# Year 5-Printing Lino Portraits Kat Flint and Brian Reedy

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

| | |
|---|---|
| Repetition | Repeating something again and again such as in a pattern. |
| Symmetry | Equal and the same on both sides. |
| Block Printing | Hand carving into a wooden block to then use for printing a pattern. |
| Mono printing | A monoprint is a form of printmaking in which an image is made from a smooth surface or 'plate' coated in printing ink such as a sheet of glass or metal. |
| Relief Printing | A general term for those printmaking techniques in which the printing surface is cut away so that the image alone appears raised on the surface. |

## Links to Prior Learning

- EYFS- Printing
- Year 1 Printing- African Art
- Year 2 Printing- Indian Art
- Year 4 Printing- Aboriginal Art

## Key Knowledge

- Kat Flint is an artist originally from North East Scotland who is now living and working from her home in South East London.
- Kat uses her natural interest in literature as her inspiration for her work, telling stories and traditional rhymes through her prints.
- Brian Reedy is an artist living in Miami who specialises in block printing.
- Block printing has been around for centuries and involves hand carving and printing wood or lino.
- Brian's inspiration for his artwork comes from his love of animations and movies.

## Key Questions

- Who is Kat Flint?
- What kind of artwork does Kat specialise in?
- Who is Brian Reedy?
- What is block printing?

## Key skills

Poly Block Printing

Relief Printing

Mono Printing

Resist Printing

Year 5 - Spring 1- Art

# Year 5 – Spring 1 – Computing

## Programming – Physical Computing: Micro-Bit

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

### Essential Vocabulary

| | |
|---|---|
| Microcontroller: | A tiny computer that controls electronic devices. |
| Components: | Parts that make up a system, like buttons and lights. |
| Connection: | How parts are linked to work together. |
| Infinite Loop: | A repeating sequence without an end. |
| Output Component: | Part that shows information, like lights. |
| Motor: | Device that makes things move. |
| Count-Controlled Loop: | Repeating a set of instructions a specific number of times. |
| Micro-Bit | Device for controlling electronic components and creating programs. |
| LED: | Small light-emitting component. |
| Condition: | Rule for a specific action in a program. |
| Input: | Information provided to a computer. |
| Selection: | Making a decision in a program. |
| Repetition: | Repeating instructions multiple times. |
| Debug: | Finding and fixing errors in a program. |

### Links to Prior Learning

In Year 4, we have experience of programming using a block-based language (eg Scratch) and understand the concepts of sequence and repetition.

### Key Knowledge

- Create a simple circuit and connect it to a microcontroller
- Program a microcontroller to make an LED switch on
- Explain what an infinite loop does
  Connect more than one output component to a microcontroller
- Use a count-controlled loop to control outputs
- Design sequences that use count-controlled loops
- Explain that a condition is either true or false
- Design a conditional loop
- Program a microcontroller to respond to an input
- Explain that a condition being met can start an action
- Identify a condition and an action in my project
- Use selection (an 'if...then...' statement) to direct the flow of a program
- Identify a real-world example of a condition starting an action
- Describe what my project will do
- Create a detailed drawing of my project
- Write an algorithm that describes what my model will do
- Use selection to produce an intended outcome
- Test and debug my project

### Online Safety

**Online Bullying**

- Know who to speak to if someone I know was being bullied online
- Identify different support that is available to someone who is being bullied online
- Understand if someone is at risk of harm I need to tell a responsible adult

### Key Questions

How does a microcontroller function in electronic devices?
Can you name three examples of components commonly found in electronic systems?
Explain the importance of a connection in a computing system. Give an example.
Why is it crucial to avoid infinite loops in programming, and how can they impact a computer program?
Describe the role of an output component and provide an example of one in a real-world application.

### Key Skills (NC Skills)

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

# Fiction – Myth

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

| | |
|---|---|
| adverbials | A group of words that modifies an adjective, an adverb or a whole clause.<br><br>e.g. After the storm, they... |
| contraction | A unique type of word that combines two or more other words in a shortened form.<br><br>e.g. they are – they're |
| relative clause | A relative clause is used to give additional information about a noun. It is formed using 'who', 'that' or 'which'.<br><br>e.g. It's the girl who has a pet |
| myth | A traditional story, usually explaining a natural or social phenomenon, and typically involving supernatural beings or events |
| ambiguity | The quality of being open to more than one interpretation. |
| direct speech | A sentence in which the exact words spoken are reproduced in speech marks. |

## Key Knowledge

Our writing will be inspired by Joe Todd-Stanton's 'Arthur and the Golden Rope".
In this mythical adventure, Arthur decides to make a journey to the great hall and help Thor catch the wicked Fenrir. He is then set an impossible task to make a golden rope.

We will explore mythical tales that were told in the Viking times and discuss how they were formulated using evidence gathered from family trees allowing us to create character profiles. We will also explore role play and generate dialogue to help us rein act scenes of the fictional myths. This extensive research into mythical tales will allow us to finally write our own myths based on the story of Arthur that we have explored.


## Links to Prior Learning

- English – Mythical Tales (KS1 and KS2)
- History- Anglo-Saxons and Vikings (Year 5)

## Key Skills

- Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession).
- Link ideas across paragraphs using adverbials.
- Use of inverted commas and other punctuation to punctuate direct speech (Y4).
- Use expanded noun phrases to convey complicated information concisely.
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
- Link ideas across paragraphs using adverbials.
- Use commas to clarify meaning and avoid ambiguity in writing.

## Key Questions

- How does this text enhance your knowledge of the Vikings?
- How were myths formulated?
- Is the text fact or fiction?
- Why were mythical creatures portrayed as 'Gods'?

# Year 5 - Spring - Geography

# United Kingdom versus North America - HOW WOULD YOUR LIFE LOOK DIFFERENT IF YOU MOVED TO A NORTH AMERICAN CITY?

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

| | |
|---|---|
| **Physical geography** | climate zones, biomes, acid rain, atmosphere, carbon dioxide, climate change, contaminate, deforestation, ecosystem, emission, renewable and non-renewable energy sources, greenhouse effect, ozone layer, reusable |
| **Human geography** | types of settlement and land use, economic activity (more economically developed countries), trade links, the distribution of natural resources, energy, food, minerals and water, population density, disperse, immigrant, migration, gentrification, community, diversity, Globalisation, trade, economy, industry, fair trade, import, export, products, resources, business, freight, goods, industry, world commerce, global supply chain |
| **Locational** | latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones |

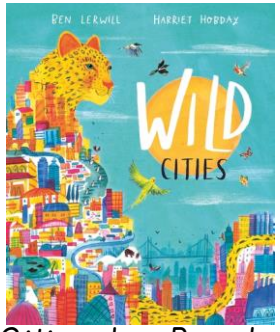
## Spring 1 - Key Knowledge

- **Knowledge of** places in the U.S.A as well as the key physical and human features of cities on a local, national and international scale (including within the U.K and North America, specifically Honolulu and Chicago).
- **Knowledge of** the processes that give rise to key physical and human geographical features of the world.
- **Knowledge of** settlement, land use, economic activity (including trade links) of the U.K and North America.
- **Knowledge of** the natural resource distribution of the U.K and North America (energy, minerals, food and water).

## Spring 2 - Key Knowledge and Fieldwork Skills

- **Knowledge of** the contrasting climates in the U.K and North America as well as key aspects of physical geography e.g. climate zones and biomes.
- **Knowledge of** the effect human activity is having on cities in North America and the U.K.
- Observe, measure and record the local geography using sketch maps, graphs and digital technologies.
- Conduct surveys and simple questionaries
- Conduct focussed, in depth studies of issues/changes in areas studied.

## Story Stimulus




Wild Cities by Ben Lerwill and Harriet Hobday

## Fieldwork Visit

- Fieldwork case study - Salford Quays - Salford and Honolulu physical and human environment comparison.

## Key Skills

- Name and locate counties and cities in the U.K and recognise the human and physical features of geographical regions in the U.K.
- Name some of the world's countries, in particular within North America and the key physical and human characteristics of major cities within this continent - identify how aspects within them have changed over time.
- Use of a precise geographical vocabulary, and cross-curricular vocabulary to describe places, geographical features or processes and how they might have changed.
- Use of 1:10.000 and 1:25.000 Ordnance Survey maps as well as globes, maps, Geographical Information Systems, computer mapping, and recognising OS symbols, to name and locate U.K counties and cities.
- Use of the 8 points of a compass, and 6 figure grid references, to show knowledge of the U.K and the wider world.
- Identify the position of latitude, longitude, equator, North and South Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

# The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 2)

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

| Essential Vocabulary | |
|---|---|
| Texture | The layers of sound working together to make music interesting to listen to. |
| Timbre | The sound quality of all instruments, including the voice. |
| Structure | Referring to how the piece of music is constructed with an introduction, verse, chorus and ending perhaps. |
| Notation | The link between sound and symbol. |
| Tempo | The speed of music; fast, slow or in between. |
| Dynamics | How loud or quiet the music is e.g. fortissimo (very loud), pianissimo (very quiet), mezzo-forte (quite loud), mezzo-piano (quite quiet). |

## Key Questions

**Listening**

- What is the mood/feeling of pieces of the piece of music?
- Who is the composer/writer?
- Which genre is the piece of music?

**Singing**

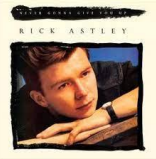
- What are the key principles to warming up our voices?
- Is your voice ready for singing? Why/why not?

**Perform (instrumental and vocal)**

- How can you engage with the audience to enhance the quality of your performance?
- What were your reflections on the live/recorded performance?
- How will you work effectively to improvise a successful performance?

## Wider Opportunities

**Listening suggestions for this term**

| | |
|---|---|
|   | Elton John<br>Don't go breaking my heart |
|   | Rick Astley<br>Never gonna give you up |
|  | Kim Petras<br>Can't do better |

**Music groups in our local area**

- Trafford Music Service (choirs and instrument lessons)
- Sale Youth Choir
- One Education Music Centre
- Greater Manchester Music Hub

## Links to Prior Learning

In Autumn Year 5, children have learned to recognise the difference between semibreves, minims, crotchets and crotchet rests and understand how to read some time signatures. The children have applied this knowledge to using instruments.

## Key Knowledge

- Using knowledge from the Autumn term, apply music theory to varying pieces of music.
- Ability to improvise using tuned percussion and melodic instruments.
- Recognising a wider range of dynamics such as very loud, very quiet, moderately loud and moderately quiet.

# Multiplication and Division - Number

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

| | |
|---|---|
| Multiply | Repeated addition of groups of equal sizes |
| Divide | Sharing into equal groups |
| Factor | A number that divides the given number evenly or exactly |
| Multiple | The product result of one number multiplied by another |
| Remainder | An amount left over after division |

## Links to Prior Learning

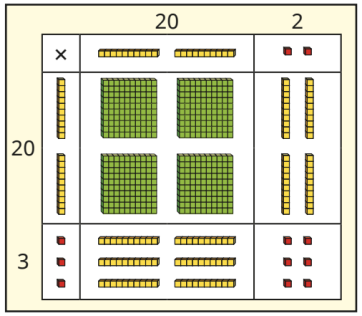
- Using and recalling multiplication and division facts in Year 3 & 4
- Counting in multiples in Year 2, 3 and 4.
- Formal methods of multiplication and division in Year 4.
- Understanding of equal and unequal groupings in Key Stage 1 and EYFS

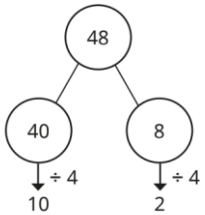
## Our Small Steps of Learning

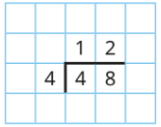
- Step 1 Multiply up to a 4-digit number by a 1-digit number
- Step 2 Multiply a 2-digit number by a 2-digit number (area model)
- Step 3 Multiply a 2-digit number by a 2-digit number
- Step 4 Multiply a 3-digit number by a 2-digit number
- Step 5 Multiply a 4-digit number by a 2-digit number
- Step 6 Solve problems with multiplication
- Step 7 Short division
- Step 8 Divide a 4-digit number by a 1-digit number
- Step 9 Divide with remainders
- Step 10 Efficient division
- Step 11 Solve problems with multiplication and division

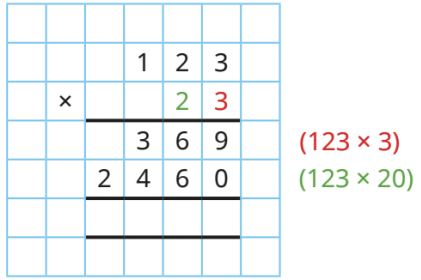
## Key Questions

- How does multiplication link to addition?
- Which column do you start with?
- What other multiplications can you see?
- Where do you write the exchanged ones/tens/hundreds?
- Why can you multiply the numbers in any order?
- Which digit do you divide first?
- How would you set out a division using the formal written method?
- What does "remainder" mean?
- How can you use your times-tables to know if a division by 2/5 will have a remainder? What other divisibility rules do you know?
- What does the remainder represent in this problem?




## Key Knowledge

- Multiply numbers up to four digits by a 1- or 2-digit number using a formal written method, including long multiplication for 2-digit numbers
- Divide up to four digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes

Year 5 - Spring 1 - Maths

# Fractions - Number

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

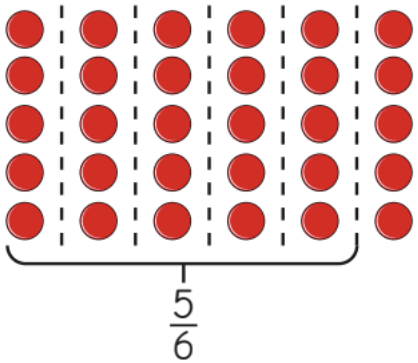
| | |
|---|---|
| Equivalent | Equal in value, function or meaning |
| Numerator | The number above the line in the fraction. The numerator shows how many parts of the whole we have. |
| Denominator | The number below the line in the fraction. The denominator shows how many parts the whole has been split in to. |
| Simplify | Reducing to it's simplest form |
| Improper fraction | A fraction that has a numerator that is greater or equal to the denominator. |
| Mixed number fraction | A combination of an integer (whole number) and fraction (part of a whole number). |
| Convert | To change a value from one form to another |
| Sequence | A list of numbers or objects in a special order |

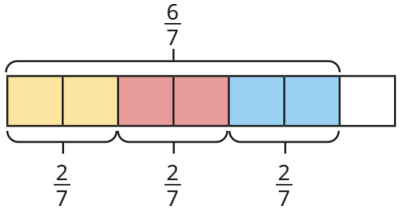
## Links to Prior Learning

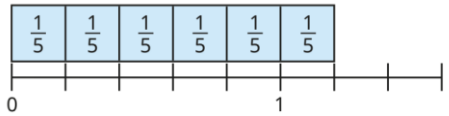
- That a "whole" can be split into parts in EYFS
- Recognise common fractions in KS1.
- Compare and order unit fractions in Year 3.
- Work with tenths and hundredths in Year 4.

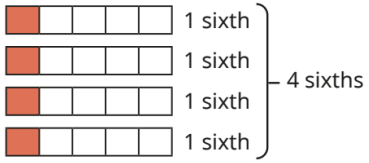
## Our Small Steps of Learning

- Step 1 Multiply a unit fraction by an integer
- Step 2 Multiply a non-unit fraction by an integer
- Step 3 Multiply a mixed number by an integer
- Step 4 Calculate a fraction of a quantity
- Step 5 Fraction of an amount
- Step 6 Find the whole
- Step 7 Use fractions as operators




## Key Questions

- How can you write this multiplication as a repeated addition? How does this help you to work it out?
- When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator?
- When you multiply a fraction by an integer, what happens to the numerator? What happens to the denominator?
- What do you need to do if you have an improper fraction in your answer?
- How do you find a fraction of an amount?
- When is it more efficient to multiply fractions?

## Key Knowledge

- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Year 5 - Spring 1 - Maths

# Decimals and Percentages - Number

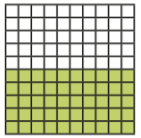
Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

| | |
|---|---|
| Decimal | A system of numbers and arithmetic based on the number ten, ten parts, and powers of ten. |
| Decimal place | The position of a digit to the right of the decimal point |
| Tenth | One out of ten equal parts of a whole |
| Hundreth | One out of one hundred equal parts of a whole |
| Thousandth | One out of one thousand equal parts of a whole |
| Decimal point | A point or dot placed after a integer |
| Percentage | A rate, number or amount in each hundred |

## Links to Prior Learning

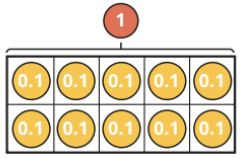
- Counting in tenths and hundredths in Year 3 and 4.
- In Year 4 solve simple problems relating to fractions
- In Year 4 write and recognise decimal equivalents of any fractions with tenths or hundreths



$\frac{50}{100}$ is shaded.

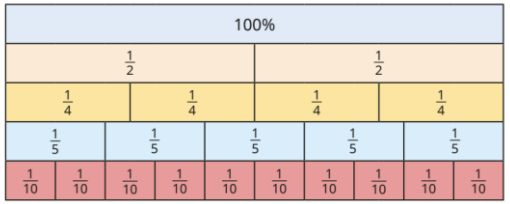
0.5 is shaded.

50% is shaded.




## Our Small Steps of Learning

- Step 1 Decimals up to 2 decimal places
- Step 2 Equivalent fractions and decimals (tenths)
- Step 3 Equivalent fractions and decimals (hundredths)
- Step 4 Equivalent fractions and decimals
- Step 5 Thousandths as fractions
- Step 6 Thousandths as decimals
- Step 7 Thousandths on a place value chart
- Step 8 Order and compare decimals (same number of decimal places)
- Step 9 Order and compare any decimals with up to 3 decimal places
- Step 10 Round to the nearest whole number
- Step 11 Round to 1 decimal place
- Step 12 Understand percentages
- Step 13 Percentages as fractions
- Step 14 Percentages as decimals
- Step 15 Equivalent fractions, decimals and percentages




## Key Questions

- How can you represent this number using a place value chart?
- What is the same and what is different about a tenth and a hundredth?
- What is the same/different about fractions and decimals?
- If a whole is split into 10 equal parts, what is each part worth?
- What is 1 whole shared equally into 2/4/5/10 equal parts?
- What is a thousandth? •How are thousandths similar to/different from tenths/hundredths?
- How many 0.001s are there in 1 whole?
- What do you need to do when there are no counters in a column?
- Which integers (whole numbers) lie either side of this decimal number?
- How can you work out which whole number a decimal number is closer to?
- What does “100%” mean?

## Key Knowledge

- Read, write, order and compare numbers with up to 3 decimal places
- Read and write decimal numbers as fractions
- Solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Solve problems involving numbers up to 3 decimal places
- Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- Recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction

Year 5 - Spring 1 & 2- Maths

# Gymnastics - Synchronisation

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary

| | |
|---|---|
| Synchronisation | similar movements are performed by two or more people at the same time |
| Canon | performing the same movement , one after another |
| Counter tension | perform a balance which involves two or more gymnasts pulling away from each other or apparatus |
| Balance | the ability to maintain a controlled body position during performance |
| Unison | perform the same movement at exactly the same time as your partner or team |
| Collaborative | working together |

## Links to Prior Learning

- From Year 4 :
- How to communicate and negotiate with others when composing.
- Perform with control and poise
- Evaluate work using the correct technical language
- Be self - motivated and physically confident

## Key Knowledge

- How to use feedback to up level my work.
- How to coordinate my moves in time with my partner
- What counter tension and balances are
- How to work in symmetry and asymmetrically
- What unison and canon are. How to work cooperatively and collaboratively with others.
- How to perform to an audience

## Key Skills

- Slide, scramble, push and spin
  Work with a partner to create a sequence
- Perform in a canon to a consistent tempo
- Working at different levels and with different dynamics.
- Work symmetrically and asymmetrically
- Perform in a group demonstrating different dynamics- changes of level, speed and direction
- Perform a routine as a group displaying canon and unison
- Work in different pathways with my group

## Key Questions

- Can I evaluate my work and others using the same technical language?
- How can I challenge myself to improve?
- What is counter balance?
- What is unison?
- What is a canon?
- Can I perform my work to an audience and then take feedback to improve my performance?


Year 5 - Spring 1 - P.E

PSHE/RSE Knowledge Organiser Year 5 Spring 1

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

# How Can We Help in an Accident or Emergency?

| Essential Vocabulary | |
|---|---|
| choking | Choking is when something you eat or play with gets stuck in your throat, and it's hard to breathe. We need need help right away if we are choking. |
| scolds | This is a burn we might get when we accidentally touch something hot, like a stove or a pan, and it hurts our skin. It can also happen if we spend too much time in the sun without sunscreen. Burns might make your skin red or even blister, and they need special care to help them feel better |
| asthma | Asthma is a condition that sometimes makes it difficult to breathe. A doctor might prescribe an inhaler to help. |
| emergency | An emergency is when something unexpected and dangerous happens, and we need help right away. |
| allergy | Sometimes certain foods, drinks or pollen, might make us feel ill. We might sneeze, get itchy, feel sick or find breathing hard. |

## Key Knowledge

- understand first aid and develop skills to help in an emergency or when someone is hurt
- know when someone has a serious head injury, they should not be moved
- know how to get help/call the emergency services
- understand asthma and allergies and how we can look after ourselves and others

## Links to Prior Learning.

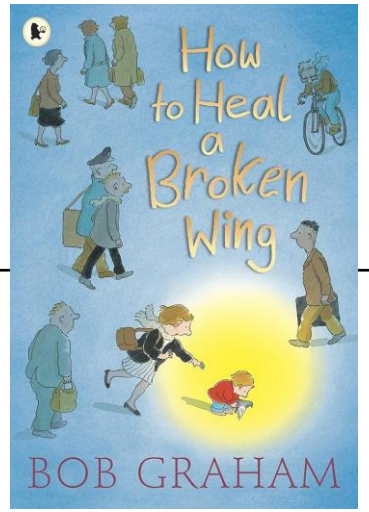
- who help us stay safe? (EYFS Y1 and Y2)
- what keeps us safe? (Y3)


## Key Questions

- what is first aid
- how can I help in an emergency?
- what do I do to help someone with a burn or head injury?
- why are we a NUT FREE school?
- How do I call the police or an ambulance?

## RSE No Outsiders

Children will discuss different experiences people have and how we can learn to empathise with their situations.



# Why is the Bible so important to Christians today?

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

| Essential Vocabulary | |
|---|---|
| Bible | A holy book based within Christianity. |
| Scripture | The sacred writings of Christianity contained in the Bible. |
| Genesis | The origin or mode of formation of something. |
| Gospel | The teaching or revelation of Christ. |
| Old Testament | The first of two main divisions of the bible. |

## Links to Prior Learning

- Who is a Christian and what do they believe? Year 1.
- How and why do we celebrate special and sacred times? Year 1
- Christianity and good news. Year 2

## Key Knowledge

- The Bible is a guide for Christians for how to live a 'good' life in the eyes of the faith.
- The Christian Bible – Old and New Testaments is divided into books, chapters and verses.
- The 'Old Testament' is Jewish scripture too.
- Christians use the Bible for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning.

## • Key Skills

- Identify similarities and differences between religions and beliefs. – Investigate and connect features of religion and belief.
- Identify similarities and differences in religious, spiritual and moral stories.
- Identify the impacts of people's beliefs and practices on people's lives.
- Make links between religious beliefs and practices.

## Key Questions

- Who or what helps Christians to decide how to live?
- Why do Christians think they need to say sorry to God?
- Why Do Christians try to follow Jesus, and why are they grateful to God for sending Jesus?
- What is God like?
- What things are tempting?
- Why do we give into temptation sometimes?
- What are the good things and the difficult things people might find from trying to follow the messages in the Bible in day-to-day life?

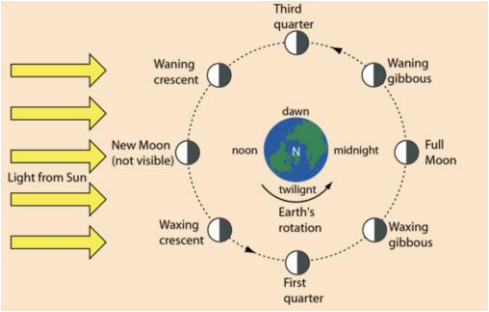
Science Knowledge Organiser Year 5 Spring 1

# Earth and Space

Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Links to Prior Learning

- As the seasons change from spring to summer it gets warmer still - this is because the temperature has risen, we are nearer the sun (Year 1).
- Forces are pushes and pulls (Year 3).
- We must never look directly at the Sun as the light produced is very bright and can be harmful to our eyes (Year 3).




## Key Questions

- Why do we have day and night?
- Why do we have seasons?
- What is a time zone?
- What do we know about our Moon?
- What other planets are in our solar system?

## Enquiry Skills - Science Disciplines

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

## Key Knowledge

Describe the movement of the Earth and other planets relative to the sun in the solar system.
Describe the movement of the moon relative to the Earth.
Describe the sun, Earth and moon as approximately spherical bodies.
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

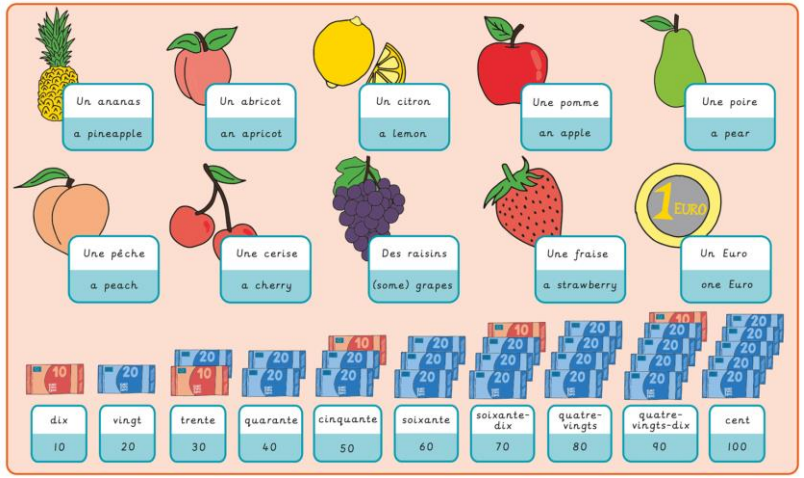
## Essential Vocabulary

| | |
|---|---|
| Planet | A planet is a celestial body that is in orbit around the Sun |
| Spherical | Something spherical is like a sphere in being round, or more or less round, in three dimensions. |
| Celestial body | A celestial body is a natural object outside of the Earth's atmosphere. For examples, Moon, Sun, and the other planets of our solar system. |
| Solar system | This consists of the Sun and everything that orbits, or travels around, the Sun. This includes the eight planets and their moons |

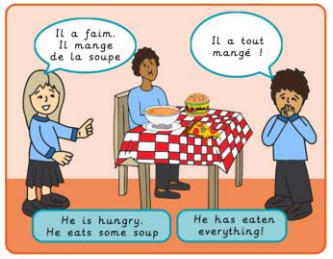
# Shopping in France
# Year 5 Spring 1

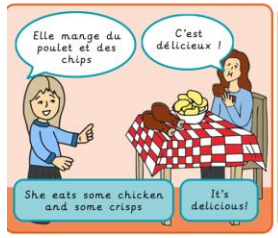
Lime Tree Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

## Essential Vocabulary







## Key Questions

- Can you say how much something costs in French?
- Can you name a variety of different foods in French?
- Can you join in with and perform a short story using voice and actions?
- Can you use vocabulary to describe different quantities of food?
- Are you able to explore and understand a French test?

## Key Skills

Listening and selecting information from short audio passages to give an appropriate response.
Independently identifying rhyming words and spelling patterns when joining in with songs.
Reading and responding to a range of authentic texts.
Identifying key information in simple writing.
Forming a question in order to ask for information.
Beginning to use conversational phrases for purposeful dialogue.
Speaking in full sentences using known vocabulary.
Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
Formulating their own strategies to remember and apply pronunciation rules.

## Key Knowledge

To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).
To know that the same verb is not always used in English and French for a given phrase
To understand that the English language contains some words borrowed from the French language, but that these may have different meanings