



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

In Hodgkin Class, we fully embrace the new Primary Strategy and, through it, we teach a wide, interesting and challenging curriculum. Our projects are influenced by the children's interests and ensure full coverage of the National Curriculum objectives across the year. Our projects run for the entire term and involve exciting opportunities, including trips, visitors, engineering days and 'Wow Days' - a Superb Starter, Mix it up Middle and Enthralling Ending. Our key question this term is 'What did the Shang Dynasty do for us?' Our Superb Starter will be an Art-themed day. We will be 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 some traditional Chinese dishes and then a banquet, 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 and creating maps with clues and co-ordinate problems. Our class reading books will include The Firework Maker's Daughter by Phillip Pullman and Kensuke's Kingdom by Michael Morpurgo, which we will also 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 a cherry blossom reading corner, a bright blue ocean-based area and many flags and 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, how they are used based on their properties and suitability. We will also explore how materials change in formation and how some changes can be reversed, but others cannot. Our RE topics are Judaism and discovering what a world view is, and discovering what the world views are of the people that live near us. In History lessons, we will be studying the Shang Dynasty in depth, 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, which the children enjoyed learning about in Curie Class. Music lessons will be based around traditional Chinese and Japanese music, looking at the pentatonic scale (a very popular, well-used scale in both traditional and modern music). We will also be 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.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	Art	To know that adding media to paint will create texture (texture) To know that using media in paint can add texture (texture) To know the art form of Lithography (An ancient form of printing that uses a flat stone or metal plate) (printing) To know artists who use printing in their artwork (printing) 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) To know that the above colours can be changed to create different tones by adding white or black (colour)	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) To be able to create textures paintings of Hokusai's 'Great wave of Kanagawa' To be able to select materials to use to create specific outcome To be able to explore consistency of paint by adding water, adding pva glue to create different texture/marks To be able to create an artwork using lithography process linked with Escher and Bridget Riley (Optical illusions) To be able to explore combining different media for printing (ink, fabric, paper, leaves, natural materials, string etc) To be able to create particular colours to match pieces of famous artwork To be able to mix colours confidently using the colour theory To be able to create a colour wheel	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 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

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					outlining primary, secondary and tertiary colours To be able to use the colour wheel to find complimentary colours (colours that are opposite each other in the colour wheel) To be able to comment on colour used in artwork (Starry night (Van Gogh), Marilyn Monroe (Warhol), To be able to name artists who use printing in their artwork (Hokusai, Picasso, Warhol, Matisse)	
Year 5	Autumn	Taste of the Orient	Computing	To know how to design a program. To know how to create algorithms. To know how to use Scratch collaboratively. To know how to use technology safely, respectfully and responsibly.	To be able to use Scratch to design a short program, such as getting a sprite to move, jump and disappear, with simple algorithms. To be able to collaborate when working on Scratch, taking turns and listening. To be able to identify the best ways of keeping safe online and privacy.	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	To know the basic principles of a healthy and varied diet to keep the body active/healthy, including drinks (nutrition) To know how to cook predominantly savoury dishes using different cooking techniques - boil, simmer, low heat, high heat, steam (cooking) To know the principles for basic food hygiene (nutrition) To know where food comes from and how it is grown or reared (food) To know which tools they will need on order to begin designing and then making (technical knowledge and making) To know how to use equipment and tools with increased accuracy and safety (technical knowledge)	To be able to discuss in detail foods from around the world To be able to discuss foods that are part of a healthy diet To be able to create a dish applying their knowledge of food hygiene, using appropriate tools safely To be able to use proportions when cooking, by doubling and halving recipes To be able to modify a recipe and explain why they have changed it	savoury, reared, caught, processed, Seasons, growing, planting, food miles

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Year 5	Autumn	Taste of the Orient	Geography	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). To know a trade link is the process of buying and selling products. To know the economic trade activity between China and the European Union.	To be able to describe and understand different types of settlement and land use. 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.	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	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 To know how we know about the Shang Dynasty (Civilisations and Empires) To know how the Shang Dynasty began (Power and conflict) To know what life was like for people in the Shang Dynasty (Civilisations and Empires) To know what the Shang people believed (Civilisations and Empires) To know how Shang people's beliefs were similar and different to other people at the time, compared to Egyptians (studied in Year 4) To know who Fu Hao was (Monarchy and sig figures) To know when and why the Shang Dynasty ended (Power and conflict) To know what the great accomplishments of the Shang Dynasty	To be able to sequence keys events of the time studied To be able to use relevant terms and period labels To be able to make comparisons between different times in the past To be able to study different aspects of people such as the differences between men and women To be able to examine causes and results of great events and the impact on people To be able to compare life in early and late times of the period studied To be able to compare accounts of events from different sources and decide whether they are fact or fiction To be able to offer reasons for the different version of events To be able to identify primary and secondary sources To be able to use evidence to build up a picture of past events To be able to select relevant sections of information To be able to use the library and	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

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				were (Civilisations and Empires) To know what the major cities of the Shang Dynasty were 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).	internet for research with increasing confidence	
Year 5	Autumn	Taste of the Orient	Music	To know about traditional Chinese and Japanese music using the pentatonic scale. To know about various genres of music and be able to describe these using musical vocabulary, comparing them to Chinese/Japanese music. To know how and why music is used within religions and cultures.	To be able to identify features of Chinese/Japanese music and recognise the pentatonic scale (5 notes that they follow the pattern of). To be able to compare traditional Chinese/Japanese music to music of another country, e.g. traditional African music. To be able to identify why music is important within different cultures (such as: Chinese music used in philosophy and rituals).	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.

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Year 5	Autumn	Taste of the Orient	PE	To know how to kick a football over a range of distances. (Football Activities) To know how to make a tackle in football. To know how to effectively move around a football pitch. To know how to accurately and powerfully shoot in football. To know a variety of movements, shapes and balances. (Gymnastics) To know how to adapt a gymnastics sequence. To know a range of jumps, shapes and balances. To know a range of equipment and how to use it. To know the different positions on a hockey pitch. (Hockey) To know the rules of a game of hockey. To know a range of tactics to use in a hockey game. To know how to referee a game of hockey. To know how to compose a dance based on a style. (Dance) To know what pace and timing is in dance. To know how to use space in a dance.	To be able to accurately pass a football over a range of distances to a teammate. To be able to make tackles to gain possession of the ball. To begin to be able to avoid attackers while in possession of the ball. To be able to shoot for a goal. To be able to compose specific sequence of movements, shapes and balances. To be able to adapt a sequence to fit a new theme or suggestion. To be able to confidently perform jumps, shapes and balances fluently. To be able combine equipment and movement sequences. To develop strength, technique and flexibility throughout performances. To be able to play in different positions of a hockey pitch. To be able take part in a game of hockey. To be able to referee a game of hockey. To be able to show	Kick, Football, pass, possession, shoot, goal, distance, attacker, defender, tackle Compose, movement, shapes, balance, jump, sequence, strength, technique, flexibility, theme Goal, referee, tactics, space Pace, timing, routines, compose, transitions, actions, movements, rhythm, music, evaluate

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				To know how to use the rhythm in music. To know what a transition is. To know how to evaluate a dance.	some degree of tactics in a game of hockey. To be able to compose an individual dance that reflects a chosen dance style. To show a change of pace and timing in a range of movements. To develop an awareness of space and how to use it. To be able to use transitions to link routines together. To ensure that actions and movements fit in time with the rhythm of the music. To be able to evaluate a dance. To be able to modify parts of a sequence based on self and peer evaluation.	

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Year 5	Autumn	Taste of the Orient	RE	5.4 To know what the Jewish food laws (Kashrut) are and how these beliefs impact Jewish people in different ways. 5.1 To understand what a worldview is and what are the world views of people where I live.	To be able to explain how and why people have different beliefs about food. To be able to describe what we already know about the Jewish religion. To be able to detail what are the important beliefs around Kashrut and how do they impact Jews' lives. To be able to recall if all Jews have the same beliefs and practices around kosher food. To be able to record what are the modern-day considerations that Jews may think about when it comes consuming food. To be able to explain what a worldview is and what factors influence it. To be able to describe how my worldview is unique to me. To be able to detail what worldviews people have in Northamptonshire. To be able to recall how we can express our beliefs creatively. To be able to record how we show	Jews, Judaism, Torah, Mitzvot, Kashrut, Kosher, Trefah, vegan, vegetarian, ethical, sustainable Worldview, religious and non-religious worldview, influence, culture, experiences, upbringing, education, society, and location, British values, respect, tolerance.

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					understanding and respect towards different worldviews in our community.	

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Year 5	Autumn	Taste of the Orient	Science	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). To know that some materials will dissolve in liquid to form a solution (Soluble, sugar), and others will not (insoluble, sand). To know how to recover a substance from a solution, through sieving, filtering and evaporating. 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).	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. 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?' To be able to compare materials in order to make a switch in a circuit. 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. To be able to report and present findings from enquiries, including conclusions, causal	Properties, transparent, thermal, insulator, heat, dissolve, solution, soluble, insoluble, recover, sieve, filter, evaporate.

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					relationships and explanations and degree of trust in results, in oral and written forms.	