

Details With Same Value Exist



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Year 5



Term

Autumn

Project  
Title/Theme

Taste of the Orient



Subject

Select Subject



Notes

Our key question this term is 'What did the Shang Dynasty do for us?' Our superb starter is an art themed day, creating beautiful willow pattern watercolours and cherry blossom collages. We will explore different media to create different effects and textures. Our mix-it-up-middle will be a DT themed day, beginning with cooking a stir-fry, rice noodle dish and then a banquet of all our dishes in the morning, followed by a pagoda building project in the afternoon. Finally, our enthralling ending will be a survival day based around the theme of Kensuke's Kingdom, designing shelters and rafts with natural resources with a viewing of the film Kensuke's Kingdom in the afternoon. Our class reading books will include the 'Firework Maker's Daughter' by Phillip Pullman and 'Kensuke's Kingdom' by Michael Morpurgo which we will go on to study in English. There will be lots of opportunities for cross-curricular writing, such as in our study of the Shang Dynasty and the separation of materials in science. The learning environment will be themed on Japan and China, comprising of a calming cherry blossom corner, a bright blue ocean-based reading area and many hanging lanterns. In our art lessons, we will be exploring colour and tones by mixing paints, before then exploring the art of Hokusai. We will then recreate a piece of his art using our new colour mixing techniques by printing using poly blocks. In computing, we will be exploring the Scratch software to design different programmes and games, while also creating algorithms for our programmes. Our science lessons will look at the properties of materials and how they are used based on their properties. We also explore how materials change in formation and how some changes can be reversed but others can't. Our RE topics are Christianity and Hinduism; through these religions, we will be exploring the Christian 10 commandments and how Christians show their belief on 2023, and also looking at the importance of the River Ganges to Hindus and compare their festivals with those of other religions. In history lessons, we will be delving into the Shang Dynasty; learning who Fu Hao was, the greatest achievements of the Shang Dynasty, major cities from the Dynasty and comparing this all to other civilisations such as the Egyptians. Music lessons will be based around traditional Chinese and Japanese music, looking at the pentatonic scales and describing how this music compares to various other genres of music. In DT, we will be cooking stir-fry dishes using skills such as boiling, steaming and chopping. We will also be evaluating current cooking utensils and creating our own based on our research. Our geography lessons will focus on settlements comparing similarities and differences between Chinese villages and the city of Beijing. We will also look at how trade links work by buying and selling products. We are so excited to share such a wealth of knowledge with the children this year and look forward to creating fun and amazing memories through some amazing experiences.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	Art	<p>To know that adding media to paint will create texture (texture)</p> <p>To know that using media in paint can add texture (texture)</p> <p>To know the art form of Lithography (An ancient form of printing that uses a flat stone or metal plate) (printing)</p> <p>To know artists who use printing in their artwork (printing)</p> <p>To know that different tones, hue and mood can be created by mixing primary colours (red, blue and yellow) and secondary colours (orange, green and purple) to create tertiary colours (colour)</p> <p>To know that the above colours can be changed to create different tones by adding white or black (colour)</p>	<p>To be able to create own textured paint by adding different media (sand, chalk, sawdust, salt) or by using different media to create effect (scrunched up foil/paper, art sponges, forks)</p> <p>To be able to create textures paintings of Hokusai's 'Great wave of Kanagawa'</p> <p>To be able to select materials to use to create specific outcome</p> <p>To be able to explore consistency of paint by adding water, adding pva glue to create different texture/marks</p> <p>To be able to create an artwork using lithography process linked with Escher and Bridget Riley (Optical illusions)</p> <p>To be able to explore combining different media for printing (ink, fabric, paper, leaves, natural materials, string etc)</p> <p>To be able to create particular colours to match pieces of famous artwork</p> <p>To be able to mix colours confidently using the colour theory</p> <p>To be able to create a colour wheel outlining primary, secondary and tertiary colours</p> <p>To be able to use the colour wheel to find complimentary colours (colours that are opposite each other in the colour wheel)</p> <p>To be able to comment on colour used in artwork (Starry night (Van Gogh), Marilyn Monroe (Warhol),</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

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					To be able to name artists who use printing in their artwork (Hokusai, Picasso, Warhol, Matisse)	
Year 5	Autumn	Taste of the Orient	Computing	<p>To know how to design a program.</p> <p>To know how to create algorithms.</p> <p>To know how to use Scratch collaboratively.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to use Scratch to design a short program, such as getting a sprite to move, jump and disappear, with simple algorithms.</p> <p>To be able to collaborate when working on Scratch, taking turns and listening.</p> <p>To be able to identify the best ways of keeping safe online and privacy.</p>	Design, write, debug, sequence, code, coding, instructions, simple algorithm, algorithms, problem solve, outcome, goal, collaborate.

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Year 5	Autumn	Taste of the Orient	DT and Cooking and Nutrition	<p>To know the basic principles of a healthy and varied diet to keep the body active/healthy, including drinks (nutrition)</p> <p>To know how to cook predominantly savoury dishes using different cooking techniques - boil, simmer, low heat, high heat, steam (cooking)</p> <p>To know the principles for basic food hygiene (nutrition)</p> <p>To know where food comes from and how it is grown or reared (food)</p> <p>To know which tools they will need on order to begin designing and then making (technical knowledge and making)</p> <p>To know how to use equipment and tools with increased accuracy and safety (technical knowledge)</p>	<p>To be able to discuss in detail foods from around the world</p> <p>To be able to discuss foods that are part of a healthy diet</p> <p>To be able to create a dish applying their knowledge of food hygiene, using appropriate tools safely</p> <p>To be able to use proportions when cooking, by doubling and halving recipes</p> <p>To be able to modify a recipe and explain why they have changed it</p>	savoury, reared, caught, processed, Seasons, growing, planting, food miles

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Year 5	Autumn	Taste of the Orient	Geography	<p>To know the similarities and differences between the land use and settlements of a village and a city. (Land use and settlements, Chinese village and the city of Beijing).</p> <p>To know a trade link is the process of buying and selling products.</p> <p>To know the economic trade activity between China and the European Union.</p>	<p>To be able to describe and understand different types of settlement and land use.</p> <p>To be able to describe the key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	sustainable, Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links

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Year 5	Autumn	Taste of the Orient	History	<p>To understand when the Shang Dynasty fits on the timeline of history, and it was at the same time as the Bronze Age and the Egyptians</p> <p>To know how we know about the Shang Dynasty (Civilisations and Empires)</p> <p>To know how the Shang Dynasty began (Power and conflict)</p> <p>To know what life was like for people in the Shang Dynasty (Civilisations and Empires)</p> <p>To know what the Shang people believed (Civilisations and Empires)</p> <p>To know how Shang people's beliefs were similar and different to other people at the time, compared to Egyptians (studied in Year 4)</p> <p>To know who Fu Hao was (Monarchy and sig figures)</p> <p>To know when and why the</p>	<p>To be able to sequence key events of the time studied</p> <p>To be able to use relevant terms and period labels</p> <p>To be able to make comparisons between different times in the past</p> <p>To be able to study different aspects of people such as the differences between men and women</p> <p>To be able to examine causes and results of great events and the impact on people</p> <p>To be able to compare life in early and late times of the period studied</p> <p>To be able to compare accounts of events from different sources and decide whether they are fact or fiction</p> <p>To be able to offer reasons for the different version of events</p> <p>To be able to identify primary and secondary sources</p> <p>To be able to use evidence to build up a picture of past events</p> <p>To be able to select relevant sections of information</p> <p>To be able to use the library and internet for research with increasing confidence</p>	<p>empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Shang Dynasty, Dynasty, Hu, Acupuncture, Bamboo, Buddhism, Pagoda, Confucius, Oracle bones, Ding, Terracotta, Peasant, Artisan, Diviner, Sacrifice, Ancestor, Millet, Rural, Yellow River, Ritual, Bronze</p>

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				<p>Shang Dynasty ended (Power and conflict)</p> <p>To know what the great accomplishments of the Shang Dynasty were (Civilisations and Empires)</p> <p>To know what the major cities of the Shang Dynasty were</p> <p>To know the meanings of these substantive concepts, Church, empire (Yr 3 Romans), emperor (Yr 3 but how a bad emperor can bring an empire down), religion, nun, monk, rights, ancestors, settlement (along the river like in Yr 4 Egyptians - Nile).</p>		

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Year 5	Autumn	Taste of the Orient	Music	<p>To know about traditional Chinese and Japanese music using the pentatonic scale.</p> <p>To know about various genres of music and be able to describe these using musical vocabulary, comparing them to Chinese/Japanese music.</p> <p>To know how and why music is used within religions and cultures.</p>	<p>To be able to identify features of Chinese/Japanese music and recognise the pentatonic scale (5 notes that they follow the pattern of).</p> <p>To be able to compare traditional Chinese/Japanese music to music of another country, e.g. traditional African music.</p> <p>To be able to identify why music is important within different cultures (such as: Chinese music used in philosophy and rituals).</p>	<p>Listen, appreciate, scale, pentatonic, pattern, notes, compare, comparison, traditional, culture, genre vocab (classical, pop, alternative, blues, rock, rap, disco, reggae), style, composer, duration, pitch, ensemble, tempo.</p>

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Year 5	Autumn	Taste of the Orient	PE	<p>To know how to kick a football over a range of distances. (Football Activities)</p> <p>To know how to make a tackle in football.</p> <p>To know how to effectively move around a football pitch.</p> <p>To know how to accurately and powerfully shoot in football.</p> <p>To know a variety of movements, shapes and balances. (Gymnastics)</p> <p>To know how to adapt a gymnastics sequence.</p> <p>To know a range of jumps, shapes and balances.</p> <p>To know a range of equipment and how to use it.</p> <p>To know the different positions on a hockey pitch. (Hockey)</p> <p>To know the rules of a game of hockey.</p> <p>To know a range of tactics to use in a hockey game.</p> <p>To know how to referee a game of hockey.</p> <p>To know how to compose a dance based on a style. (Dance)</p>	<p>To be able to accurately pass a football over a range of distances to a teammate.</p> <p>To be able to make tackles to gain possession of the ball.</p> <p>To begin to be able to avoid attackers while in possession of the ball.</p> <p>To be able to shoot for a goal.</p> <p>To be able to compose specific sequence of movements, shapes and balances.</p> <p>To be able to adapt a sequence to fit a new theme or suggestion.</p> <p>To be able to confidently perform jumps, shapes and balances fluently.</p> <p>To be able combine equipment and movement sequences.</p> <p>To develop strength, technique and flexibility throughout performances.</p> <p>To be able to play in different positions of a hockey pitch.</p> <p>To be able take part in a game of hockey.</p> <p>To be able to referee a game of hockey.</p> <p>To be able to show some degree of tactics in a game of hockey.</p> <p>To be able to compose an individual dance that reflects a chosen dance style.</p> <p>To show a change of pace and timing in a range of movements.</p> <p>To develop an awareness of space and how</p>	<p>Kick, Football, Pass, Possession, Shoot, Goal, Distance, Attacker, Defender, Tackle</p> <p>Compose, Movement, Shapes, Balance, Jump, Sequence, Strength, Technique, Flexibility, Theme</p> <p>Goal, Referee, Tactics, Space</p> <p>Pace, Timing, Routines, Compose, Transitions, Actions, Movements, Rhythm, Music, Evaluate</p>

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				<p>To know what pace and timing is in dance.</p> <p>To know how to use space in a dance.</p> <p>To know how to use the rhythm in music.</p> <p>To know what a transition is.</p> <p>To know how to evaluate a dance.</p>	<p>to use it.</p> <p>To be able to use transitions to link routines together.</p> <p>To ensure that actions and movements fit in time with the rhythm of the music.</p> <p>To be able to evaluate a dance.</p> <p>To be able to modify parts of a sequence based on self and peer evaluation.</p>	

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Year 5	Autumn	Taste of the Orient	RE	<p>To understand the 10 commandments and if they are still relevant today</p> <p>To understand how Christians, show their belief in God in the 2020s - 2000 years after Jesus was on Earth, (Yr 3 looked at artefacts and symbols and Yr 2 Kindness- British Value?)</p> <p>To know Divali is similar to 5 other English festivals (some Christian) (Festivals)</p> <p>To understand the background of the Hindu Gods (Year 1 introduced the Gods)</p> <p>To understand the story of Krishna and its meaning - English link (Stories)</p> <p>To understand why the River Ganges is special to Hindus. (Places of worship)</p> <p>To understand different religions funeral rituals/customs - link to Varanasi in India</p>	<p>To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>To be able to refer and refer to symbols, stories, religious teachings, places of worship, acts of worship, and analyse and explain a variety of different interpretations of language, expression and symbolism.</p> <p>To be able to suggest how religious sources provide answers to important questions about life and morality</p> <p>To be able to begin to explain the significance of key religion/faith individuals in the community</p> <p>To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do</p> <p>To be able to analyse the reasons why some religious people practise their way of life within a community and some believers practise their way of life alone</p> <p>To be able to analyse religious teaching from scripture or a quote from a religious leader, founder or inspirational person, and consider how it can be inspirational to a person of any or no faith</p> <p>To be able to draw on the similarities and</p>	<p>Brahma, Vishnu, Shiva, Avatars, Mandir, lotus, swastika, Murti, Yoga, meditation, Mantra, Rangoli, Mehndi, Upanishads, samskaras, ashramas, Rama, Raksha, Holi. Varanasi, rituals, customs, pilgrimages, River Ganges, Bhagavad, Gita, samskaras, ashramas, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship</p> <p>Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship</p>

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					<p>differences between religions and offer their own understanding of belief and values</p> <p>To be able to give an informed and well-argued account of their own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings</p> <p>To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and be able to argue how far you personally agree with these religious and moral standpoints</p> <p>To be able to apply and express their own view about right and wrong and just and fair</p>	

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Year 5	Autumn	Taste of the Orient	Science	<p>To know different materials are used for particular jobs based on their properties: conductivity, solubility, transparency, conductivity (Glass is used for windows because it is hard and transparent and oven gloves are made from a thermal insulator to keep the heat from burning the skin on the hand).</p> <p>To know that some materials will dissolve in liquid to form a solution (Soluble, sugar), and others will not (insoluble, sand).</p> <p>To know how to recover a substance from a solution, through sieving, filtering and evaporating.</p> <p>To know some changes result in the formation of new materials, and that this kind of change is not usually reversible. (Burning wood produces ash).</p>	<p>To be able to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>To be able to carry out tests to answer questions: 'Which materials would be the most effective for making a warm jacket or for wrapping ice cream to stop it melting?'</p> <p>To be able to compare materials in order to make a switch in a circuit.</p> <p>To be able to demonstrate that dissolving, mixing and changes of state are reversible changes (Solid melts, liquid freezes, gas condenses, liquid evaporates) using tests and explain this using scientific language.</p> <p>To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations and degree of trust in results, in oral and written forms.</p>	Properties, transparent, thermal, insulator, heat, dissolve, solution, soluble, insoluble, recover, sieve, filter, evaporate.