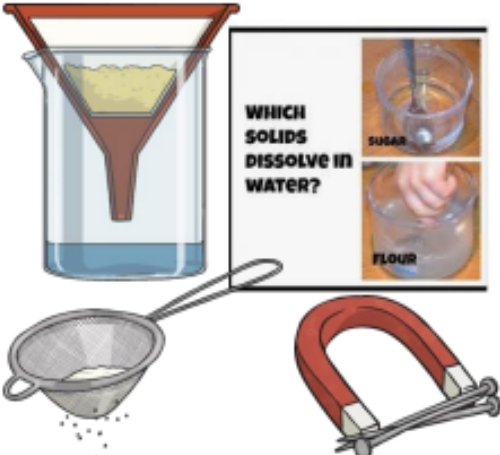

$$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$$

Subtract from a Mixed Number - Breaking the Whole

$$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$$



Science – Material World

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about Reversible and Irreversible changes
solubility	Is a chemical property referring to the ability for a given substance, the solute, to dissolve in a solvent.	<ul style="list-style-type: none"> <input type="checkbox"/> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables. <input type="checkbox"/> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. <input type="checkbox"/> Using test results to make predictions to set up further comparative and fair tests. <input type="checkbox"/> Reporting and presenting findings from enquiries, including conclusions. <input type="checkbox"/> Identifying scientific evidence that has been used to refute ideas or arguments. 	<p>WHICH SOLIDS DISSOLVE IN WATER?</p> 
conductivity	Conductivity defines a material's ability to conduct electricity.		
transparency	In general, transparency is the quality of being easily seen through.		
thermal evaporation	Something that is thermal is hot, retains heat, or has a warming effect. Evaporation is the process of a substance in a liquid state changing to a gaseous state due to an increase in temperature and/or pressure.		
dissolve	To dissolve is defined as to become broken up or absorbed by something or to disappear into something else.		
bicarbonate of soda	A white water-soluble powder, used chiefly as an antacid, a fire extinguisher, and a leavening agent in baking.		
thermal	Something that is thermal is hot, retains heat, or has a warming effect.		
filtering	To filter a substance means to pass it through a device which is designed to remove certain particles contained within.		
melting	Melting is a physical process that results in the transition of a substance from a solid to a liquid.		
separate	Separate, part, and divide mean to break into parts or to keep apart.		

TYPOGRAPHY AND MAPS



Key Vocabulary

Typography
Visual
Font
Subject matter
Mark-making
Cutting
Collage
Elements
Visual map

Key Disciplines	Typography, Drawing, Collage, Sketchbooks
Themes	Identity, Environment, Habitat
Aims	To give pupils the opportunity to explore the work of designers who work with font and typography.
Outcomes	Pupils go on to create their own typography and develop their skills further in a visual map project

Key Artists:

Louise Fili



Grayson Perry



Paula Scher



Chris Kenny



- I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.
- I have seen how other artists work with typography and have been able to share my thoughts on their work.
- I have explored 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 have drawn 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 have used 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.

Year 5 - Keeping Safe

Key questions

Managing Risk, Including Staying Safe Online

What risky situations can happen online?

What can someone do to make the situation less risky?

What can influence a person to take risks online?

Does everyone have a choice whether to take risks online?

Norms Around Use of Legal Drugs (Tobacco, Alcohol)

Do lots of young people choose to smoke?

Why do some people think that lots of young people smoke?

Can knowing the true percentage (3%) influence people's choice about smoking? How?

Key vocabulary

habit cigarettes drugs
pressure alcohol vapes
weigh up risk influence
privacy settings assertive
cyberbullying decision
social norms assessing risk
e-cigarettes

I can ...

I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.

I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Computing – video editing

Overview

Video Editing



- You should already know that video means the recording, reproducing and broadcasting of visual images (often accompanied by audio).
- Video is made up of a sequence of images shown in quick succession, giving the impression of movement.
- Many different devices can be used to record, edit and playback video and sound.
- Theme, setting, characters, colour, sound, and dialogue are all important features of video.

Editing Videos

Windows Movie Maker is one example of a video editing tool, but many others are available. Examples include WeVideo, Nero Video, and Apple iMovie.



In order to edit your video, you first need to import it from your device to the computer. You then need to import it into Movie Maker by clicking 'Add videos and photos.'



By right-clicking on the video thumbnail, you can choose to 'split' the video into pieces. The different pieces can be moved or deleted.



The trim tool allows you to move excess video from the beginning or the end.



A number of special effects are available, including using animations and transitions between shots. You can also add text in captions.

Remember to save your project regularly. You need to save your project as a *.wmv file so that you can continue to edit it.



Features of Videos

Videos present moving images, often accompanied by sound. The following features are commonly found in videos.



Plot means the main events in the video, shown in a sequence. Plot features are caused by and affect one another.

Common Themes:
courage loyalty
honesty hope
love equality
friendship hard work
forgiveness teamwork

Themes are the main ideas that run through the video, e.g. love, friendship, magic, violence.



Most videos, even very short videos, try to give the audience a message. This may be obvious or hidden.



Props are the moveable objects that are used by the actors/ actresses in videos texts.



Dialogue is the name given for the conversations between people in video texts.



Characters are the different people and animals in a story, including in a video.

Recording Videos



Static Camera: The camera is in a fixed position, sometimes using a stand or tripod. Examples of this in use are during news-reading and weather forecasts.



Zooming: Zooming in means to give a closer view of the subject. Zooming out gives us a further, broader view of the subject. Zooming too close can make the subject appear blurry.



Pan: The camera position is fixed, but moves from side to side.

Tilt: The camera position is fixed, but moves up and down.

Top Tips for Recording High-Quality Videos

- Use considered lighting.
- Think carefully about the sounds that you will use, e.g. music and sound effects.
- Think about the use of colour.
- Consider the use of a green screen for settings.

Devices for recording video:

iPads/tablets/smartphones

Camcorders or Cameras



Important Vocabulary

Video Audio Recording Storyboard Script Soundtrack Dialogue Capture Zoom AV (Audio Visual) Videographer Zoom Pan Tilt Angle Lighting Setting Export Split Trim/Clip Titles Timeline Transitions Content Retoake Special Effects Title Screen End Credits

RE - Christianity



Discovery RE Knowledge Organiser



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Christianity	Enquiry Question: Is the Christmas story true?	Age: 9/10 Year Group: 5 Autumn 2
This enquiry asks the children to investigate whether a sacred text has to be "true" to help a believer understand their religion.		

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<ul style="list-style-type: none"> The Bible records the important events in the life of Jesus in the Gospels. The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant) The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement). The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing. 		<ul style="list-style-type: none"> Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are "consubstantial", which means that they exist separately and together as one. Incarnation: God becoming man or literally being "made flesh". What does 'truth' mean?... historic fact, scientific truth, personal truth i.e. belief/faith? 	<ul style="list-style-type: none"> What do I believe about Christmas? Do I need to believe the story is true to celebrate at Christmas time if I want to? Are there other stories I have learnt about that may or may not be true? Does it matter or is it more important that I understand the message in the story?
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Gospels: literally means "good news", books of the New Testament recounting Jesus' life.</p> <p>Gospel 'writers': Matthew, Mark, Luke and John – four of Jesus' disciples.</p> <p>Disciples: Jesus' special friends</p> <p>Truth: historic fact, scientific truth, personal truth i.e. belief/faith?</p>	<p>There are some factors within the story which are less likely to point to December being the month in which Jesus was actually born. For example, the sheep being out in the fields, suggest the weather would have been warmer, so he may have been born in the spring.</p>	<p>The Christmas story is a basis for belief for millions of Christians across the world and has been widely believed by the Christian Church for millennia. Having four biblical accounts of Jesus' life, including two of his birth, is seen as being incredibly enriching to a Christian's understanding of what happened and what it means. People notice different elements of a scene and recount it in their own way. Therefore, the definition of "true" would depend on the writer, and the understanding of the person reading the account, as well as on a person's definition of 'truth'.</p>	<p>All previous Christmas units. Also, the optional Year 4 unit on the Gospels would be a good basis for the children to understand the fact that the Gospels were not written immediately and differ due to the different viewpoint of the writer/narrator, but that Christians believe them to be 'true'.</p>
<p>Home learning ideas/questions:</p> <p>Are there any other things we think of as "true" for us that other people may not believe in? Does it matter?</p>			

Spanish - Dates

La fecha

phonics

sound in:

go

- domingo
- agosto



accents

Accents indicate the vowel is stressed. As seen in the words sábado and miércoles.

ñ tilde

This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word cumpleaños.

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable
Like sep-tiem-bre,
ju-lio and trein-ta.

vocabulary

The 7 days of the week in Spanish.

Mon Tues Wed Thurs Fri Sat Sun

The 12 months of the year in Spanish.



Numbers 21-31 in Spanish.

21-22-23-24-25-26-27-28-29-30-32

Key questions and phrases with the date:

¿Qué fecha es hoy?

What is the date today?

¿Cuándo es tu cumpleaños?

When is your birthday?

grammar

Days of the week and months of the year do not have capital letters unless they are at the start of a sentence in Spanish.

Hoy es lunes
ocho de julio.

Today it is Monday the the eighth of July.

No capital letter in the phrase above for the day of the week 'Monday' or the month 'July' in Spanish.

What I will learn:

- Objective 1: I will learn the 7 days of the week in Spanish.
- Objective 2: I will learn the 12 months of the year in Spanish.
- Objective 3: I will learn/revise/consolidate numbers 1-31 in Spanish.
- Objective 4: I will learn to ask and answer the question '¿Qué fecha es hoy?' (What is the date today?) in Spanish.
- Objective 5: I will learn to ask and answer the question '¿Cuándo es tu cumpleaños?' (When is your birthday?) in Spanish.

PE - Dance



LESSON	OUTLINE OF LESSON
1	Pupils have an introduction to learning how to adapt a basic motif in small groups.
2	Pupils learn how to respond to a different piece of stimuli. They explore different ways to use movement to reflect the theme and they link movements together in a small group.
3	Pupils learn different dance relationships used in dances. They attempt to use these relationships within their dances. Pupils also learn how to use canon.
4	Pupils learn how to use formations in dance to make it more create and more aesthetically pleasing. Pupils learn how to flow into formations using different relationships.
5	Pupils learn how to create a clear, middle and an end to their routines by using stillness. Pupils use partner balance to develop their stillness ideas.
6	Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes can be awarded.

KEYWORDS

- Levels
- Fast/slow
- Dynamics
- Improvisation

KEYWORDS

- Relationships
- Levels
- Canon
- Unison
- Self-evaluation

KEYWORDS

- Clear movements
- Start and finish positions
- Timing/control/accuracy
- Unison/canon

DUET

MIRRORING

CANNON

FACE-TO-FACE



PE - Basketball



1 To understand the basic rules of basketball and explore different ways of moving with the ball effectively.

2 To learn different techniques to dribble the ball with control.

3 To learn a variety of different passes and when they are used in a game.

4 To be able to shoot using the correct technique.

5 To be able to work as a team to attack and defend effectively.

6 To link all skills learnt and put them into a game.



KEYWORDS

- Control
- Dribbling
- Head – up
- Direction
- Fingertips

KEYWORDS

- Accuracy
- Technique
- Target
- Focus

KEYWORDS

- Attacking
- Defending
- Organisation
- Positioning
- Team-work