



Holy Trinity Church of England Primary School

Year 5

Term: Autumn One

Topic: Beast Creator



Class Read: Beetle Boy by M.G Leonard

Hook: Minibeast hunt on the school grounds

	Geography	Science	DT	PSHE & No Outsiders	French	RE	Games	PE	Computing/ Online Safety	Music
This term, we are learning:	Locate deadliest minibeasts around the world	Classifying plants and animals Lifecycles and reproduction	Mechanical Systems: Making a pop-up book	Me and My Relationships Kenny lives with Erica and Martina	En Ville directions Questions and answers	What helps Muslims to live a good life?	Invasion skills and ball control - individual	Gym: flexibility, strength, floor and vault	Networks – sharing Information Online Relationships	Minibeast Rhythm composition Notation
<ul style="list-style-type: none"> ❖ A minibeast is a small beast without a spine. This is called an invertebrate ❖ To prepare their soft bodies, some minibeasts have developed a hard, outer shell. This is called an exoskeleton ❖ Minibeasts have habitats all over the world – many minibeasts live in microhabitats such as rock pools, bushes or under logs ❖ Microhabitats provide food, shelter and protection ❖ An organism is a living thing such as a plant or animal, bacteria or virus ❖ Some minibeasts provide their own homes. Bees create a honeycomb to store food and raise young; Wasps make nests from chewed wood and saliva ❖ Minibeasts have developed ways to protect themselves from predators – warning colours, mimicry or play dead. Others have developed stings, bites or sprays to give off odour as a form of defence ❖ Invertebrates come in all different shapes, sizes and colours ❖ Antennae are a long thin sensor attached to the head of an arthropod ❖ Food chains show where living things get their energy from. Food chains start with the producer that makes its own food. ❖ Anything s that eats another living thing is called a consumer ❖ A food web shows how several different food chains are interconnected ❖ Deadly minibeasts: The Black Widow produces venom 15 times stronger than a rattlesnake ❖ Army ants work together to attack animals with their powerful mandibles – they can kill thousands of animals in one raid ❖ A sting from an Asian Giant Hornet can be very painful and the venom can cause an allergic reaction 						<ul style="list-style-type: none"> ❖ A mosquito bites its victims to drink their blood – they can spread diseases such as malaria or yellow fever ❖ The Assassin bug also known as the kissing bug because it bites its victims near its lips. <p>All living things have a lifecycle. Some have a lifecycle called Metamorphosis and experience complete transformations as they move from one stage to the next. Butterfly – Lays eggs – caterpillars hatch – transforms into a pupa called a chrysalis – butterfly emerges</p> <p>Science Vocabulary</p> <ul style="list-style-type: none"> ❖ Insects – 3-part segmented body, 3 pairs of legs, 1 pair of antennae, may have 2 pairs of wings ❖ Arachnids – 2-part segmented body with 4 pairs of legs ❖ Myriapods – multi-segmented body with more than 10 pairs of legs ❖ Crustaceans – 2-part segmented body with more than 5 pairs of legs and 2 pairs of antennae ❖ Venom is a poisonous substance that animals use to injure, paralyse or kill their prey ❖ Molluscs – unsegmented soft body, may have an inner or outer shell ❖ Annelids – multi-segmented body with no legs ❖ Arthropods – tough exoskeleton segmented body with jointed limbs ❖ Cnidarians – soft jelly-like body with stinging tentacles ❖ Echinoderm – 5-part segmented body, arms, suction pads 				

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Year 5 Term: Autumn Two Topic: Pharaohs		Class Read: Secrets of a Sun King by Emma Carroll
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Hook: Egyptian Theatre Visit

	History	Geography	French	PSHE & No Outsiders	DT	RE	Games	PE	Computing/ Online Safety	Music
This term, we are learning:	Ancient Egypt	Human & Physical Features of Egypt The importance of the River Nile	En Ville directions Questions and answers	Valuing Difference Rose Blanche	Structures: Building a bridge across the River Nile	What do Christians believe about creation?	Invasion skills and ball control – individual and team	DANCE– expression around a theme	Video Editing iMovie Self-Image and Identity	BBC Ancient Egypt Christmas Carols


<ul style="list-style-type: none"> ❖ Egypt is in the north-east corner of Africa and is well-known for its ancient history and culture. ❖ Much of Egypt is covered in desert and there is very little rain. ❖ The Nile is the main river that flows through Egypt. ❖ The Nile played an important part in the daily life of the Ancient Egyptians. It provided water, food, transportation and excellent soil for growing crops. The people of Ancient Egypt built cities, temples, palaces and pyramids on both sides of the river and created a great civilisation. ❖ The Egyptian people were ruled by a pharaoh. They were the richest and most powerful kings or queens and were believed to be messengers of the gods. The rest of the people were organised into a very strict hierarchical system of viziers, nobles, scribes, priests, farmers, craftspeople and soldiers, peasants and slaves. ❖ Ancient Egyptians believed that many different gods and goddesses controlled the world. They were thought to look like humans and animals and each god represented a different aspect of life in ancient Egypt. The Egyptians performed rituals and built temples to honour the gods. ❖ Ancient Egyptian writing is called Hieroglyphics, which uses pictures to represent different objects, sounds, actions and ideas. Each character is known as a hieroglyph. There are more than 700 hieroglyphs. ❖ In 1799, a stone carving called the Rosetta Stone was found in Egypt. It had the same writing on it in three different languages. 	<ul style="list-style-type: none"> ❖ A wealthy Englishman, Lord Carnarvon paid for an archaeologist, Howard Carter to carry out excavations in the Valley of the Kings on the west bank of the Nile, where they discovered Tutankhamun’s tomb ❖ Pyramids were built as tombs for the pharaohs and their queens. There were over 130 pyramids known today in Egypt. ❖ The tallest pyramid in Egypt is the Great Pyramid of Giza. When it was built, it was 146.5 metres tall and is the oldest of the seven wonders of the ancient world. ❖ Pyramids can also be found in Mexico, Peru and Iraq. <p>Key Vocabulary</p> <p>Canopic Jar: Jars for storing human organs after mummification</p> <p>Hieroglyphics: Ancient Egyptian writing using pictures</p> <p>Mummification: The process when the skin and flesh of a dead body can be preserved</p> <p>Pharaohs: The rulers of Ancient Egypt</p> <p>Pyramid: A structure (square based pyramid) used as a tomb for important rulers of the Ancient Egyptians</p> <p>Sarcophagus: A coffin for important Ancient Egyptians usually covered in gold.</p> <p>Tutankhamun: A young pharaoh who died when he was about 18 years old.</p>
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Year 4 Term: Spring One Topic: Off With her Head				Class Read: Time Warp Trials – Henry VIII by Stewart Ross							
Hook: Royal Grammar School											
This term, we are learning:	History The Tudors	Geography Locate Henry VIII's homes Compare Tudor London with modern day London	PSHE & No Outsiders Keeping Safe Mixed	French Numbers 31 – 69 Alphabet	Art Painting and mixed media: Portraits	RE What does it mean to be part of a synagogue community?	Science Space	Games Team games – inter class competition developing teamwork and tactics	PE GYM – Pilates, core strength agility and coordination	Computing Online Safety Vector Drawing Google Drawings	Music BBC: Midsummer Night's Dream
	<ul style="list-style-type: none"> ❖ The Tudor rose was created when Henry VII brought an end to the Battle of Bosworth, also known as the Wars of the Roses, against Richard III. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose. ❖ Henry VIII was a powerful and fierce monarch. He is one of the most famous Tudors in history. One of the reasons for this is that he married six times during his lifetime ❖ Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them. ❖ Boys were more important than girls in Tudor England. They were seen as stronger and more intelligent. Henry VIII felt that the strongest heir would be a male ❖ Tudor England had 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I. ❖ Henry VIII became king when he was 18 – he was handsome, educate and a very good sportsman, author and composer. Later in life, Henry VIII became overweight and had various health problems. ❖ Henry not only found the Church of England but he also expanded the Royal Navy from 5 ships to 60. ❖ That the Tudors had terrifying punishments for criminals such as beheadings, the ducking stool or burnt at the stake ❖ That Tudors considered treason a crime punishable by death ❖ Catherine of Aragon was previously married to Henry's brother Prince Arthur. ❖ When Anne Boleyn miscarried a second child, Henry accused her of witchcraft and had her beheaded. ❖ Mary I (Daughter of Henry VIII and Catherine of Aragon) was a Catholic with the nickname 'Bloody Mary' as she signed 300 death warrants for those who did not support her religion 						<ul style="list-style-type: none"> ❖ Henry had 6 wives: Catherine of Aragon (1485 – 1536) - divorced; Anne Boleyn (1501 – 1536) – beheaded; Jane Seymour (1508 – 1537 – Died; Anne of Cleves (1515 – 1557) – divorced; Catherine Howard (1521 – 1542) – beheaded; Catherine Parr (1512 – 1548) – survived. ❖ Henry VIII had over 60 homes and his favourite was Hampton Court Palace. He enjoyed showing off his wealth ❖ The reign of the Tudors ended with the death of Queen Elizabeth I in 1603 <p>Key Vocabulary</p> <p>Execution - When a person is killed for a crime they have committed.</p> <p>Heir - The next person in line to the throne.</p> <p>Monarch - A person who rules over a place, usually a king or queen.</p> <p>Reign - To rule over a country as monarch.</p> <p>Throne - the position of a king or queen.</p> <p>Treason - The crime of betraying your country.</p> <p>Tudor - Relating to the Tudor rulers who held the throne from 1485 until 1603</p>				

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Year 5

Term: Spring Two

Topic: Peasants, Princes and Pestilence



Class Read: Plague by Tony Bradman

Hook: Meet "Pestilence" an evil hooded and shady characters spoiled with foul-smelling boils and revolting sores and hear his tragic tale of death and destruction

	Science	History	French	PSHE & No Outsiders	Art	RE	Games	PE	Computing/ Online Safety	Music
This term, we are learning:	Living things and their Habitats Lifecycles Bacteria	14th Century England	Number 31 - 69	Right and Respect How to heal a broken wing	Drawing: I need space	Why is the idea of 'recuse' so important to Christians?	Athletics – strength and co-ordination in running and jumping	GYM – Pilates, core strength agility and coordination	Databases J2E Privacy and Security	Samba

- ❖ The 14th century was a difficult time for the people of England. The kings of England fought expensive battles.
- ❖ Cold weather and bad harvests at the beginning of the century led to famine.
- ❖ A disease called the **Black Death** spread through Europe to Britain and killed millions of people.
- ❖ **The plague arrived in the early summer of 1348.** A French sailor arrived in the port of Weymouth showing symptoms of the disease. Sickness then spread to the southwest of England, quickly reaching Bristol.
- ❖ **The plague reaches London.** The plague then travelled east, arriving in London and the surrounding areas by the autumn of 1348. From London the plague spread into the southeast and north of England.
- ❖ **The plague heads North.** The Midlands and Wales all reported the effects of the disease in the Spring of 1349, and it had crossed the Irish Sea by the time summer came. The plague continued its journey north and reached Durham and the northeast by the winter of 1349
- ❖ **The plague in Scotland.** With northern England weak with sickness, the Scots decided it would be easy to raid and steal from the northern towns. This led to them taking the plague back with them into Scotland. By the spring of 1350 most of Scotland had been struck down with the plague as well.
- ❖ The **Black Death** was the result of a plague which was caused by bacteria. This bacterium was carried by fleas on black rats, and then transferred to humans. Nevertheless, in medieval times it was thought that there were other causes to the Black Death: - **Wearing pointed shoes** - **The Gods showing their anger** - **A movement of the planets** - **Strangers entering your village**

- ❖ The symptoms of the Black Death were usually recognised between 2-6 days of being infected.
- ❖ **Black Death Symptoms:** - Fever and chills - headache - muscle pain - general weakness - seizures People reported finding swollen lymph glands which were large black spots called buboes
- ❖ How did the plague end? The great plague in London lasted until the Autumn of 1666. A very cold spell of weather killed off the fleas and bacteria. Also, in 1666, the Great Fire of London destroyed many of the rat-infested buildings
- ❖ **The Black Death** affected people in different ways. Some people became angry with religion and the Church. Some people became wild and immoral. Others blamed themselves and started to punish themselves (flagellants). It is thought that poorer people who survived began to hate those of a higher class and put an end to the feudal system.
- ❖ Some peasants gained work as there became a shortage of workers.

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Mark 12 30-31



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Year 5  **Class Read: The Boy who Swam with Piranhas by David Almond**
Term: Summer One **Topic: Scream Machine**

Trip: Chessington World of Adventure

This term, we are learning:	Science	Geography	French	PSHE & No Outsiders	DT	RE	Games	PE	Computing/ Online Safety	Music
		Forces	Scream Machine	Time	The Girls Being my Best	Electrical Systems: Doodlers	How did the church begin, and where is it now?	Net and wall games – developing, sending and receiving skills – tactical decision making	Gym – travel, roll, balance, jump using equipment	Programming Crumbles Online Bullying

- ❖ A mechanism is a part of a machine or several parts that work together to create movement. It is a device that allows a small force to be increased to a larger force.
- ❖ Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
- ❖ A lever is a long rigid arm balanced on a fulcrum. Levers are found in seesaws, wheelbarrows and crowbars.
- ❖ A linkage is made up of several rigid lever arms connected by joints. Linkages are found in extending platforms, extending mirrors and diggers.
- ❖ A cam mechanism is made up of 3 parts: a cam, slide and follower. Cams are found in car engines and steam trains
- ❖ Gears are wheels with teeth that slot together. Gears are found in wind-up toys, clocks and bicycles.
- ❖ A pulley is a rope looped around one or more wheels. Pulleys are found in lifts, rollercoaster rides and attached to the sails of boats.
- ❖ A force is a push or pull.
- ❖ To make an object move, such as a rollercoaster carriage, a force must be applied to the object. Nothing will move without a force pushing or pulling.
- ❖ Roller coaster carriages don't have engines so they rely on forces to keep them moving.

- Science Vocabulary**
- ❖ **force** A push or pull that can change an object's speed, shape or direction of movement
 - ❖ **gear**
 - ❖ **gravity** A force that pulls things towards each other.
 - ❖ **lever** A simple mechanism that is used to move a load with less effort.
 - ❖ **machine** A piece of equipment with moving parts that works when given power such as electricity.
 - ❖ **pendulum** A weight on a thread or stick that swings from side to side.
 - ❖ **pulley** A mechanism that is used to lift a load with less effort
 - ❖ **air resistance** A force that acts on an object when it moves through the air, causing it to slow down
 - ❖ **Water resistance** Force that slows things down when they're moving through water
 - ❖ **cam** A mechanism that changes one type of motion into another type of motion.
 - ❖ **Linkage** A mechanism that is used to direct force or motion where it is needed.
 - ❖ **streamlined** Designed to move more easily through air or water.
 - ❖ **friction** unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
 - ❖ Friction causes objects to slow down
 - ❖ That **air resistance** and **water resistance** are types of friction that act between moving surfaces.
 - ❖ **Slippery surfaces can reduce friction** A force between 2 surfaces that rub together. Friction slows down a moving object.
 - ❖ **centripetal force** A force that keeps an object moving in a circle at a constant speed.
 - ❖ **oscillation** Move back and forth in a regular rhythm
 - ❖ **buoyancy** The ability of objects to float in water
 - ❖ **Upthrust** Force that pushes objects in an upward direction

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Year 5

Term: Summer Two

Topic: Alchemy Island



Class Read: Clockwork by Philip Pullman

Hook: Visit the Alchemist's Apprentice to find a box of clues

This term, we are learning:	Geography	Science	French	RSE	Art & DT	R.E	Games	PE	Computing	Music
	6 figure grid references on a map	Properties and changes of materials	Time Hour and half hour	Stages of Growth And tango makes three	Structure and 3D Interactive Installation - Mod roc islands	Thematic: How did it all begin?	Striking and fielding – using bats and clubs with tactical decision making	Dance: dynamics in dance to fit a theme	Scratch Managing Information online	Xylophones Digital music

- ❖ Alchemy is an ancient study of how to turn basic metals into gold.
- ❖ Alchemists used metals, salts, acids and many other chemicals in their attempts to make gold. They also tried to create potions that would cure all diseases and allow people to live forever. This was all at a time before people understood science as well as they do today.
- ❖ Gold is a very precious metal that has been valued since ancient times.
- ❖ Gold is a shiny, yellow colour, it doesn't tarnish, it is easily shaped and it conducts electricity, so it is used to make decorative objects, jewellery, coins and electrical components and mobile phones.
- ❖ Gold is found around the world and is usually mined from the Earth's crust. However, tiny flakes can also be found in rivers and streams and removed using a sieve called a pan
- ❖ Maps have been used for thousands of years to help people find their way around unfamiliar areas.
- ❖ There are several different ways of separating mixtures. The best process to use depends on the type of mixture you are separating
- ❖ Evaporation and condensation, magnetism, filtering, sieving and decanting are ways of separating materials
- ❖ Coordinates are used to pinpoint a specific location on a map and are usually written in brackets. The first set of numbers refer to the position along the x-axis of the map, and the second gives the location along the y-axis
- ❖ Symbols on the map show particular features of the area
- ❖ Maps have a key that lists the symbols and what each of them represents

Science Vocabulary

- ❖ **Soluble:** A substance that can dissolve.
- ❖ **Insoluble:** A substance that is impossible to dissolve.
- ❖ **Solute:** A substance that can be dissolved in a solvent.
- ❖ **solvent** A substance in which a solute dissolves
- ❖ **Melting:** The process of a solid turning into a liquid. F
- ❖ **Freezing** The process of a liquid turning into a solid.
- ❖ **Burning:** A scientific reaction that causes an irreversible change.
- ❖ **Changing state** The process of a substance changing from one state to another
- ❖ **Thermal insulator:** A substance that does not allow heat to flow through it.
- ❖ **Magnetic:** A metal that is attracted to a magnet. solution A liquid into which a solid has been dissolved.
- ❖ **Dissolve:** When a solute (normally a solid) is incorporated into a solvent (normally a liquid) to make a solution.
- ❖ **Filtering:** A process of separating an insoluble solid (small particles) and a liquid e.g. sand and water
- ❖ **Sieving:** A process of separating matter of differing sizes or straining liquids e.g. separating gravel from sand
- ❖ **Evaporation:** The process of a liquid turning into a gas. E.g. water turning into water vapour.
- ❖ **Condensation:** The process of a gas turning into a liquid.
- ❖ **reversible change:** A change that can be undone, such as changing water into ice.
- ❖ **Irreversible change:** A permanent change that cannot be undone, such as changing milk into cheese)

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