



Year 5 Curriculum

Autumn 2 2023 - 2024

Swallowdale Curriculum

Dear Families,

This booklet contains the Long Term Plan, information for English, maths and the knowledge organisers which outline the units of work that your child will be covering in our wider curriculum this half term. These will show you the main elements of learning for your child and we hope you find them useful.

Please note that history and geography, art, and design and technology are taught in alternate half terms.

To support your child's learning at home please read with them regularly and sign your child's reading diary.

More information about our curriculum can be found on the school's website.

Thank you for your support.



Year 5 Long Term Plan 2023 – 2024

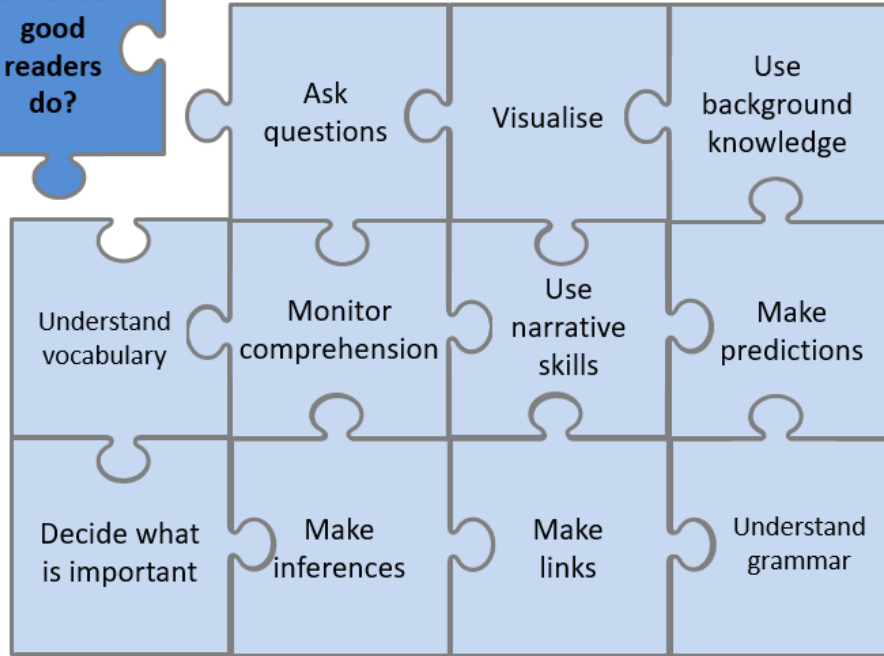


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation	Reading Writing including grammar, spelling and punctuation
Maths	Place Value Addition Subtraction	Multiplication Division Fractions	Fractions Decimals and Percentages	Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Science	Forces and Magnets	Earth and Space	Materials	Materials	Living things and their habitats	Animals, including humans
History and Geography	Climate Zones	Ancient Maya	Economic Trade	Richard III: Dynasty, Death and Discovery	North America	Crime and Punishment
Art and Design and Technology	Drawing: Olivier Leger	Mechanisms: Electronic Cards	Painting: Paul Wright	Textiles: Stuffed Toy	Collage: Megan Coyle	Food and Nutrition: Improving a Pie Recipe
Religious Education	Judaism	Why do Hindus try to be good?	TBC	TBC	TBC	TBC
PSHE	Being Me In My World	Celebrating Difference	Staying Safe	Healthy Me	Relationships	Changing Me
Computing	Systems and Searching	Video Production	Selection in Physical Computing	Flat file Data Bases	Introduction to Vector Graphics	Selection in Quizzes
Physical Education	Gymnastics / Fitness	Dance / Football	Basketball / Dodgeball	Yoga / OAA	Swimming / Netball	Swimming / Athletics
Music	Getting Started with Music Tech	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands
French	Food		Hobbies		All Around Me	

Year 5 English Reading



What do good readers do?



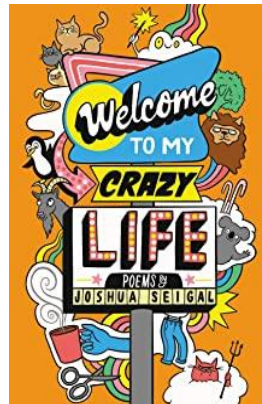
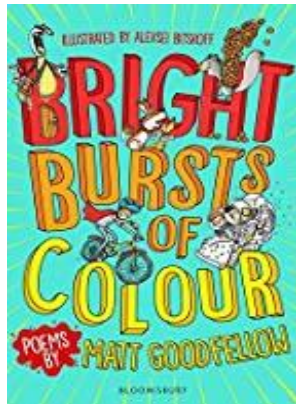
Reading Lessons

Using our school jigsaw, I will consider what good readers do in the moment of reading and after reading, and these skills will be modelled and practised during my lessons. I will practise reading aloud to develop my fluency and prosody. I will read a range of fiction, non-fiction and poetry each term. My reading work will be recorded in my reading journal.

Independent Reading

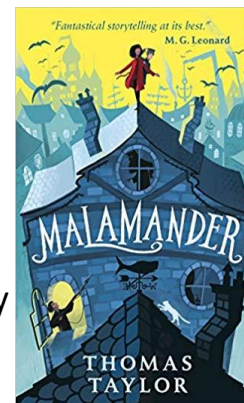
I will have a book linked to my reading level which I may read in school and at home. The reading level of my book is shown by the coloured dot at the back of the book. My reading level is assessed at school using a Benchmarking assessment and this will be checked throughout the year. My reading book should not be too tricky as this book is for me to read fluently and to understand what I have read so I can enjoy it. I may also select a book from the class or school library. I should record my independent reading in my school reading diary each week and show my teacher.

Our Class Poetry Books



Reading for Pleasure - Our Class Book

This is the book we will read and discuss in class each day. We will identify key vocabulary and learn to summarise the key information each time we read.



Nobody visits Eerie-on-Sea in the winter. Especially not when darkness falls and the wind howls around Maw Rocks and the wreck of the battleship Leviathan, where even now some swear they have seen the unctuous Malamander creep...

Statutory Spelling Words for Year 5 and Year 6

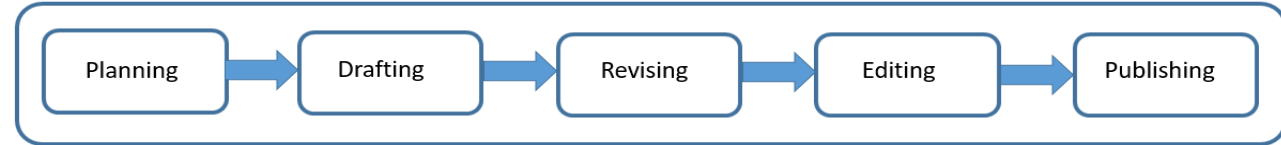
accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



Year 5 English Writing

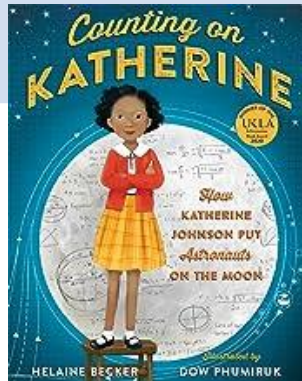


At Swallowdale, we follow a five-stage process for writing and in Y5 I will write for different purposes: to entertain, to inform, to discuss and to persuade. I will also write for a range of audiences.



Content to be taught and applied in writing this year

Word	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (e.g. – ate, –ise, –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)
Sentence	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. perhaps, surely) Modal verbs (e.g. might, should, will, must) There is correct subject and verb agreement when using singular and plural
Text	<ul style="list-style-type: none"> Use of linking words/phrases between sentences and paragraphs to build cohesion Linking ideas across paragraphs using adverbials of time, adverbials of place, adverbials of number and tense choices (e.g. he had seen her before)
Punctuation	<ul style="list-style-type: none"> Use of brackets Use of commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Punctuation of bullet points to list information
Terminology	<ul style="list-style-type: none"> modal verb, relative pronoun relative clause, cohesion parenthesis, bracket, ambiguity, bullet points



Spelling

I will use the Sounds and Syllables approach in my spelling lessons and when I am writing. I will also learn to read and spell the statutory words for UKS2.

What will I be writing?

I will be writing a biography of Katherine Johnson. I will examine and use the organisation and language features required. I will learn to use relative clauses with commas for parenthesis and brackets for additional information.



Year 5 Mathematics - Autumn

I will recognise, read and write numbers to 100 000.

HTH	TTH	TH	H	T	O
7	1	4	8	2	5

I can partition numbers in different ways.

Numbers can be partitioned (broken apart) in more than one way. The number 714,825 could be partitioned in many ways such as:

$$700,000 + 10,000 + 4,000 + 800 + 20 + 5 \text{ or}$$

$$714,000 + 825 \text{ or } 700,000 + 14,000 + 700 + 125 \text{ or}$$

$$600,000 + 140,000 + 600 + 220 + 5$$

Place Value

I can add and subtract positive numbers to a negative number.

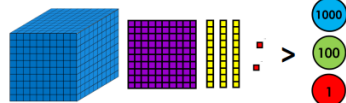


Negative numbers Positive numbers

I can compare numbers

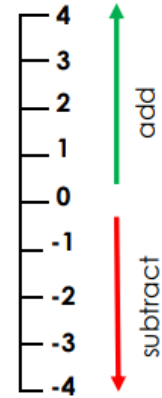
We can compare numbers using the < and > symbols.

< means less than > means greater than
= means equal to



$$123,518 < 123,845$$

$$549,736 > 547,736$$



Addition and subtraction

I can mentally add and subtract a 5 digit number to tens, hundreds and thousands. I can use a formal written method to add and subtract numbers.

	1	2	8	4	7
+	1	1	6	2	4
	2	4	4	7	1

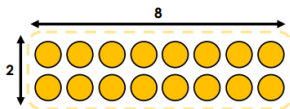
	2	1	4	⁶ ↗	1	2
-		2	2	4	4	
				2	8	

Multiplication and division

I can identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. I can establish whether a number up to 100 is prime and recall prime numbers up to 19. I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. I can recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).

Factors

Factors are the numbers that multiply together to make a product.



$$\boxed{2} \times \boxed{8} = \boxed{16}$$

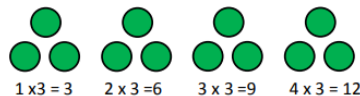
factor factor product

42



Multiples

Multiples are the result of multiplying two numbers together. They can be seen as extended times tables.

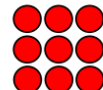


Square numbers

A square number is a number that has been multiplied by itself. The symbol to show this is ².

When square numbers are represented in an array, it forms a square shape.

$$3^2 = 3 \times 3 = 9$$



Prime Numbers

A **prime number** is a number that only has 2 factors – 1 and itself.

5 is a prime number as it can only be divided by 1 and itself. 5 is not in any other times tables.



Cube numbers

A cube number is a number that has been multiplied by itself then multiplied by itself again. The symbol to show this is ³.

$$2^3 = 2 \times 2 \times 2 = 8$$

TH	H	T	O
	4	2	3

x10

423 x 10 = 4,230

TH	H	T	O	.	t
7	9	0	0		
	7	9	0		
		7	9		
			7	.	9

÷10
÷100
÷1,000



Year 5 Science Knowledge Organiser

Earth and Space



Contemporary scientist



Maggie Aderin-Pocock is a British space scientist and science educator. She is currently working on the observation instruments for the Aeolus satellite, which will measure wind speeds to help the investigation into climate change.

Key vocabulary

Earth: The planet we live on. It is the third planet from the Sun.

Sun: The Sun is the star at the centre of our solar system. **Warning: It is not safe to look directly at the Sun, even when wearing dark glasses.**

star: A huge ball of glowing gas in space.

moon: The moon is the only natural satellite of the Earth.

planets: Large spherical objects, made of rock or gas, that orbit the Sun.

orbit: The curved path that an object follows when going around a star or planet.

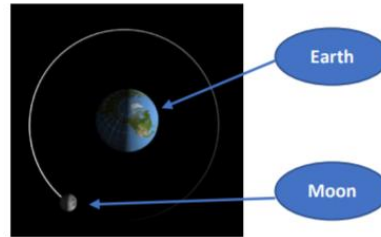
solar system: The Sun and all the planets that orbit the sun.

rotate: When an object rotates it turns (spins) on its own axis

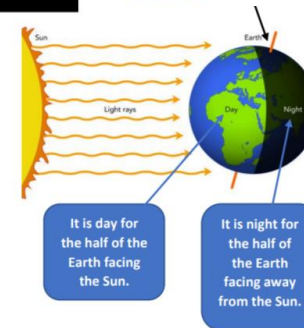
The Sun is the centre of our solar system. There are 8 planets in our solar system: **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.** These all orbit (travel) around the Sun.



The moon orbits the Earth
The moon takes about 28 days to complete its orbit.



The Earth rotates (spins) on its own axis once every 24 hours.



It is day for the half of the Earth facing the Sun.

It is night for the half of the Earth facing away from the Sun.

What will I know by the end of the unit?



- 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.

The Earth orbits the Sun
It takes 365 1/4 days for the Earth to orbit the Sun. This is a year.





Year 5 History Knowledge Organiser: Ancient Maya Civilisation

Enquiry Question			Key Historical Threads				
Why should we still learn about The Ancient Maya today?			Empire Invention				
Key Vocabulary		Key Knowledge					
<p>artefact: an object that is made by a person, such as a tool</p> <p>civilisation: human society which is organised</p> <p>dynasty: a series of rulers or leaders all from the same family</p> <p>empire: a group of countries ruled by a single person, government or country</p> <p>hieroglyphics: a system of writing using pictures not words</p> <p>kingdom: a place ruled by a king, queen or important person.</p> <p>maize: corn - a major source of food for the Mayan people and part of their religious culture</p> <p>pyramid: a 3d man-made structure built through large cuboids of rock piled on one another to form a triangular shape</p> <p>sacrifice: a slaughtering of an animal or human as an offering to please the gods</p>		<p>The Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE. They are known for being the first Mesoamericans to develop writing. They also had a sophisticated culture in which they lived in city states. They built spectacular monuments and stepped pyramids - some (e.g. Chichen Itza) have become world tourist destinations in the modern day. They were also well-known for their advanced maths and calendars. Around 900CE, Maya cities became abandoned. No one knows for sure why this happened.</p>					
		What will I know?			 		
		<ul style="list-style-type: none"> • I will use different sources and artefacts to learn about the Mayans. • I will understand the hierarchy of Mayan civilisation. • I will explore how this central American society compared with a British or European society of the same time period. • I will discover what was important to everyday Mayan society. 					
2000BCE Civilisations first begin to emerge.	1100BCE The first hunter-gatherers begin to settle on the Pacific Coast.	800BCE Farming begins and a basic trade system develops.	700BCE Maya writing begins developing.	100BCE The first pyramids/temples are built and cities begin forming around them.	250CE The Classic Era begins. Astronomy, mathematics and architecture are all developing.	800-925CE Chichen Itza becomes the most powerful city.	1000CE The Maya civilisation begins to decline and leave the cities. In the 1500s, the Spanish begin to colonise here.

Religious Education Knowledge Organiser

Year 5 - Why do Hindus try to be good?



By the end of this unit, I will be able to:

- Identify and explain Hindu beliefs: dharma, karma, samsara and moksha, using technical terms accurately.
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Brahman and Atman

In Hindu belief, all animals and humans have a spark of Brahman inside of them. The spark of Brahman inside each living creature is called 'atman'. The 'atman' is pure, eternal and unchanging. This is someone's true self, but it is tangled up with a creature's physical body.

Key Vocabulary

atman: a Hindu word that means soul or spirit, it can't be seen or touched but it is everlasting

Brahman: The Hindu God which is made up of three main forms known as the Trimurti: Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer)

dharma: a duty for Hindus to fulfil

karma: the destiny that you earn through your behaviour and actions

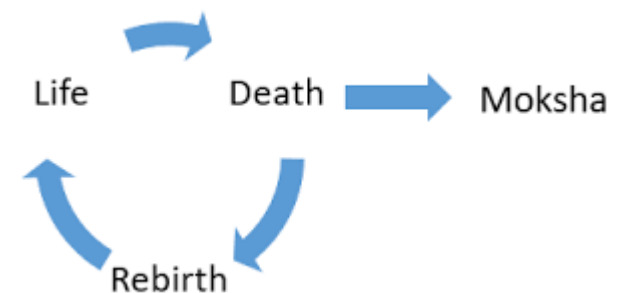
moksha: the end of the Hindu cycle of life

samsara: the cycle of birth, life, death and rebirth

Gandhi

Mohandas Gandhi was a leader of India's independence movement. When India was a colony of Great Britain, Gandhi used nonviolent methods to protest against British rule. His efforts earned him the title Mahatma. Mahatma means "great soul."

Samsara





Year 5 Design and Technology Knowledge Organiser: Mechanisms

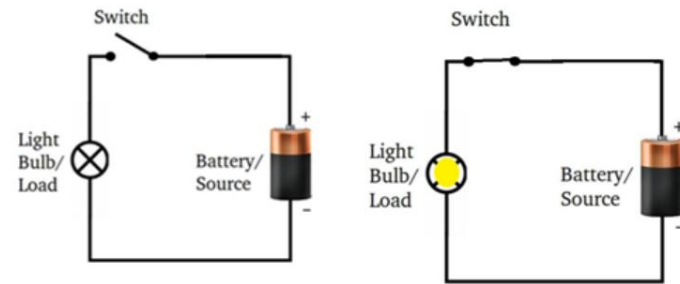


Key vocabulary	
plan	decide what you are going to do
design	to make, draw or write plans for something
design criteria	a set of rules to help designers focus their ideas and test the success of them
function	how an object or product operates or works
innovative	introducing or using new ideas or ways of doing things
modify	changing something to improve or fix it
target audience	a particular group of people who the product is aimed at
evaluate	decide if something is good or bad, then think about how you could improve it
component	one of several parts of which something is made
copper	a metal material that is one of the best conductors of heat and electricity. It is often used to make wires and pipes
graphite	a conductive, black carbon material that is used to make pencil leads
LED	a light emitting diode which lights up as electricity passes through

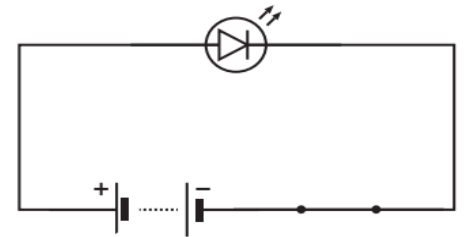
Design, make and evaluate an electrical greetings card.



Prior knowledge



Skill to learn



Construct a series circuit

Did you know?

Electricity travels at the speed of light. That's more than 186,000 miles a second!



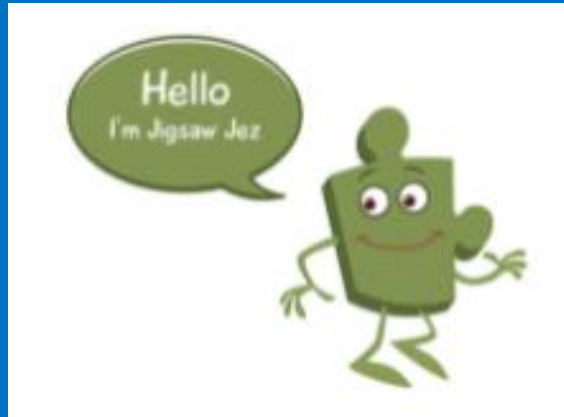
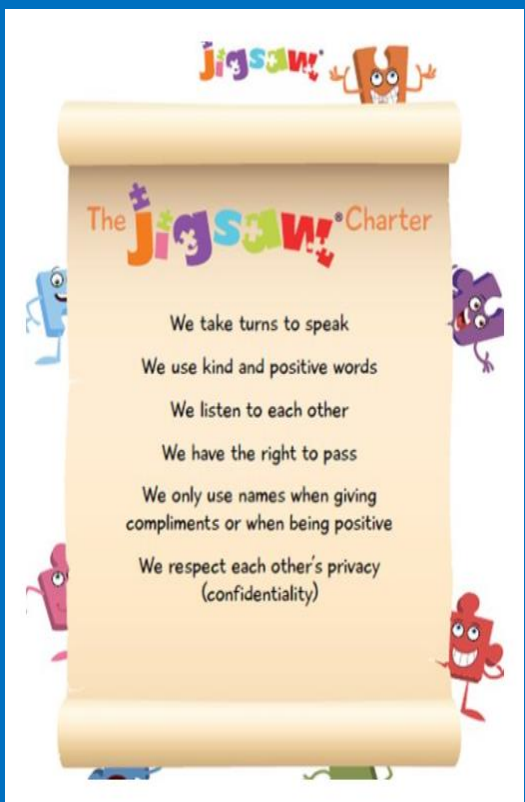
Key facts

Electricity needs a complete circuit to flow around. Switches work by closing the gap in a circuit. Bulbs, cells, buzzers, motors and switches are all types of **components**.



Year 5 Jigsaw Unit 2 Celebrating Difference

	I have already learnt to...	Now I will learn to...	Next I will learn to...
PSHE	Tell you a time when my first impression of someone changed as I got to know them. Explain why bullying might be difficult to spot and what to do about it if I'm not sure.	Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	Explain ways in which difference can be a source of conflict or a cause for celebration.
Social & Emotional	Explain why it is good to accept myself and others for who we are.	Explain why racism and other forms of discrimination are unkind. Express how I feel about discriminatory behaviour.	Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.



I can answer these reflective questions...

How might it feel to be discriminated against because of your race or appearance?

Do you understand the different types of bullying?

I will understand this vocabulary...	
culture	The ideas, customs and social behaviour of a particular people or society.
conflict	In opposition; a disagreement
racism	The belief that people of some races are inferior to others.
race discrimination	This happens when racial groups are at disadvantage to others.
homophobic	Having or showing a dislike of or prejudice against homosexual people.
rumour	A story or report of uncertain or doubtful truth.
bullying	Behaviour that is repeated, intended to hurt someone either physically or emotionally.
cyber bullying	The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.



What should I already know?

- how to create and save files
- how information technology can be used responsibly
- how computer networks work
- how to assess the reliability of information on the internet

What will I learn?

- to create short videos
- to capture, edit and manipulate video
- to use iMovie software

Key Vocabulary

video	recording, reproducing, or broadcasting of moving visual images
audio	sound including music, sound effects and podcasts
zoom	to make details larger or smaller while keeping the picture clear
pan	to move slowly around so that a wide area is filmed

Techniques

Technique 1: Static camera

Key points:

- The camera is fixed in position
- A tripod or stand may be used
- Examples: a newsreader or a weather forecaster



Technique 2: Zooming

Key points:

- This allows for close-up video so you can see the subject in greater detail
- Using too much zoom may mean that the subject is blurry



Technique 3: Pan and tilt

Key points:

- Pan: The camera position may be fixed, but it is able to move freely from left to right
- Tilt: The camera position may be fixed, but it is able to move freely up and down



Story boards are a good way to plan video content

Storyboard: _____ Name: _____

Scene:	Scene:	Scene:
Notes:	Notes:	Notes:

Scene:	Scene:	Scene:
Notes:	Notes:	Notes:

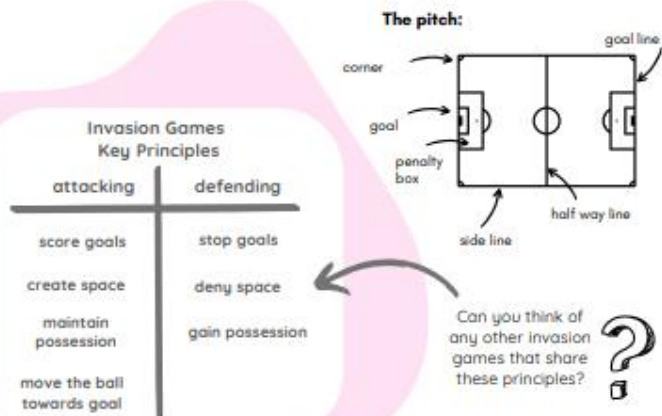


Knowledge Organiser Football Year 5 and Year 6

About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

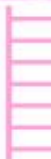
Football is arguably the most popular sport in the world and is said to unite the world, bringing people together. Perhaps one of the most famous football matches that has ever taken place happened on Christmas Day in 1914. The match took place in France in the middle of the fighting during WW1 in what was known as 'no mans' land between the English and German soldiers. This is the power of sport.



Key Vocabulary

- abide:** act in accordance with the rules
- appropriate:** suitable approach
- assess:** make a judgement of the situation
- close down:** to reduce the amount of space for an opponent
- consecutive:** in a row
- create:** to make space
- draw:** encourage movement of an opponent
- drive:** a shot in golf used to hit over a long distance
- maintain:** to keep
- possession:** to have
- situation:** circumstances that create what happens
- sportsmanship:** play fairly, respect others and be gracious in victory and defeat
- tactics:** a plan to help you attack or defend
- transition:** moving from attack to defence or defence to attack
- turnover:** when a team not in possession of the ball gains possession

Ladder Knowledge



Sending & receiving:

Year 5: not having a defender between you and the ball carrier helps you to send and receive with better control.

Year 6: making quick decisions about when, how and who to pass to will help you to maintain possession.

Dribbling:

Year 5: dribbling in different directions and at different speeds will help you to lose a defender.

Year 6: choosing the appropriate skill for the situation under pressure will help you maintain possession.

Space:

Year 5: moving to space even if you do not receive the ball will help to create space for a teammate.

Year 6: transitioning quickly between attack and defence will help your team to maintain or gain possession.

Movement Skills

- dribble
- pass
- receive
- track
- tackle

Social

communication, respect, collaboration, co-operation

Emotional

honesty, persevere, determination

Thinking

assess, explore, decision making, select and apply

This unit will also help you to develop other important skills.

Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals. There are attacking and defending tactics and these will change depending on the situation, the opposition and the desired outcome.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.



If you enjoy this unit why not see if there is a football club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Star Challenge

What you need: A ball

How to play:

Take on the star challenge by using the body parts listed to keep the ball up and then attempt to catch it:

- 1 star:** use one knee to keep the ball up and then catch it
- 2 star:** use one knee, then the other knee to keep the ball up and then catch it
- 3 star:** use one knee, then the other knee, then chest or head to keep the ball up and then catch it
- 4 star:** use one foot, then the other foot, then one knee, then the other knee to keep the ball up and then catch it
- 5 star:** use one foot, then the other foot, then one knee, then the other knee, then chest or head to keep the ball up and then catch it

For an extra challenge, how many keep ups can you do in a row?

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Get Set 4 Education

Knowledge Organiser

Dance Year 5

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Dance by Chance

Merce Cunningham is an American composer.

Cunningham created a style of dance that was by chance, often called 'dance by chance'.

He used random and chance methods to choreograph dance by assigning actions, dynamics and relationships and space to numbers.

He then used methods such as phone numbers, birthdays and rolling a dice to create his dance.

Ancient Maya

This dance takes inspiration from Ancient Maya.

The Mayan civilisation began long ago (it is believed as early as 1500 BCE), in a place called 'Mesoamerica'. This very large area is made up of Mexico and part of Central America where there is the Maya rainforest. The Mayans built amazing cities. They were experts at reading the stars and even built their cities as a map of the sky.

The Mayans had ceremonies and rituals, including human sacrifices, that would have been filled with music and dancing.



Rock and Roll

- Rock 'n' roll is a genre of music that originated in the USA in the early 1950s.
- The music combines a number of different styles including country, gospel, rhythm and blues and jazz.
- You may have heard of famous rock 'n' roll artists such as Elvis Presley.
- Dancers need to have good stamina and co-ordination as the style uses lots of spins, jumps, lifts, slides with upbeat and lively dynamics.
- Dancers had exaggerated smiles as they danced and enjoyed the music.

Chinese New Year



This dance is inspired by Chinese New Year which is celebrated between 21st January and 20th February depending on the moon.

Each year relates to an animal.

The lion represents joy and happiness.

The longer the dragon is in the dance, the more luck it will bring to the community.



Ladder Knowledge



Actions:
Different dance styles utilise selected actions to develop sequences in a specific style. Consider the actions you choose to help show your dance style.

Dynamics:
Different dance styles utilise selected dynamics to express mood. Consider the dynamics you choose to help show your dance style.

Space:
Space relates to where your body moves both on the floor and in the air.

Relationships:
Different dance styles utilise relationships to express a chosen mood. Consider the relationships you choose to help show your dance style.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social collaboration, consideration and awareness of others, inclusion, respect, leadership

Emotional empathy, confidence, perseverance

Thinking creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills

Strategies

Use dance principles such as actions, dynamics, space and relationships to help you to express an atmosphere or mood.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

Dance by Chance

What you need: random objects

How to play:

- Choose 10 objects that can be safely thrown e.g. feather, sponge, towel.
- In a safe area, throw the object into the air and observe the way it travels in space and the dynamics of the movement to create your own actions inspired by the object.
- Number each object 0-10.
- Use your first 10 numbers from a familiar phone number to give you the order for your actions.

Add music to your dance if you would like.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education156

Knowledge Organiser - Unit 2 Year 5



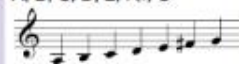
Musical Spotlight: Sing and Play in Different Styles
Social Question: How Does Music Connect Us with Our Past?

Name:
Class:

Understanding Music


Tempo:	Moderato — at a moderate speed (112 bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	F major — there is one flat in the key signature (♭)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers

Improvise Together

Time signature:	4/4
Key signature:	A minor
Notes:	A, B, C, D, E, F♯, G 

SONG 1
The Sparkle In My Life
 Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar
Key signature: E♭ major — there are three flats in the key signature




E♭ F G A♭ B♭ C D

Circle the part you played:
 Part 1: C, D♭, E♭
 (Recorder): G, A♭, B♭
 Part 2: C, E♭, F
 (Recorder): G, A♭, B♭
 Part 3: C, E♭, F
 (Recorder): G, B♭, C
 Part 4: E♭
 (Recorder): C, B♭

Circle the notes you composed with:
 E♭, F, G, A♭, B♭, C, D

SONG 2
Dreaming Of Mars
 Style: 20th and 21st Century Orchestral

Time signature: 4/4 — there are four crotchet beats in a bar
Key signature: C major — there are no sharps or flats in the key signature




C D E F G A B

Circle the part you played:
 Part 1: G, G♯, A, B♭, C
 Part 2: G, G♯, A, B♭, C
 Part 3: G♯, A, B♭, C
 (Recorder): A, B♭, C
 Part 4: C
 (Recorder): B♭, C

Circle the notes you improvised with:
 C, D, E, F, G

SONG 3
Get On Board
 Style: Gospel

Time signature: 4/4 — there are four crotchet beats in a bar
Key signature: F major — there is one flat in the key signature



F G A B♭ C D E

Discuss together what this song was about. Write down three words about the song:



Prior Learning

I will already know:

- how to say numbers between 0 and 20
- say what I like and do not like

Key Vocabulary

un couteau	a knife
une fourchette	a fork
une tasse	a cup
les pommes	the apples
les fraises	the strawberries
les tomates	the tomatoes
les carottes	the carrots
les bananes	the bananas
les pommes de terre	the potatoes
les cerises	the cherries
les raisins	the grapes

Key Learning

I will:

- learn the names of some foods, including fruit and veg, cutlery and cooking ingredients
- learn how to say which foods I like and dislike
- learn how to say what I am eating

Questions and answers

Qu'est-ce que tu manges?

What are you eating?

Je mange...

I'm eating...

Qu'est-ce que vous désirez?

What would you like?

Je voudrais..., s'il vous plaît

I would like..., please.

Les aliments en Français

Le jus d'orange

Le chocolat

Le pain

Le sandwich

Les pâtes

Le fromage

Le jambon

l'oeuf

Le poisson

La glace

Le yaourt

Le poulet

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