

# Year 5: Windrush

## 1. Key Vocabulary

**English** — identify, outcome, physical, whereas, resolve, survive, locate, attach, construct, estimate, priority, vision.

**Maths** — compare, constraints, Albeit, Ambiguous, Bias, Coherence, Distribution, Deviation, Concurrent

**Science** — analysis, contact, generated, soluble, thermal, properties chemical, elements, compounds, reverse, transition, filter

**Humanities** — Post-war, Migration, Empathy Settler, Expatriate, Foreign, Emigrant, Migrant worker, Immigrant. Latitude, Reef, Longitude, Islet, Hemisphere, Parish, Universal, Plain, Island.

**RE** — puja, arti, rebirth, Ganges, reincarnation, assembly, eventually, global, relevant, fundamental, somewhat (revisited: Namaste, Mandir, enlightenment)

**PSHE** — federal, compiled, ideology, temporary, intervention, encountered, quotation, convinced, mediation, norm

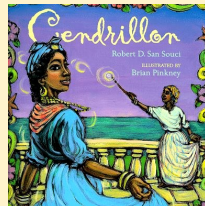
**Art** — oil, acrylic, watercolour, wash, blotting, wet-on-wet, dry brush, lifting, charging, bleeding, enhanced, colour intensity

**DT** — pattern, tack, wastage, allowance, blanket stitch, back stitch, commodity, purchase, handicraft, faux fur, sole, vamp

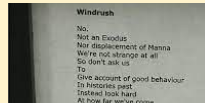
## 3. English

Summer One

In the first half of the term, the children will be exploring a traditional story linked to the Caribbean, namely Cendrillon. Cendrillon is a retelling of the well-known fairy-tale Cinderella. The children will end this unit by writing their own narratives with a Caribbean setting.



The children then go on to explore non-fiction reports about the Windrush. They will begin by developing comprehension of the Windrush and conducting their own research around it, and then end in publishing their own newspaper reports, based on their newly acquired Windrush knowledge.



Summer Two

This term will be focused on poetry written by Malorie Blackman, and stories set in real places. The children will be writing their own stories based on Floella Benjamin's autobiographical account 'Coming to England'.



## 2. Curriculum Knowledge

- Build stamina and strength through yoga, dance and cardio workouts.
- Analyse properties of materials, e.g. conductivity and solubility, and observe permanent changes in materials.
- Explore use of flags, currency, government, trade and businesses and create examples for micro-society.
- Learn about democratic and legislative process in the United Kingdom to form an understanding of what a civil society needs in order to function properly.
- Investigate 3D nets and properties of materials, to design then create packaging for their micro-society product.
- Examine how digital art forms are used by businesses to create a brand identity, advertising campaigns and product packaging.
- Examine different types of relationships, then look at the differences between males and females and how that impacts puberty and conception.
- Investigate how the Hindu faith, worships and religious practices affects personal identity.
- Analyse and utilise a range of taught literary conventions when writing different text types including narrative endings and persuasive texts.
- Compare and evaluate the different language, grammar and punctuation features of various genres, such as narrative with dialogue and play scripts.
- Continue to work with fractions, decimals and percentages, working towards answering reasoning questions based on familiar contexts.
- Apply mathematical concepts such as addition, subtraction, place, value, time and money to real world scenarios linked to our micro-society topic.



	Enterprise	Communication	Well-Being	Possibilities	Environment
<b>Drivers:</b>	Children will be creating their own products in order to sell and trade within their micro-society. They will learn the importance of enterprise and how it affects the world.	Children will be developing their communication skills further by using graphics and design to communicate ideas.	The children will be continuing their work in mindfulness, as well as using PSHE lessons to develop their understanding of feelings.	Children will be exploring the different careers associated with graphic design, as well as the jobs of society.	The children will be developing their awareness of environmentally friendly packaging.

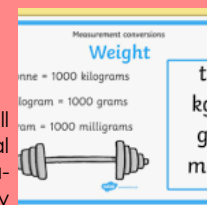
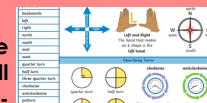
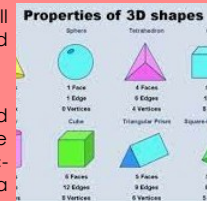
## 4. Maths

**Decimals** In maths the children will be learning to add and subtract decimals. Also multiplying and dividing decimals by 10, 100 and 1000. They will use RUCSAC to solve one and two-step word problems.

**Properties of shapes-** The children will identify and measure angles in degrees. They will measure with a protractor and draw lines and angles accurately. They will also calculate angles on a straight line and around a point.

**Geometry.** Children will learn to describe position and draw them on a grid. They will complete a symmetrical figure and investigate reflection with coordinates

**Measurements-** In this unit the children will convert between different units of imperial measures. They will also complete timetables. We also decide on the best unit/way to present data/measurement..



## 5. Science

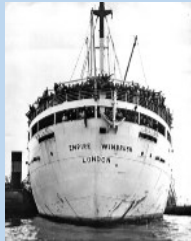
### Properties and changes of materials.

The children will 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. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They will also demonstrate that dissolving, mixing and changes of state are reversible changes. The scientists the children will focus on will be Stephanie Kwolek and Marie Curie.



## 6. History/ Geography

In this unit, children will understand that there were black people in Britain before 1948 (when Empire Windrush arrived) by finding out about significant figures of African-Caribbean heritage in Britain's history and discuss their experiences and contributions.



We will find out about and empathise with what drove people to emigrate from the Caribbean to the UK, finding out about the journey on the Empire Windrush. We will discuss the journey and how people felt on-board and then, how they were treated on their arrival to the UK.

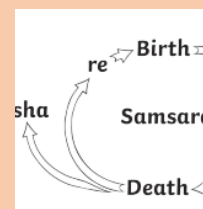
In geography, children will develop an understanding of a map of the World, whilst gaining an awareness and understanding of the position of the Caribbean and the United Kingdom within a world-wide context. They will be able to identify countries and seas within the Caribbean and the United Kingdom.

After this, children will focus on Jamaica as a Caribbean country and find out about the key human and physical features of Jamaica and of the United Kingdom. Then, they will draw a comparison between Jamaica and the United Kingdom.

## 7. RE

### Summer 1: Hinduism unit 3: The Mandir

The Mandir is a place where Hindus worship. Festivals are celebrated there. Prayer and worship is often led by a priest. Preparations for worship. The shrine and murtis. Worship is a daily ritual expressing devotion, gratitude and love in the form of meditation, puja, arti. The puja/arti tray.

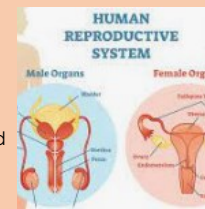


### Summer 2: Hinduism unit 4: Personal identity and belonging in Hinduism

The diversity represented in the school and what makes each person's unique identity. The journey of life in Hinduism – life,

## 8. PSHE

**Summer 1:** The children will use their existing knowledge of relationships to identify the values that they think a healthy relationship is based on. They will also be introduced to the idea of a support network and learn how to ask a known, trusted adult for help or advice. The children will build on what they have learned about different types of families and discuss the importance of respect and tolerance when considering other family structures. The children will discuss their thoughts on different family structures and identify that families are based on love, care and respect, whatever structure they take. The children will go into more detail when learning about the difference between males and females and label the parts of the reproductive systems as part of this learning. The children will use the book 'Mummy Laid an Egg' to



## 11. Computing

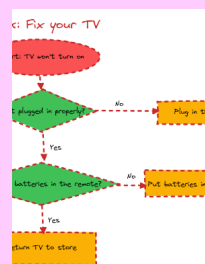
Children use graphic software, and programming software to create images built on repeating patterns and structures. (RS: We are Artists)

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 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

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10 INPUT "Please enter your name", A $
20 PRINT "Good day!", A $
30 INPUT "How many stars do you want?", S
40 S = S - 1
50 S = S + 1
60 PRINT S $
70 INPUT "Do you want more stars?", Q $
80 IF LEN(Q) = 1 THEN GOTO 10
90 IF Q = "Y" THEN GOTO 30
100 IF Q = "N" THEN GOTO 120
110 PRINT "Goodbye!"
120 FOR I = 1 TO 200
130 NEXT I
140 PRINT "
    
```



## 9. Art/ DT

Linked to Windrush journeys, children will create their own Caribbean inspired paintings (self-portrait and landscape) using the works of Caribbean artists, Brianna McCarthy and Errol Allen, who they will explore and research using iPads. These artists are inspired by the tropical climate and stunning surroundings.



After half term, children will be creating something to wear for their Windrush Carnival. This could be a piece of clothing or something to decorate the stage.



## 12. Music

The children will play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C/do-do range.



Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo),

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.

## 13. PE

### Summer 1—Cricket

Participating in **games** developing tactics and applying a range of skills to succeed. Throwing, catching and batting techniques.



### Summer 2 –Athletics

Children will learn to move athletically to throw, run and



## 10. Spanish

Summer 1

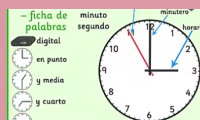
### Unit 14 - ¿Qué hora es?

Children will be learning to tell the time in Spanish using quarter and half and o'clock. Children will be looking at what happens at different times of the day with a focus on their daily routines.

Summer 2

### My school

sed voluptat. Pellentesque porta purus at lacinia consequat. Suspendisse eget mauris ut eros hendrerit tempus at ut enim. Ut vestibulum, ipsum vitae cursus elementum, enim erat vulputate turpis, sed dictum libero nibh a velit.



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escuchar música	
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	¿Te gustan las matemáticas?
	¿Te gusta el inglés?
	¿Te gusta el español?