Year 5 - Term 4

Ancient Greece and
the Trojan war

How did it work?

History: How did it work?

Subject Specific Vocabulary

ancient	Something from a very long time ago.
empire	A group of countries or states that is rules by one ruler or country.
democracy	The citizens of the country are involved with how it is run.
myth	A traditional story or legendary story, usually concerning some hero or event, with or without a natural explanation.
Olympics	A series of athletic contests between city states in Greece.
labyrinth	A complicated irregular network of passages or paths in which it's difficult to find one's way; a maze.
Zeus	Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.
Mount Olympus	It is believed that the 12 most powerful gods lived on Mount Olympus.
gods and goddesses	The ancient Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity.
Alexander the Great	Alexander the Great is King and helps the Greek Empire expand further.
Trojan War	The famous ancient Greek myth…or is there historical truth to it?

Ancient Greece and the Trojan War
Myths and legends
Aesop's fable: The Tortoise and the Hare.
The history of the Olympics.
Greek theatre, architecture,
Greek Gods, Greek alphabet,
Greek fashion and pottery…

Forces/Mechanisms
Pulleys, levers, gears

How do pulleys work?
How do gears work?
How can you change the direction of turn and the speed of the gears?
Exploring levers:
How much force is required at when the fulcrum is in different place to lift a mass at the other end?

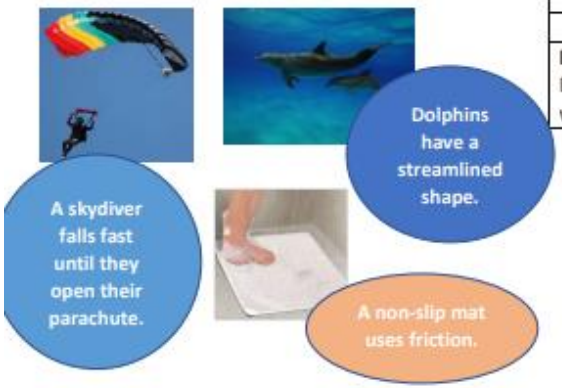
Key questions - Ancient Greece and the Trojan War

- ❑ What were the main events from the Trojan war?
- ❑ Why do historians look at a range of sources?
- ❑ Do you think the Trojan war was a fact, myth or legend? Why?
- ❑ Who was the Trojan war between?
- ❑ What else was Ancient Greece famous for?
- ❑ What interesting facts about the Trojan War do you want to remember?

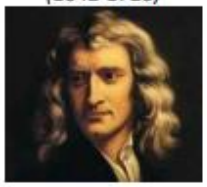
Science - Forces

Key vocabulary	
force	A force is a push or a pull. Forces make objects start moving, stop moving, speed up, slow down or change direction.
gravity	A force which pulls things down towards the centre of the Earth.
forcemeter	Piece of equipment used to measure the size of a force.
Newton (N)	The unit for measuring force.
air resistance	The force that slows down objects that move through air.
water resistance	A force that slows down objects moving through water.
friction	When one surface moves against another, the rubbing force that tries to stop them is called friction. It gives us grip.
mechanisms	A device that allows a small force to be increased to a larger force.
simple machines	Levers, pulleys and gears are all types of simple machines.

Real-life examples of forces in action



Let's Get Moving (Forces) – Year 5

Significant scientists	
Traditional	
Galileo Galilei *(1564-1642)*	He was an Italian scientist. He discovered that if two objects of similar shape and size are dropped, they will fall at the same rate.
Sir Isaac Newton *(1642-1726)* 	He was an English scientist and mathematician. He 'discovered' the concept of gravity when sitting under a tree and an apple fell to the ground near him.
Contemporary	
Emma England - Aeronautical engineer Emma works as part of a team designing the wings of aircrafts.	

Builds from:

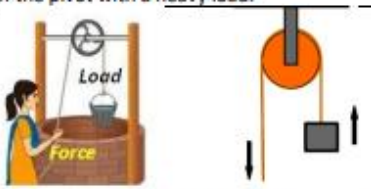
Y2: Squish, Squash, Bend

Y3: Forces and Magnets

Simple machines

These are used to make tasks easier. This means you need to use less force.

A **lever** tilts on a pivot which is nearer to the end of the pivot with a heavy load.



Pulleys have a rope or cable which goes over a wheel. This is pulled to lift, lower or move heavy objects.

Gears are toothed wheels which lock together and turn each other to form simple machines.

Key questions:

- What is gravity?
- What is air resistance?
- What is friction?
- List some simple machines…
- How does a lever work?
- Give examples of levers…
- Why would you use a pulley?
- Why are gears useful?
- Why do we take repeat readings?
- Why do we only change one variable in an investigation?

Force, air resistance, friction, force meter, gravity, Newton, reliable, weight

Maths – Multiplication and Division

Multiplication and Division — **Knowledge Organiser**

Short Multiplication

$2543 \times 7 = 17\,801$

	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

$2543 \times 67 = 170\,381$

		2	5	4	3
	×			6	7
	1 (1)	7 (3)	8 (3)	0 (2)	1
1 (1)	5 (3)	2 (2)	5 (1)	8	(0)
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 → 30 × 4
		1	6
	−	1	6 → 4 × 4
			0

Short Division

		3	8
4	1	$^{1}5$	$^{3}2$

15 ÷ 4 = 3 remainder 3

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

		4	5	5	r	3
5	2	2	$^{2}7$	$^{2}8$		

28 ÷ 5 = 5 remainder 3

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

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Maths – Decimals

Decimals — Knowledge Organiser

Key Vocabulary

- **tenths**
- **hundredths**
- **decimal tenths**
- **decimal hundredths**
- **decimal equivalents**
- **part-whole model**
- **rounding**
- **decimal point**
- **place value**

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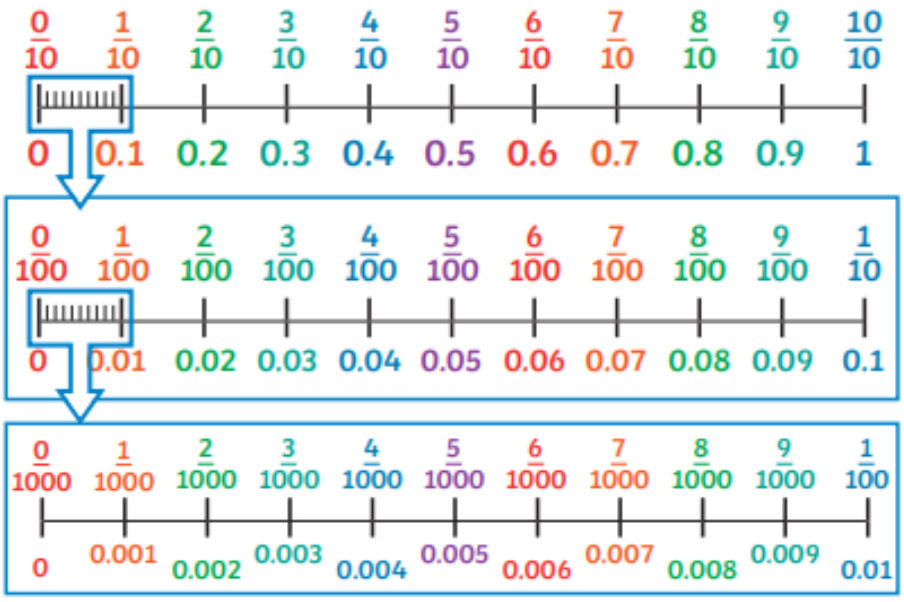
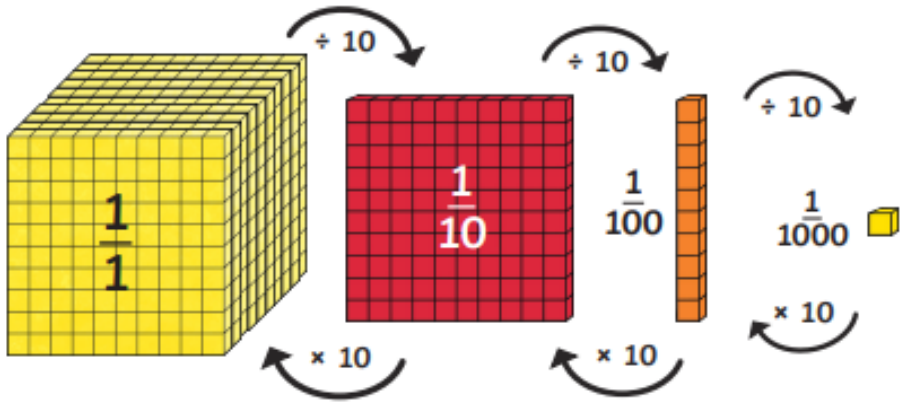
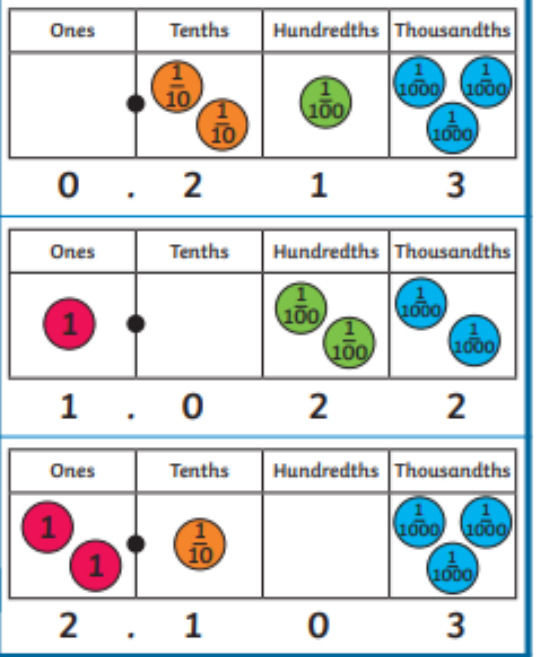
Tenths, Hundredths and Thousandths





Order and Compare Numbers with Three Decimal Places



Decimal Numbers as Fractions

$$0.71 = \frac{71}{100} = \frac{7}{10} + \frac{1}{100}$$

$$0.37 = \frac{37}{100} = \frac{3}{10} + \frac{7}{100}$$

Maths – Decimals

Decimals — Knowledge Organiser

Multiplying and Dividing by 10, 100 and 1000

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	3	8		
3	8			

÷ 10 (3 8 → 3 8) × 10

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	0	3	8	
3	8			

÷ 100 (3 8 → 0 3 8) × 100

Tens	Ones	Tenths	Hundredths	Thousandths
3	8			
	0	0	3	8
3	8			

÷ 1000 (3 8 → 0 0 3 8) × 1000

Adding and Subtracting Decimals

0.8 + 0.001 = 0.801

1.031 - 0.23 = 0.801

0.4005 + 0.4005 = 0.801

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Rounding Decimals

1 — 1.1 1.2 1.3 1.4 | 1.5 1.6 1.7 1.8 1.9 — 2

If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number.

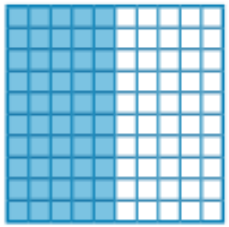
If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number.

1.1 — 1.11 1.12 1.13 1.14 | 1.15 1.16 1.17 1.18 1.19 — 1.2

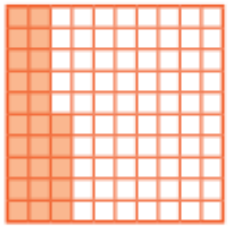
If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth.

If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth.

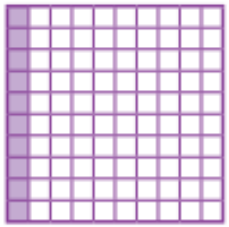
Percentage and Decimal Equivalents



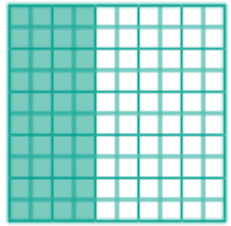
$50\% = \frac{50}{100} = \frac{1}{2} = 0.5$



$25\% = \frac{25}{100} = \frac{1}{4} = 0.25$



$10\% = \frac{10}{100} = \frac{1}{10} = 0.1$

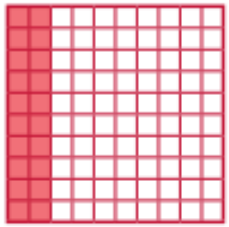


$40\% = \frac{40}{100} = \frac{2}{5} = 0.4$

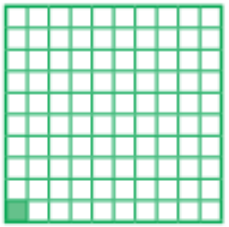
Crossing the Whole

0.82 + 0.63 = 1.45

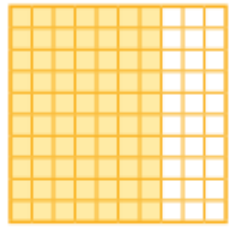
2.531 - 0.6 = 1.931



$20\% = \frac{20}{100} = \frac{1}{5} = 0.2$



$1\% = \frac{1}{100} = 0.01$



$70\% = \frac{70}{100} = \frac{7}{10} = 0.7$

PSHE

Year 5 - Valuing Difference

SCARF

Knowledge Organiser

Key questions

Recognising and Celebrating Difference, Including Religions and Cultural

Is having different groups something to celebrate? Why?

Why can religious and cultural differences cause conflict?

Can differences in faiths and cultures be positive? Why?

Influence and Pressure of Social Media

Does a person's online posts about themselves reflect their life?

Why would someone want to create a false impression when they post online?

Is it healthy or harmful to post something online that is not the full truth? Why?

Key vocabulary

multicultural society compare point of view stereotype discrimination diverse racism false impression respect prejudice similarities excluded conflict celebrate religious social media cultural tolerance acceptance

I can ...

I can give examples of different faiths and cultures and positive things about having these differences.

I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

DT – Food Technology

Food - What could be healthier?

Beef	Meat that comes from a cow.
Cross-contamination	Cross-contamination is how bacteria can spread. It happens when liquid from raw meats or germs from unclean objects touch cooked or ready-to-eat foods.
Farm	Land or water used to produce crops or raise animals for food.
Method	Following a process or list of instructions.
Packaging	The packet which holds a product safe, ready to be sold and has information on about the product.
Research	The collecting of information about a subject.
Welfare	The health and happiness of a person or animal.

Key facts

A balanced diet consists of measured amounts of different foods to keep us healthy. Use the NHS Eatwell Guide to see how much you should eat from each food group.

The different food groups are dairy, fruits and vegetables, protein, carbohydrates, fats and sugars.

Eating the right mix of nutrients will help your body grow and develop, many foods have labels which tell you the amount of each nutrient it has.

It is important to know how to avoid cross-contamination to keep safe when preparing and cooking different foods.

In farming, it is important that the animals are cared for properly during their lifetime. There are ethical rules which ensure that the animals receive a good level of welfare.

The Farm to Fork Process

Kapow Primary

Meat, vegetables, protein, oils, carbohydrates, process, abattoir, process package, criteria, improve, appealing, product, healthier, evaluate, taste

Where does beef come from?

What is a 'Healthy Plate'?

What is the farm to fork process?

What ingredients could be in a Bolognese sauce?

What alternatives could you include?

What is cross-contamination?

How can you stay safe in the kitchen?

Computing – Flat-file databases

Overview

Flat-File Databases

-Data is raw numbers and figures. Information is what we can understand from analysing data.

-There are lots of different ways that we can collect, log and interpret data, including by using databases.

-Databases organise data so that it can be easily added to, amended, stored and accessed. Computer databases can allow large amounts of data to be sorted, filtered and edited more easily.

Types of Databases

Database: A database is a collection of organised data that is easily stored and used. Databases often structure data in logical ways (e.g. in columns, rows and tables) so that it can be accessed by those who need it easily. Databases are made up of individuals records, which contain information in different fields (categories).

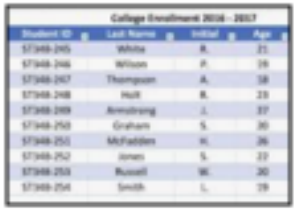
-Paper Databases: Paper databases require the creator to manually write in individual records, and to sort the records in an appropriate order. Paper records can still be useful in small databases, particularly where information is not changing and does not need to be amended frequently. However, most large databases are now stored on computers.

-Computer Databases: Many computer programs allow us to create databases, e.g. *j2data* or *Microsoft Excel*. Computer databases have become more popular than paper databases, as data can be easily and quickly added or removed, sorted, filtered, edited, or viewed at any time.

Using a Computer Database

-Computer databases often contain large amounts of data. We can find the data that we need by using the 'search', 'filter' and 'sort' functions. Search functions allow us to type in the exact word/s that we are looking for. This can be useful if we are looking for a particular record.

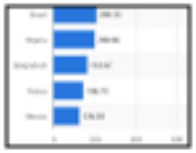
-If we are looking for records that share certain information we can filter out data by different fields. For example, we filer in the 'age' field for all students aged 23. The database will then present only the students aged 23.



-We can also sort records by the data in particular fields. e.g. we may sort by the students' ages, from youngest to oldest. The youngest student will then appear at the top.

Presenting Data

-Data can be shown visually, by using graphs and charts. This allows users to quickly and easily find answers to the questions that they need. It helps the user to easily see trends and to sequence information.

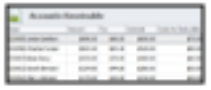


-Charts and graphs can be created by selecting the charts icon and selecting which fields to display in the x-axis and y-axis.

Using Databases

-Remember that databases are used in order to quickly and easily find information. Databases are only able to do this if the data is organised logically into clear records and fields.

-Databases are used in most institutions across the world. Think about: medical records, school student information, flight logs and business accounts.



Important Vocabulary

Database Record Field Sort Order Group Value Criteria Graph Chart Axis Compare Filter

Spanish - Animals

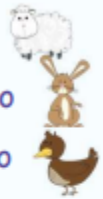
Los animales

phonics

sound in:

- oveja
- conejo
- pájaro

j



sound in:

- caballo

ll

&

accents

Accents indicate the vowel is stressed. As seen in le-ón, pá-ja-ro and ra-tón.

vocabulary

10 animals in Spanish

Simple sentences like

Soy una oveja.

I am a sheep.

grammar

In this unit we see that there are 2 different words for 'a/an' in Spanish.

un

una

The high-frequency irregular verb 'I am' in Spanish:

soy

I am

What I will learn:

- [ ] Objective 1: I will learn 5 animal nouns in Spanish with their correct determiner.
- [ ] Objective 2: I will learn 5 more animal nouns in Spanish with their correct determiner.
- [ ] Objective 3: I will revise all 10 animals nouns with their determiners in Spanish and start to attempt the spellings.
- [ ] Objective 4: I will explore and understand better the role of the indefinite article/determiner in Spanish.
- [ ] Objective 5: I will learn how to use the 1st person conjugated verb 'soy' (I am) in Spanish.

RE - Christianity

9-10

Spring 2

- destiny
- free will
- intention
- purpose

Personal connection / resonance

- What sacrifices would I be prepared to make for something I felt was right or necessary?
- Can I think of anything that I would wish to make a sacrifice for?

Religion /Worldview: Christianity	Enquiry Question: How significant is it for Christians to believe God intended Jesus to die?	Age: 9/10 Year Group: 5 Spring 2
In this enquiry, children look at the events of Holy Week (the week leading up to the death and resurrection of Jesus) to investigate the cause and effects of these events		

Key Terms and definitions

Pilate: The Roman governor of the region
Incarnation: God as man
Disciples: Jesus' special friends
Resurrection: Coming back to life after being put to death
Crucifixion: being put to death by being nailed to a cross.
Pharisee: a strictly orthodox Jew who adhered closely to the rules and scriptures.

- crucifixion
- forgiveness
- incarnation
- life after death
- Pharisee
- resurrection
- salvation
- saviour

Impact on believer/daily life

Christians believe that Jesus knew he had come into the world to die to bring about the salvation of humans. This can inspire them to believe Jesus was a very brave and special person, and also carry out sacrifices themselves (e.g. many Christians will abstain from things they enjoy during the 40 days before Holy Week known as Lent).

Home learning ideas/questions: Have we ever made sacrifices for something we feel strongly about? What kinds of things do we agree may deserve some kind of sacrifice?

PE – Handball

SCHEMES OF WORK: **HANDBALL:** YEAR 5

LESSON	OUTLINE OF LESSON
1	Different types of passing and shooting available in handball.
2	Basic dribbling in handball.
3	To be able to link dribbling and passing together.
4	To be able to link dribbling and shooting together.
5	Decision making focusing on when to pass, take 3 steps or dribble.
6	To use all of the learnt skills in a game situation.

PE - Hockey

SCHEME OF WORK: **HOCKEY:** YEAR 5

LESSON	OUTLINE OF LESSON
1	To explore the shake hands grip and the reverse grip when travelling with the ball.
2	To dribble with direction and explore the reverse stick.
3	To explore passing over distance whilst on the move and learn how to stop the ball.
4	To explore how to attack.
5	To explore how to defend and tackle.
6	To implement skills and technique learnt in competitive matches.