




How can friends communicate safely?

Essential Vocabulary	
consent	"Consent" means giving permission or agreeing to something willingly and freely. It's like saying "yes" to something because you want to, not because you feel pressured or obligated.
social media	Social media" refers to websites and applications that allow users to create and share content, interact with others, and connect with people around the world. These platforms enable users to share photos, videos, messages, and other information with their friends, family, and followers.
relationships	A "relationship" is a connection or bond between two or more people, based on mutual understanding, trust, and interaction. It can refer to various types of connections, including romantic relationships between partners, friendships between peers, familial relationships between relatives, or relationships between people at work.
content	"Online content" refers to any material or information that is published, shared, over the internet. This can include text, images, videos, audio recordings, articles, blogs, social media posts, podcasts, and more.

Key Knowledge
<ul style="list-style-type: none"> understand we have different relationships with friends and family know how friends and family can communicate together understand how social media and the internet can be a force for good appreciate how to manage safe relationships online know about the types of content it is safe to share online learn how to respond if a friendship/relationship is making them feel uncomfortable or worried and who they can turn to for advice and support

Key Questions
<ul style="list-style-type: none"> what is a good relationship? how can we manage online relationships safely? what is safe to share online? who can I ask for advice and support if I'm worried?


Links to Prior Learning.
<ul style="list-style-type: none"> Year 4 - how can we treat each other with respect? Year 3 - how can we be a good friend? Year 2 - what makes a good friend?



Decimals and Percentages - Number



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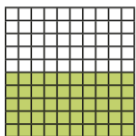
Essential Vocabulary	
Decimal	A system of numbers and arithmetic based on the number ten, ten parts, and powers of ten.
Decimal place	The position of a digit to the right of the decimal point
Tenth	One out of ten equal parts of a whole
Hundredth	One out of one hundred equal parts of a whole
Thousandth	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

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

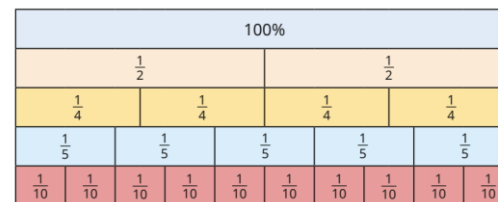
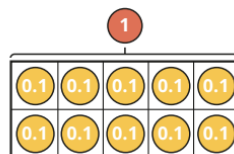
Key Questions
<ul style="list-style-type: none"> How can you represent this number using a place value chart? What is the same and what is different about a tenth and a hundredth? What is the same/different about fractions and decimals? If a whole is split into 10 equal parts, what is each part worth? 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?

Links to Prior Learning
<ul style="list-style-type: none"> 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 hundredths

Key Knowledge
<ul style="list-style-type: none"> 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ 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



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



Year 5 - Spring 1 & 2- Maths

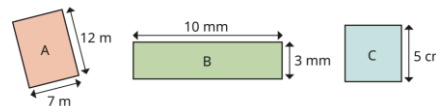
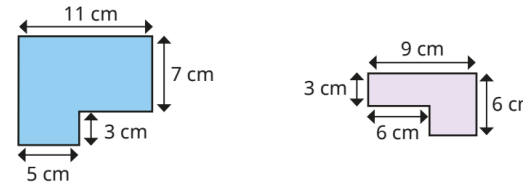
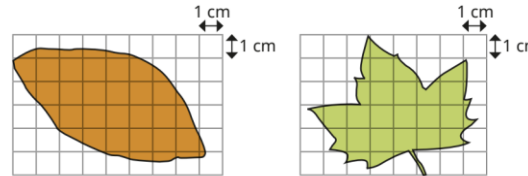
Perimeter and Area - Measure



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Essential Vocabulary	
Perimeter	Continuous line forming around a geometrical shape
Area	Measurement of a surface
Square centimetres	Unit of measure for area
Scale	Defines the relationship between the actual shape and a model
Compare	To view something in relation to another
Estimate	Having a rough calculation or guess of an answer

Our Small Steps of Learning	
Step 1	Perimeter of rectangles
Step 2	Perimeter of rectilinear shapes
Step 3	Perimeter of polygons
Step 4	Area of rectangles
Step 5	Area of compound shapes
Step 6	Estimate area



Links to Prior Learning	
<ul style="list-style-type: none"> In Year 3, measure and compare different lengths. In Year 3 find the perimeter of simple 2D shapes. In Year 2 use standard and appropriate measures for length In KS1 learn how to measure lengths effectively and accurately In Year 4, convert between different units of measure [for example, kilometre to metre; hour to minute] 	

Key Questions
<ul style="list-style-type: none"> What does "perimeter" mean? If you know the length and width of a rectangle, do you need to measure the other two sides? Which method do you think is more efficient? What are the properties of a square/rectangle? What is area? How do you work out the area of a rectangle? Are there any rectangles within the shape?

Key Knowledge
<ul style="list-style-type: none"> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes



Essential Vocabulary

Graph	A visual representation of data
Line graph	A graph that uses a line to connect individual data points
Table	A way of presenting data using rows and columns
Two-way table	A table that shows the observed frequency of two variables.
Axis	The "x" and "y" lines that cross to make a graph
Data	A collection of facts such as numbers, measurements or observations
Dual line graph	A line graph with two lines to compare two different variables

Our Small Steps of Learning

- Step 1 Draw line graphs
- Step 2 Read and interpret line graphs
- Step 3 Read and interpret tables
- Step 4 Two-way tables
- Step 5 Read and interpret timetables

The two-way table shows the staff at a police station.

	No glasses	Glasses	Total
Constable	55	24	79
Sergeant	8	5	13
Inspector	2	4	6
Chief Inspector	1	1	2
Total	66	34	100

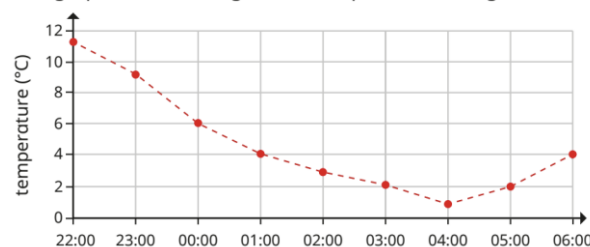
Key Questions

- What information is being presented on the line graph?
- What does each axis on the line graph show?
- What information is given in this table?
- What are the column/row headings of the table?
- What information does this timetable tell you?
- How is a timetable the same as/different from a two-way table?

Links to Prior Learning

- In Year 2 interpret simple graphs and pictograms.
- In Year 3 and 4 present data in bar charts, pictograms and tables.

The graph shows the night-time temperatures in a garden.



Key Knowledge

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables

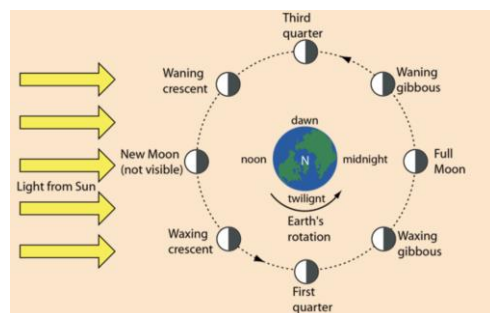


Earth and Space



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

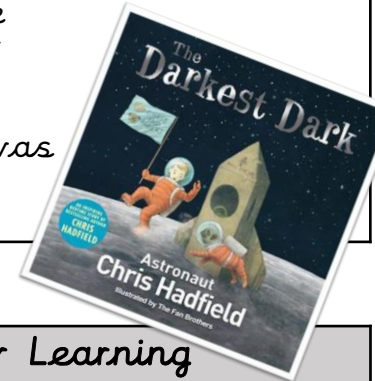
Biography- Recount



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Essential Vocabulary	
Biography	The account of someone's life written by someone else.
Relative pronoun	A pronoun used to introduce a relative clause, e.g. The last bike, that I owned as not very shiny.
Subordinate clause	Requires additional information in order for the statement to make sense. e.g. I played out until it went dark.
Relative clause	Relative clauses add information to sentences with a relative pronoun such as who, the or which.
Adverbial phrase	An adverbial phrase is a group of words (two or more) which add further detail to a verb, e.g. 'very quickly'.

Key Knowledge
<p>Our writing will be inspired by Chris Hadfield's 'The Darkest Dark'. Chris was inspired to become an astronaut after watching the Apollo 11 moon landing at age nine. It tells an inspiring tale of facing your fears and following your dreams.</p> <p>We will explore the features of a biography throughout this unit, focussing on aspects of information and fact and how this is developed and written in a formal text. We will use various aspects of spoken and written activities to help us to do this and they will take place in the form of oral reports, video clips and gathering and reporting formal evidence based on true events. To conclude, we will write a biography based on Chris' life and how he was the first Canadian to venture to the moon.</p>



Links to Prior Learning
<ul style="list-style-type: none"> English - Recount of events (KS1 and KS2) Science- Earth and Space (Year 5)

Key Skills
<ul style="list-style-type: none"> Variety of verb forms used correctly and consistently Use commas to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis Engage reader through use of description, feelings and opinions Include the 5Ws - who, what, where, when, why and how - and conclude with a clear summary Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately

Key Questions
<ul style="list-style-type: none"> What does the title mean? Can you identify any common themes? What can you tell about his family based on his environment? Have you been inspired by Chris' journey? Why/ why not? What is the structure of the text?

Year 5 - Spring 2 - English



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

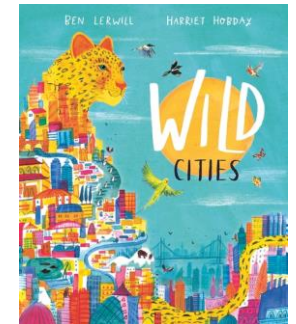
Spring 1 - Key Knowledge

- **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 questionnaires
- 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)



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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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (instrumental and vocal)
<ul style="list-style-type: none"> 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 Don't go breaking my heart
	Rick Astley Never gonna give you up
	Kim Petras Can't do better
Music groups in our local area	
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.

Year 5 - Spring 1 and Spring 2 - Music

Christianity: Easter: Creating an Easter experience.



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Essential Vocabulary	
Tradition	customs or beliefs passed from generation to generation.
Ceremony	A formal religious or public occasion, especially one celebrating a particular event, achievement, or anniversary.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Sacrifice	Christ's offering of himself in the Crucifixion.
Mourning	The expression of sorrow for someone's death.
Lent	A period of fasting and regret for one's sins that is observed on the 40 weekdays from Ash Wednesday to Easter by many churches.

Links to Prior Learning
<ul style="list-style-type: none">• Who is a Christian and what do they believe? Year 1.• What do different people believe about God? Year 3.• Why is Jesus inspiring to some people?• Why is the Bible important to Christians?

Key Knowledge
<ul style="list-style-type: none">• Easter begins with Lent, which is the 40 days leading up to Holy Week.• Christians spend extra time at church reading the Bible, praying or doing good works.• Easter is a very special time for Christians when they remember the last week in the life of Jesus and their most important belief—that he came alive again after his death.• In France, Easter is called Paques. The predominant religion in France is Roman-Catholic and no city, village or town is without a church. To mourn the crucifixion of Christ, on the Thursday before Good Friday, all church bells in France are silenced in acknowledgement and mourning of Jesus' death.

• Key Skills
<ul style="list-style-type: none">• Explain connections between questions, beliefs, values and practices in different belief systems.• Explain how and why differences in beliefs are expressed.• Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.• Suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence.

Key Questions
<ul style="list-style-type: none">• How do Christians celebrate Easter?• What does it look like in your home?• What are the official ceremonies leading up to Easter Sunday?• Does Easter look the same across different countries and cultures?• Does it matter that we don't all celebrate Easter in the same way?• Can people who don't believe in God celebrate Easter?

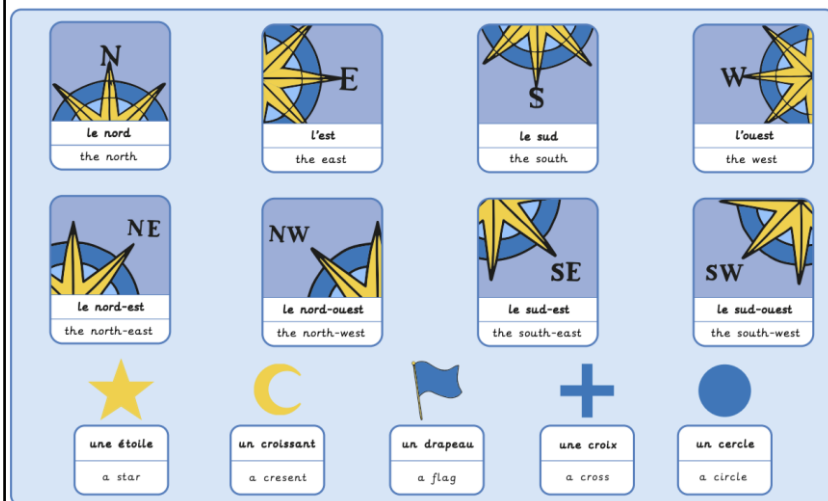
French-Speaking World

Year 5 Spring 2

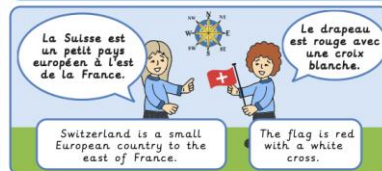
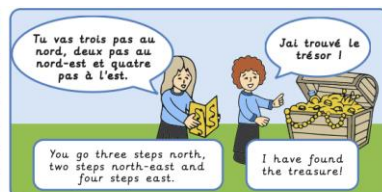


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Essential Vocabulary



Phrases	
Je vais...	I go / I'm going...
tu vas...	You go / you are going...
Il y a...?	Is there...?
Il y a...	There is...
Je voudrais visiter ...	I would like to visit...
parce que	because
il fait très chaud	it is very hot
il ne fait pas chaud	it is not hot
il fait plus chaud qu'en/au/à...	it is hotter than in...
il fait moins chaud qu'en/au/à	it is less hot than in...
il fait assez froid	it is quite cold
il pleut beaucoup	it rains a lot
il ne pleut pas	it does not rain
il pleut plus qu'en/au/à ...	it rains more than in...
la température est de 15 degrés	the temperature is 15 degrees



Country gender
In French, countries are either masculine or feminine, so they should always include the definite article *le/la*. For example, *La France*, never just *'France'*.

However, *Madagascar* does not follow this rule. It is a feminine noun but does not need the definite article, so it is just *'Madagascar'*.

à + le = au

au nord

à + l' = à l'

à l'est

Key Questions

- Can you recognise, read and respond to directional language?
- Can you read and give directions in French?
- Can you identify features of countries in the French-speaking world?
- Can you investigate climate data from the French-speaking world?
- Can you ask and answer question about different countries?

Key Skills

- Listen to and select information from short audio passages
- Identify key information in simple writing
- Use a range of language detective strategies to decode new vocabulary
- Use contextual clues and cues, such as knowledge of text types and structures to decode unknown vocabulary
- Form a questions to ask for information
- Use conversational phrases for purposeful dialect
- Rehearse and recycle extended sentences
- Speak in full sentences using known vocabulary
- Use intonation and gesture
- Increase confidence and fluency when reading aloud
- Write a short text using word and phrase cards, knowledge organisers and a bilingual dictionary

Key Knowledge

- To apply changes in sound caused by accents
- To be able to explain how climate varies in French-speaking countries
- To compare nouns by placing *plus/moins ad que* around the adjective
- To name some French speaking countries and recognise their flags

Christianity: Easter: Creating an Easter experience.



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Mechanical Systems: Making a Pop-Up Book

Essential Vocabulary	
CAD	Computer-aided design. To use the computer to design a product, diagram or drawing.
Exploded-diagram	A diagram of what you are going to design and make and how it will work.
Linkage	A set of of bars linked together to form a mechanism.
Mechanism	A system of parts working together.
Motion	The movement an object makes when controlled by an input or output.
Pivot	A shaft or pin on which something turns e.g. the hands on a clock work around a pivot.
Output	The motion that happens as a result of starting the input.
Prototype	A simple model that lets you test out your idea before finalising.

Links to Prior Learning	
<ul style="list-style-type: none"> In year 4, children made a slingshot car which taught them how to refine a net to support the construction of their car. Their mechanisms unit in year 4 introduced the children to measure, mark, cut and assemble with increasing accuracy. In year 2, children made a moving monster which allowed them to experiment with levers, pivots and different types of motions. 	

Key Knowledge
<ul style="list-style-type: none"> To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing

Key Skills
<ul style="list-style-type: none"> Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.

Key Questions
<ul style="list-style-type: none"> What is the purpose of spacers and layers? How can you make a book more aesthetically pleasing for your target audience? What key skills are needed when designing a pop-up book?



Input is the motion used to start a mechanism. Output is the motion that happens as a result of the input.



Think of a see-saw, when you sit on your side of the see-saw (input) your friend goes up on the other side. (output)

Year 5 - Spring 2 - Computing

Data and information - Flat-file databases



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Essential Vocabulary

Database:	Organized digital storage for information.
Record:	Complete set of information in a database.
Field:	Category of data within a record.
Order:	Arrangement of data based on criteria.
Flat database:	a simple table storing data without relationships found in more complex databases.
Value:	Data stored within a field or record.
Criteria:	Conditions used for searching or analysis.
Graph:	Visual representation of data.
Chart:	Graphic representation of data.
Axis:	Reference line in a graph or chart.
Compare:	Examine similarities and differences.
Filter:	Show or hide data based on conditions.
Presentation:	Visual display of information.
Database:	Organized digital storage for information.
Record:	Complete set of information in a database.

Links to Prior Learning

In Year 4, children learnt to collect, present and interpret data.

Key Knowledge

- Create a database using cards
- Explain how information can be recorded
- Order, sort, and group my data cards
- Explain what a field and a record is in a database
- Navigate a flat-file database to compare different views of information
- Choose which field to sort data by to answer a given question
- Explain that data can be grouped using chosen values
- Group information using a database
- Combine grouping and sorting to answer specific questions
- Choose which field and value are required to answer a given question
- Outline how 'AND' and 'OR' can be used to refine data selection
- Choose multiple criteria to answer a given question
- Select an appropriate chart to visually compare data
- Refine a chart by selecting a particular filter
- Explain the benefits of using a computer to create charts
- Ask questions that will need more than one field to answer
- Refine a search in a real-world context
- Present my findings to a group

Key Skills (NC Skills)

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

Key Questions

How would you explain the concept of a database to someone who has never heard of it before?
Can you give examples of different types of information that could be stored in a database, and how they might be organized into records and fields?
What are some ways in which we can use sorting and ordering in a database to help us find and understand information more easily?

Online Safety

Health, wellbeing and lifestyle

I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

Essential Vocabulary	
offside	If a player on the pulling team fails to maintain proper positioning before the pull, the receiving team may call "offsides" before gaining possession of the disc.
double teaming	if a defensive player other than the marker is within three meters of any pivot of the thrower without also being within three meters of and guarding another offensive player
pull	The throw from one team starting in their own end zone to their opponents on the other side of the field that initiates each point of an ultimate game.
forehand	to "flick" your wrist forward while keeping the Frisbee parallel to the ground as it moves toward your opponent.
backhand	To throw the disc from the left side of the body for right handed players (or from the right for left handed players).
Pancake catch	Whenever possible, catches should be attempted two-handed, with the palms facing each other. The pancake style is close to the body, with hands at right angles to each other. The receiver should attempt to get their body behind the direction of travel of the disc.
rim catch	normally only used when the disc is well above the head of the player or low around the ankles. Use both hands to grab on the leading edge of the disc, with one hand on either side.

Ultimate Frisbee



Lime Tree
Primary Academy
BRIGHT FUTURES EDUCATIONAL TRUST

Key Knowledge
<ul style="list-style-type: none"> Techniques for throwing and catching. To pass and move How to create angles to help a player in possession. That when defending I need to position my body so that I can see my opponent and the person in possession. How to utilise having a numerical advantage in a game What a 'Pull' is. The basic rules of Ultimate Frisbee The offside rule

Key Skills
<ul style="list-style-type: none"> Send a Frisbee accurately. Catch a Frisbee consistently using 2 hands Throw a Frisbee on the forehand side Intercept a Frisbee Catch one handed Dummy passes Build attacks, gradually retaining possession carefully Time my runs to breach my opponent's defence. Find space in tight situations. Play purposefully, contributing in defence and attack Apply my skills and knowledge in a game situation. Communicate well in a game situation.

Key Questions
<ul style="list-style-type: none"> Can you demonstrate techniques for throwing and catching? What is a 'pull'? Explain the offside rule. Explain the basic rules of ultimate frisbee. Why is it important to pass and then keep moving?

Links to Prior Learning
<ul style="list-style-type: none"> Passing with accuracy in Key Stage 1 Communicating as a team in Year 3 and 4



Year 5 - Spring 2 - P.E