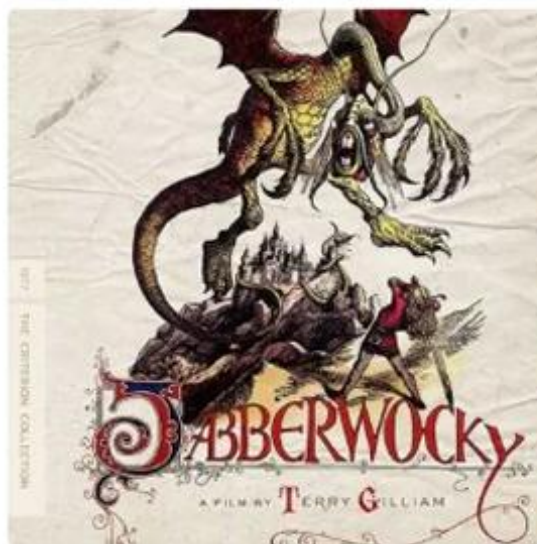


Jabberwocky by Lewis Carroll

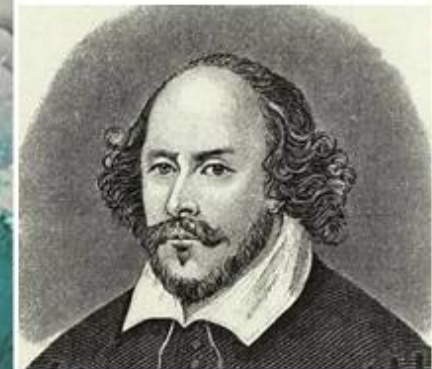
Terminology/Vocabulary—Definition

- Foe – An enemy or someone you are fighting against.
- Chortle – A happy laugh that sounds like a mix between a chuckle and a snort.
- Slain – Another word for "killed," often used in battles or fights.
- Lithe – Thin, graceful, and able to move easily.
- Whimsical – Playful, fun, and a bit strange or magical.
- Ember – A small, glowing piece of wood or coal from a fire.
- Beware – A warning to watch out for danger.
- Sought – Means "looked for" or "tried to find."
- Nonsensical – Something that doesn't make sense, but can still be fun or silly.
- Stanza – A group of lines in a poem, like a paragraph in writing.
- Narrative – A poem or story that tells what happens to characters.
- Enjambment – When a line of a poem runs into the next line without a full stop or pause.
- Portmanteau – A made-up word that joins two words together, like "chortle" (chuckle + snort).



Overview	"Jabberwocky," a nonsensical poem by Lewis Carroll, tells the story of a young hero who sets out to slay the fearsome Jabberwock. Armed with a vorpal sword, he bravely ventures into the woods and successfully defeats the creature, returning home triumphantly. The poem is rich in invented words and whimsical language, contributing to its enduring charm and imaginative appeal.
Reading	The theme is the triumph of good over evil. The children will learn to: · decode unfamiliar words inferring their meaning through contextual cues (building on 'Ning Nang Nong' Y3) · Evaluate the use of the poet's fabricated language (building on 'Ning Nang Nong' Y3)
Writing	Create a nonsensical poem inspired by the style of "Jabberwocky" The children will learn to: · consider when planning how the poet has created mood and tone (building on dialogue in 'Blessing' Y5) · produce nonsensical vocabulary where meaning can be inferred (building on 'On the Ning, Nang, Nong' Y3) by the reader
Grammar and Punctuation	The children will learn to identify and use: · nonsensical words that comply with grammatical conventions to retain the essence of the poem (building on 'On the Ning, Nang, Nong' Y3) · manipulate a range of figures of speech within a nonsensical context (building on 'On the Ning, Nang, Nong' Y3)
Oracy	Create a commentary of the battle with the Jabberwock The children will learn to: · consciously adapt tone, pace and volume to emphasise dramatic effect (building on drama from 'Varjak Paw' Y4) · deliberately speak with authority (building on drama from 'Cinamon' Y4)

The Tempest by William Shakespeare



Terminology/Vocabulary—Definition

Tempest – A violent and powerful storm, often with strong winds and rain. (The play begins with a big storm at sea.)

Tragedy – A type of story where bad or sad things happen, often with serious or emotional moments.

Usurped – When someone takes power or a position that doesn't belong to them. (Prospero's brother took his place as Duke.)

Magician – Someone who uses magic or has special powers. (Prospero is a magician in the play.)

Apparition – A ghost or strange, magical figure that appears suddenly.

Torment – Great pain, worry, or suffering, often caused on purpose. (Some characters are tormented by magic or guilt.)

Deceived – Tricked or lied to, often to make someone believe something that isn't true.

Compassion – Kindness and care for others, especially when they are suffering.

<p>Overview</p>	<p>The Tempest, a play by William Shakespeare, was written around 1610 and is thought to be one of the last plays that Shakespeare wrote alone. The Tempest is a tragicomedy play about Prospero, a wizard who lives on an island with his daughter Miranda. Twelve years ago, Prospero's brother Antonio stole his dukedom and banished them. Prospero uses magic to shipwreck his enemies on the island, including Antonio and young Prince Ferdinand. Miranda falls in love with Ferdinand, while Prospero's spirit servant Ariel plays tricks on the visitors. Prospero's slave, Caliban, plots to rid himself of his master, but is thwarted by Ariel. After testing everyone's character, Prospero decides to forgive his enemies rather than seek revenge. He gives up his magic, frees Ariel, and everyone returns home together. The play considers the abuse of power, betrayal and revenge, forgiveness and reconciliation.</p>
<p>Reading</p>	<p>- Read aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression - Vary pace according to purpose and audience - Begin to identify themes and symbols in texts they read. - Discuss how cultural and historical contexts influence poets and their work. - Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>
<p>Writing</p>	<p>- Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace - Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>
<p>Grammar and Punctuation</p>	<p>- Understand that a relative pronoun can be omitted, if the meaning is maintained. - Use relative clauses are embedded within the main sentence using parentheses (brackets, commas, dashes)</p>
<p>Oracy</p>	<p>- Deliberately varies tone of voice to convey meaning e.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. - Project their voice to a large audience e.g. whole school setting - Consciously adapt tone, pace and volume of voice within a single context.</p>

Year 5: Mathematics

Measure — Volume and Capacity

Key Terminology

Volume – The amount of space something takes up. We usually measure volume in cubic units (like cm^3).

Capacity – The amount a container can hold, usually liquids. We measure capacity in millilitres (ml) or litres (l).

Millilitre (ml) – A small unit for measuring capacity. There are 1,000 millilitres in 1 litre.

Litre (l) – A larger unit for measuring capacity. Used for things like bottles of water or milk.

Cubic centimetre (cm^3) – A unit for measuring volume. It means a cube that is 1cm long on each side.

Measure – To find out how big, long, or full something is using standard units.

Convert – To change from one unit to another (like from millilitres to litres).

Estimate – To make a good guess about the amount or size of something.

Overflow – When a container is too full and the liquid spills out.

Container – Something that holds a liquid or solid, like a bottle, jug, or box.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as ml.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as l.

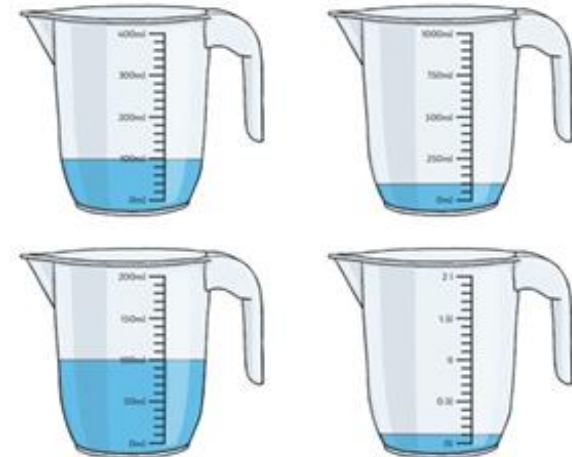


$$1000\text{ml} = 1\text{l}$$

$$200\text{ml} < \frac{1}{4}\text{l}$$
$$2\text{l and } 400\text{ml} = 2400\text{ml}$$

Capacity

Measuring containers all have different capacities.



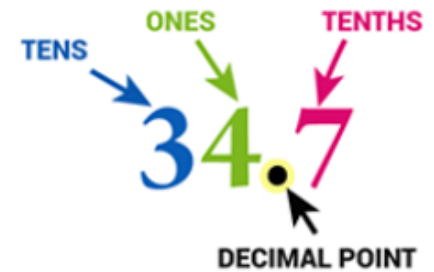
The volume of liquid in each container is 100ml. Each container has a different capacity.

Learning Objectives

- To estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)].
- To estimate capacity [for example, using water].
- To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling

Terminology	Definition
tenths	The first digit to the right of the decimal point; one out of 10 equal parts of
hundredths	The second digit to the right of the decimal point; one out of 100 equal
thousandths	The third digit to the right of the decimal point; one out of 1000 equal parts
decimal point	A Decimal Point can be defined as a point or a dot which is used to separate a whole number from the fraction-
compare	A process or method in which one can determine whether a number is smaller, greater, or equal to another number
digit	Digits are the single numbers used to represent values in math. 0, 1, 2, 3, 4,
strategies	A strategy is how you use relationships and connections between numbers to

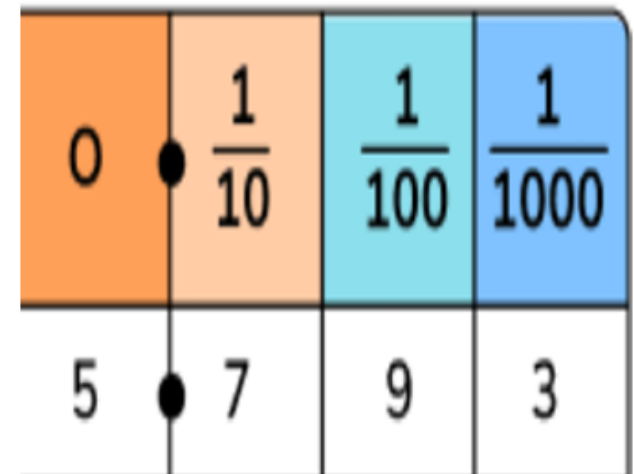
Year 5: Mathematics Decimals



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Learning Objectives

- To add and subtract decimal less than one and greater than one.
- To add and subtract decimals with different numbers of decimal places.
- To add and subtract decimal numbers with up to 4 digits from whole numbers.
- To solve problems that involve adding and subtracting decimals with up to 3 decimal places.



Year 5: Science The Scientific Method



Key Terminology

Hypothesis – A smart guess about what you think will happen in an experiment.

Control variable – Something that stays the same in an experiment to make it fair.

Dependent variable – What you measure or observe in an experiment.

Independent variable – The one thing you change in an experiment.

The job – What each part of the experiment is meant to do or test.

Bunsen burner – A piece of equipment that makes a hot flame to heat things (used safely in labs).

Data – The information or results you collect in an experiment.

Data logger – A digital tool that records data like temperature or light over time.

Measuring cylinder – A tall container used to measure liquid volumes accurately.

Pipette – A small tool used to move and measure tiny amounts of liquid.

Volume – The amount of space something takes up, especially a liquid (measured in ml or l).

Accurate – Correct and close to the real answer.

Average – A number that shows the typical value (you add the results and divide by how many there are).

Conclusion – What you found out from your results and whether your hypothesis was right.

Precise – Very exact and detailed in measuring or results.

Repeatable – When you can do the experiment again and get similar results.

Centrifuge – A machine that spins very fast to separate mixtures (like liquids and solids).

Learning Objectives

What is the scientific method?

What are variables?

What is the best equipment for the job?

Is the data reliable?

How did the scientific method transform blood transfusions?

How did the scientific method help us learn about chimpanzees?

Key Terminology

Sustainable – Using resources in a way that doesn't harm the planet and helps it last for the future.

Stewards – People who take care of something that belongs to someone else.

Stewardship – The job of looking after the Earth, nature, and all living things.

Creation – Everything in the world that has been made, especially by God.

Creator – A being or power (like God) that made the world and everything in it.

Climate – The usual weather in a place, and how it is changing over time.

Preserve – To protect something so it stays safe and in good condition.

Ecology – The study of how living things and the environment work together.

Integrity – Being honest and doing what is right, even when no one is watching.

Harmony – Living in peace and balance with others and the natural world.

Guru Gobind Singh – The tenth Sikh Guru who started the Khalsa and helped shape Sikh beliefs and identity.

Khalsa – A special group in Sikhism whose members commit to living by Sikh values.

Mool Mantra – A special prayer in Sikhism that teaches important beliefs about God.

Kachera – Special shorts worn by Sikhs as a sign of self-control and respect.

Kanga – A small wooden comb that Sikhs use to keep their hair clean and tidy.

Kara – A steel bracelet worn by Sikhs to remind them to do good and stay strong in faith.

Kesh – Keeping uncut hair, showing respect for how God made you.

Kirpan – A small sword or dagger worn by Sikhs to stand up for justice and protect others.

Year 5: Religious Education Stewardship



Learning Objectives

- To show an understanding of the care of Creation and its people by making links between beliefs and sources.
- To show understanding of creation, by making links between beliefs & life.
- To show a knowledge and understanding of those actions of believers which arise as a consequence of their beliefs.
- To describe complex scripture passages in a way that shows understanding of the scripture source used.
- To plan a liturgical prayer to celebrate the unit.

Year 5: Computing
Programming: Selection in Quizzes
Duration: 6 weeks of learning

Terminology	Definition
Algorithm	A step-by-step set of instructions designed to solve a problem or complete a task.
Condition	A specific requirement or rule in a program that must be true or false for a particular action to happen.
Selection	A programming concept where decisions are made based on conditions, using "if," "else," or "elif" statements to determine which action to take
Boolean	A data type with only two possible values: true or false. It is often used in conditions to control the flow of a program.
Variable	A named container in a program that stores information, such as a score or a player's answer, which can change during the program.
Debugging	The process of finding and fixing errors or bugs in a program to ensure it works as intended.
files	A diagram that represents the steps in a program, using symbols like diamonds for decisions (selection) and rectangles for processes.

Learning Objective	To explain how selection is used in computer programs.
	To relate that a conditional statement connects a condition to an outcome.
	To explain how selection directs the flow of a program.
	To design a program that uses selection.
	To create a program that uses selection.
	To evaluate my program.



Year 5 History

Big Question: How did the Vikings' power over Lindisfarne change from when they first attacked it to when they later lived and settled in the area?

Prior learning: In Year 5, children have previously learnt about the Anglo-Saxons, the formation of the Kingdom of Kent and the Vikings invasion through the topic of Lady of the Mercians. They have also learnt about Viking settlement in Jorvik and how this was instrumental in Viking control in Britain.

At the end of this topic, pupils will know:

Line of Enquiry	National Curriculum Objectives
1. Who was St Aidan and why was Lindisfarne important?	<ul style="list-style-type: none"> • Study the Viking and Anglo-Saxon struggle for the Kingdom of England. • Understand how events fit into a chronological timeline of British history. • Explain cause and consequence, such as why Vikings raided Lindisfarne and what happened after. • Compare similarities and differences between Viking and Anglo-Saxon life. • Use historical enquiry skills, including studying sources and different interpretations of events.
2. Why did the Vikings attack Lindisfarne?	
3. How fair was the Viking justice system?	
4. How did Viking settlements change Lindisfarne over time?	
5. Why is Lindisfarne still important today?	

Unit of Learning:
Attack of the Vikings



Vocabulary	Definition
Monastery	A place where monks live, work, and pray together, often away from busy towns.
Christianity	A religion based on the teachings of Jesus Christ and the belief in one God.
Outlaw	A person who breaks the law and is often being hunted by the authorities.
justice	Being fair and making sure people are treated rightly, especially when rules are broken.
pilgrimage	A special journey to a place that is important to someone's religion or beliefs.
heritage	The traditions, buildings, and history that are passed down from the past and belong to a group of people or a country.

Lesson 1 – What is it like to farm in the Amazon?

Lesson 2 – The journey of soy

Lesson 3 – Trading connections

Lesson 4 – Environmental connections

Lesson 5 – social connections

Lesson 6 – How does our class connect to the Amazon?



Geography

Interconnected Amazon

To what extent is the Amazon connected with the rest of the world?

Word	Definition
<u>Ayore</u>	A group of Indigenous people who live in parts of South America, especially Paraguay and Bolivia.
<u>Garabta</u>	A type of plant (like a spiky pineapple plant) found in South America that grows in the wild.
Subsistence	Living by growing or finding just enough food and resources to meet basic needs.
Commercial	Something linked to buying and selling goods or making money.
Interconnected	When different places or things are linked together and affect each other.
Trans-national	Something that happens across more than one country.
Colonised	When people from one country move to another place and take control of it.
Globalisation	When countries around the world become more connected through trade, travel, and communication.

*Geographical skills:
flow diagrams,
interpreting satellite
photos*

Terminology	Definition
Stroke:	Type of swimming
Alternate:	One side then the other
Exhale:	Breathe out
Inhale:	Breathe in
Surface:	The top of the water
Survival:	Staying alive
Buoyancy:	Floating
Treading Water:	A survival technique used to keep the head above water with the body vertical
Huddle:	A survival group position for



*Year 5: Physical Education/
Swimming
Duration: September—February*



*Learning
Objectives*

- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations develop basic pool safety skills and confidence in water.
- Sculling: head first, feet first Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbeater: Moving, lifting one or both arms out of the water.
- To develop travel in vertical or horizontal position and introduce floats.
- To develop push and glides, any kick action on front and back with or without support aids.
- To develop entry and exit, travel further, float and submerge.
- To develop balance, link activities and travel further on whole strokes.
- To show breath control.
- To develop confidence in deeper water.
- To tread water.



Year 5: RHE
Me, My Body and My Health:

Schemes followed
TenTen
Pol-Ed

TenTen – Impacted lifestyles

TenTen - Making good choices

TenTen - Giving assistance

TenTen Catholic Social Teaching

TenTen – Reaching Out

TenTen – The world of work



What Does DRABC Stand for?

- D** Danger
- R** Response
- A** Airway
- B** Breathing
- C** Circulation

Spanish Y5/6 scheme of work overview: Term 3

UNIT	Context, Communication, Culture	Key ideas (GRAMMAR)	PHONICS SSC - Sound-symbol correspondence	VOCABULARY	National Curriculum PoS End of Unit
Unit 7 (W1-6)	Saying what I and others do – cities and festivals <ul style="list-style-type: none"> activities at home preparing a party weather & seasons La Tomatina (Spain) Fiestas Patrias, Inti Raymi (Peru) physical geography (Spain) a party in my free time weather and activities Feria de Abril Las Fallas physical geography (Mexico) 	Talking about doing (I, you, s/he) <ul style="list-style-type: none"> Essential verb: to do, make – HACER <ul style="list-style-type: none"> I do, make – hago you do, make – haces s/he does – hace hace (weather) using mucho & todo Talking about doing (we, they) <ul style="list-style-type: none"> -AR and -ER verbs 	<ul style="list-style-type: none"> Accents (rules 1-3) Revisit [z] [ca] [co] [cu] [ce] [ci] [ch] [que] [qui] Revisit [ge] [gi] [ga] [go] [gu] [que] [qui] 	<ul style="list-style-type: none"> Verb hacer (singular) activity nouns seasons sports numbers 16-31 	I can... <ul style="list-style-type: none"> transcribe (L2) and sound out (R3) new words with target SSC listen and read sentences and show understanding (L1/R1) say short and some longer sentences to describe actions (S2/3) ask and answer short and longer information questions (S1(a)/G4) Write from memory (W1), adapt (W2) and describe weather and actions (W3) use singular forms of hacer in questions and statements (G4)
Unit 8 (W7-9)	Expressing likes and actions <ul style="list-style-type: none"> household chores in school travelling around Spain learning languages on holiday in Spanish class 	Talking about wanting, having and being able to do <ul style="list-style-type: none"> 2-verb structures: amar, odiar, deber, querer, poder 	<ul style="list-style-type: none"> Revisit all SSC 	<ul style="list-style-type: none"> a range of -AR and -ER verbs (plural) Verbs deber, querer, poder (singular) a range of vocabulary for tasks at home and away and in school 	I can... <ul style="list-style-type: none"> listen and read sentences and show understanding (L1/R1) match target SSC sounds to print (L2) sound out new words with target SSC (R3) say short and longer sentences to say what I and others do, like/dislike doing and want to, have to or can do (S2/3) write memory (W1), adapt (W2), describe actions, likes and dislikes, wants, ability and obligation (W3)
Unit 9 (W10-13)	• Revision/assessment <ul style="list-style-type: none"> Quiero ver una vaca La plaza tiene una torre 	<ul style="list-style-type: none"> Revisit key ideas 	<ul style="list-style-type: none"> Revisit SSC 	<ul style="list-style-type: none"> Revisit vocabulary 	<ul style="list-style-type: none"> show evidence of L1, L2, R1, R3, S1(a), S2, S3, W1, W2, W3, G1, G4, G5 listen and join in with simple songs and rhymes (L1/R2) appreciate stories, songs, poems and rhymes in the language (R2), understand new words (R4), adapt (W2) use a dictionary (R5)