

# Year 5

## The Victorians

### History

#### The Victorians

- Understand when the Victorian period was and how it fits in with world history.
- Remember changes that occurred throughout this era.
- Evaluate the rise of the British Empire.
- Analyse children's experiences, contrasting rich and poor.
- Understand how the Education Acts changed the way in which education was delivered and became available to all.
- Understand punishments given to children when they were in trouble at school.
- Understand what and how children were taught in schools.
- Evaluate the gender divide that was prevalent during this period.
- Analyse the industries that Victorians worked in and their working conditions.
- Understand inventions that were made during this period and reflect on those that we still use today.
- Apply knowledge of my life and my experiences to those of a Victorian child.

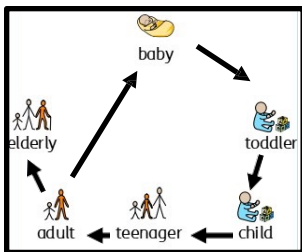


### Vocabulary

<b>discoveries</b>	Acts of finding out or learning of, for the first time
<b>education</b>	A process of gaining knowledge and understanding through learning.
<b>Empire</b>	A group of countries controlled by one country.
<b>Industrial Revolution</b>	A period where machines began to be used more in factories and more goods were produced as a result.
<b>industry</b>	The work and processes involved in manufacturing things in factories.
<b>invention</b>	The act of making something new that hasn't been done before.
<b>monarchy</b>	A system in which a king or queen reigns in a country.
<b>poverty</b>	The state of being very poor.
<b>punishment</b>	Something unpleasant done to someone because they have done something wrong.
<b>Queen</b>	Female monarch or woman married to a King.
<b>reign</b>	When a king or queen reigns he/she rules a country.
<b>rich</b>	Someone who's rich has lots of money or possessions.
<b>slum</b>	Poor run down area of a city.
<b>Sovereign</b>	One possessing supreme political power
<b>trade</b>	The activity of buying, selling or exchanging goods or services.
<b>Victorian Era</b>	The period between 1836 and 1901 when Victoria was the Queen.
<b>workhouse</b>	A building for which very poor people were sent and made to work in return for food and shelter.

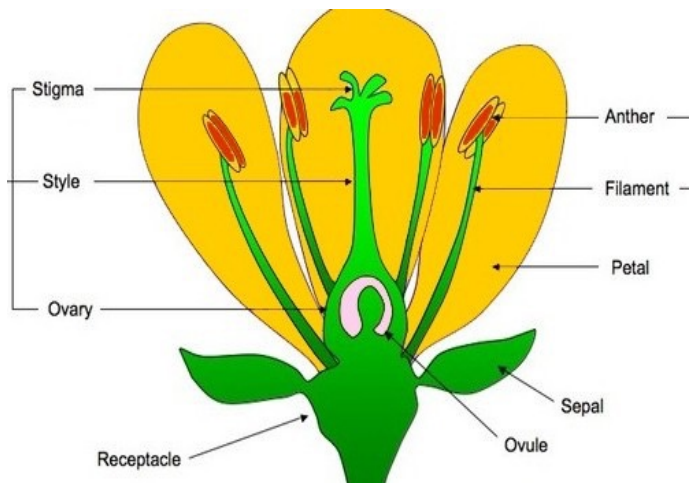
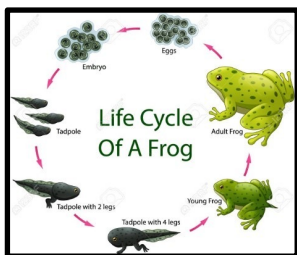
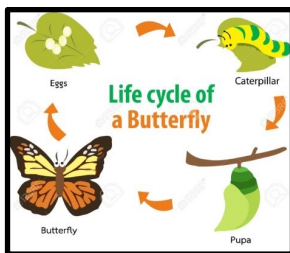
### Science

#### Living things and their habitats



What are examples of **life cycles**?

- The **life cycles** of mammals, birds, amphibians and insects have similarities and differences.
- One difference is that amphibians and insects go through the process of **metamorphosis**. This is when the structure of their bodies changes significantly as they grow (for example, from tadpole to frog or caterpillar to butterfly).



## Maths

### Multiplication, Division, Fractions

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.

## Key Vocabulary

### Multiplication and Division

Multiplication, multiply, multiple, factor, groups of, times, product, repeated addition, division, divide, remainder, grouping, sharing, array, row, column, inverse square, squared, cube, cubed.

### Fractions

Half, quarter, whole, part, equal parts, one whole, parts of a whole, unit, proper fraction, mixed number, numerator, denominator, equivalent, simplify, proportion, ratio, percentage, percent.

## English

**Exploration Narrative:** Write a Cliffhanger Narrative.

**Report:** Write a formal event report.

## SPaG Glossary

**Adverb:** A word that describes a verb, usually ending in  $-ly$ . For example, she ran quickly.

**Apostrophe:** ( ' ) An apostrophe is a mark used to show that a letter has been left out.

**Example:** he is can be written he's. Apostrophes are also used to show ownership.

**Examples:** the cat's bowl, the cats' bowls.

**Clause:** A distinct part of a sentence including a verb. A main clause makes sense on its own.

A subordinate clause adds detail to the main clause but does not make sense on its own.

**Compound sentence:** A sentence consisting of two main clauses joined by a connective.

**Complex sentence:** A sentence consisting of a main clauses and one or more subordinate clause.

**Dialogue:** Speech between two or more people.

**Ellipsis:** ... Used to create suspense or to show omission.

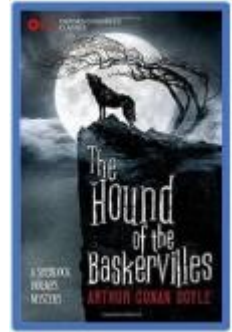
**Embedded clauses:** Adding extra information into the middle of a sentence using commas e.g. The man, who is tall, ran down the road.

**Metaphor:** A direct comparison without the use of like or as e.g. the clouds were cotton wool in the sky.

**Personification:** Giving human qualities to non-human objects e.g. the leaves danced in the wind.

**Phrase:** Two or more words that act as a unit and do not have a verb e.g. over the bridge.

**Speech marks:** Punctuation marks that go around the words that are actually spoken in a piece of writing " "



## PE Dance/Handball

**Knowledge Organiser: Year 5 Handball**

**Prior Learning:** Developed 3 step rule incorporating bounce. Defended and prevent attacks by blocking and intercepting. Passed and move with the ball to set up attacks. Demonstrated and implement the rules of handball.

**Equipment needed:** Handballs, cones, bibs, stopwatch, hoops, goals.

**Key Vocabulary/Skills:** Practice and attempt jump shot. Closing angles as goalkeeper. Use offensive dribbling. Pivoting to make successful passes. Set plays.

**Drills:** block, screen, pivoting, steps, double fault, offensive foul, free throw.

**Unit Focus:** Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently.

**Key Questions:**  
1. Which areas of handball do you feel you need to work on?  
2. What is a set play?  
3. Can you name any other sports that would use set plays?

**Head: Play in formations and execute 'set plays'**

**Hand: Use an offensive dribble to progress quickly**

**Heart: Explain how a team's passage of play was**

**Year 5 - Dance Unit 2**

**Prior Learning:** Have performed different styles of dance fluently and clearly. Refined and improved dance, adapting them to include the use of space, rhythm and expression.

**Unit Focus:** Using professional examples to inspire ideas for explosive action. Diving and exploring new movement possibilities.

**We are learning...**

1. to communicate the theme of tension through our dance.
2. to manipulate and develop actions using a range of devices.
3. to create interesting and varied dance actions as a group using levels.
4. to use jumps to bring power and energy to our dance phrases.
5. to use the theme of an attack, performing at a low level.
6. to work effectively with others to improve movement quality and performance.

**Equipment:** Videos of modelled movements, pointers, music.

**Vocabulary:** Assemblé, sauté, sauté, chainé, entrepasse, meronde, instrumentation, fragmentation.

**Concepts:** Instrumentation is a choreographic device where a movement performed by a body part(s) is transferred to another body part(s).

**Assessment Overview**

**Head:** Show ways in which you can communicate a narrative through dance.  
**Hand:** Adapt their skills to meet the demands of a range of dance styles.  
**Heart:** Recognise and comment on dances, suggesting ways to improve.

## Design and Technology

### Frame Structures

-Frame Structures are rigid support structures that use beams, columns and slabs to hold large forces of gravity and weight.

-Frame structures give shape, and are useful for support & weight bearing.

-Unlike shell structures, frame structures have joints, which are formed according to the design requirements and materials being used.

-Some examples of man-made objects that use frame structures are houses, skyscrapers, bridges, scaffolding, tables, and roller coasters!

-The system of beams and columns in a frame structure can be further strengthened through the use of other features, e.g. foundations, bracing.