

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 5 – SPRING 2



*Learn from yesterday, seek today and aim for tomorrow*

September 2023

## ScienceDriver: Reversible and Irreversible Changes

### Key Enquiry: Could you be the next CSI investigator?

#### ScienceDriver

Working Scientifically	
<input type="checkbox"/> Set up an investigation when it is appropriate e.g. finding out which materials dissolve or not	<input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point and iMovie
<input type="checkbox"/> Set up a fair test when needed e.g. which surfaces create most friction?	<input type="checkbox"/> Use diagrams, as and when necessary, to support writing
<input type="checkbox"/> Set up an enquiry based investigation e.g. find out what adults / children can do now that they couldn't when a baby	<input type="checkbox"/> Is evaluative when explaining findings from scientific enquiry
<input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating e.g. finding out how effective parachutes are when made with different materials	<input type="checkbox"/> Clear about what has been found out from recent enquiry and can relate this to other enquiries, where appropriate
<input type="checkbox"/> Use all measurements as set out in Year 5 mathematics (measurement), including capacity and mass	<input type="checkbox"/> Their explanations set out clearly why something has happened and its possible impact on other things
<input type="checkbox"/> Use other scientific instruments as needed e.g. thermometer, rain gauge, spring scales (for measuring Newtons)	<input type="checkbox"/> Able to give an example of something focused on when supporting a scientific theory e.g. how much easier it is to lift a heavy object using pulleys
<input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	<input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time
<input type="checkbox"/> Make predictions based on information gleaned from investigations	<input type="checkbox"/> Able to relate causal relationships when, for example, studying life cycles
<input type="checkbox"/> Create new investigations which take account of what has been learned previously	<input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory

What I need the children to learn	Possible learning experiences
<b>Properties and changes in materials</b>	
Compare properties of everyday materials Soluble/ dissolving Reversible and irreversible substances	
<ul style="list-style-type: none"> <li>Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical &amp; thermal], and response to magnets)</li> <li>Know and explain how a material dissolves to form a solution – <b>make salt crystals</b></li> <li>Know and show how to recover a substance from a solution</li> <li>Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)</li> <li>Know and demonstrate that some changes are reversible and some are not</li> <li>Know how some changes result in the formation of a new material and that this is usually irreversible</li> </ul>	<p><b>Crime Scene Investigation</b>  <b>Test materials (stand alone)</b>  <b>Lifting fingerprints off a glass/ cup by dusting</b>  <b>Chromatography to identify pen</b>  <b>Use filter paper</b>  <b>Soil sample from shoe of culprit</b>  <b>Sieve different soils to identify a particular substance e.g sand</b>  <b>Make a blood coloured vinegar and a blood coloured water – children to test by adding bicarb to both – the one that produces bubbles shoes CO2 (carbon dioxide) in the blood</b></p>

## History

What I need the children to learn	Possible learning experiences
<p align="center"><b>LOCAL STUDY</b></p>	
<p><i>A local study linked to one of the periods of time studied under chronology; or</i>  <i>A local study that could extend beyond 1066</i></p>	
<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul> <p>A local history study.            Examples (non-statutory)            a depth study linked to one of the British areas of study listed above            -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)            -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Can I revisit the Victorian period on a timeline, this time placing events, people and changes of British, local and world history using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).</p> <p>Do I know about a period of history that has strong connections to my locality and understand the issues associated with the period?</p> <p>Can I compare the system of ruling in the Victorian period with other British periods of history?</p> <p>Can I understand how the lives of wealthy adults (quick recap of lives of Victorian children from KS1) were different from the lives of poorer adults (e.g. workhouses, fishing industry) locally during the time of the Victorians?</p> <p>Can I recap and build on my knowledge from my local history study in Key Stage 1 e.g. gender roles of men vs women then and today, making links to British Values?</p> <p>Can I understand how the introduction of the railway hugely influenced society at the time?</p> <p>Can I look again at the changing role of the Queen vs Prime Minister, comparing the role of Queen Victoria with the role of Queen Elizabeth I today?</p> <p><b>Key Skills</b>  <b>Plot</b> significant events, dates, people and changes to British, local and world history on a</p>	<p>Victorian Britain/ Scarborough recap from KS1 – extend knowledge and use correct dates and terminology e.g. ACE</p> <p>Holiday knowledge built on from KS1 - Scarborough Spa Town, The Grand Hotel, Tram and focus on RAILWAYS and their significance Compare Scarborough now to the past- work for adults e.g. workhouses in the past to fishing industry</p> <p>Clothing, daily life and gender roles of rich vs poor men and women and links to British Values</p>

<p>timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).</p> <p><b>Compare</b> gender roles of men and women during Victorian times with today making links to British Values.</p> <p><b>Study</b> the impact of the railway on British society and our local area during the Victorian times.</p> <p><b>Compare</b> the changing powers of the British monarchy over time.</p> <p><b>Key Vocabulary</b> Peasantry, workhouses, debtor's prison, constable, refractory cell</p>	
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## Computing

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Logical Reasoning</b></p> <p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></p>	<p><b>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>
<p><b><u>iCrypto unit – Information Technology</u></b></p> <p>Lesson 1: iDecipher</p> <ul style="list-style-type: none"> <li>To understand that messages can be sent and received secretly</li> <li>To learn encrypt/decrypt simple messages</li> </ul> <p>Lesson 2: iSignal</p> <ul style="list-style-type: none"> <li>To understand signalling is a form of communication</li> <li>To communicate simple messages through signals</li> </ul> <p>Lesson 3: iCode</p> <ul style="list-style-type: none"> <li>To understand that messages can be sent electronically over distances</li> <li>To understand that data can be transmitted as binary (on or off)</li> <li>To encode and decode Morse code</li> </ul> <p>Lesson 4: iShift</p> <ul style="list-style-type: none"> <li>To understand that messages have been encrypted/decrypted throughout time</li> <li>To encode/decode messages using a simple shift cipher</li> </ul> <p>Lesson 5: iCrack Code</p> <ul style="list-style-type: none"> <li>Understand the algorithm of a simple shift cipher</li> <li>To use frequency analysis to decipher encrypted text</li> </ul> <p>Lesson 6: iEnigma</p> <ul style="list-style-type: none"> <li>To understand the importance of cryptography historically and today</li> <li>To understand how the Enigma Machine operates</li> </ul>	<p><a href="https://www.icompute-uk.com/members-area/uks2/index.html">https://www.icompute-uk.com/members-area/uks2/index.html</a> and select Year 5 iCrypto unit</p>

# Digital Communication

Working Towards

Meeting

Greater Depth

Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge	Declarative Knowledge	Procedural Knowledge
Pupils understand/know that..	Pupils know how to..	Pupils understand/know that..	Pupils know how to..	Pupils understand/know that..	Pupils know how to..
<ul style="list-style-type: none"> <li>I need to be aware of appropriate language to use in digital communications</li> </ul>	<ul style="list-style-type: none"> <li>use cameras, video, email, messaging, blogs and other forms of digital communication</li> </ul>	<ul style="list-style-type: none"> <li>there are many different ways to communicate digitally</li> <li>you need a strong password to secure accounts</li> </ul>	<ul style="list-style-type: none"> <li>use a range of digital tools to communicate</li> <li>send group communications</li> <li>publish to a wide audience (e.g. creating videos, podcasts or web content)</li> </ul>	<ul style="list-style-type: none"> <li>you can communicate using a wide variety of methods inside and outside of school</li> <li>you need to be safe and responsible when communicating digitally</li> </ul>	<ul style="list-style-type: none"> <li>use digital communication to collaborate and communicate inside and outside of school (e.g. email, blogs and other digital tools)</li> <li>evaluate the effectiveness of a range of digital communication tools</li> </ul>

## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 4 – The Fresh Prince of Bel-Air</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>Develop an understanding of the history of music.</i></p> <ul style="list-style-type: none"> <li>Explain rapping. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>Talk about the different styles of singing used for different styles of song.</li> <li>Talk confidently about how connected you feel to the music and how it connects in the world.</li> </ul>	<b>Video with QR qrcode monkey website</b>
<b>Notation</b>	
<ul style="list-style-type: none"> <li><i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>Identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</li> </ul>	
<b>Playing Instruments</b>	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal</li> </ul>	<b>Glockenspiels and bars as a whole class</b>

centres of C major, F major, G major, E $\flat$ major, C minor and D minor.	
• <b>Improvising</b>	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	
• D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)	
• <b>Composing</b>	
• <i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i>	
• Compose song accompaniments, perhaps using basic chords.	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	
• <b>Performing</b>	
<i>Listen with attention to detail and recall sounds with increasing aural memory</i>	
<i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i>	
• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
• <b>Vocabulary</b>	

<ul style="list-style-type: none"> <li>• Rock</li> <li>• Bridge</li> <li>• Backbeat</li> <li>• Amplifier</li> <li>• Chorus</li> <li>• Bridge</li> <li>• Riff</li> <li>• Hook</li> <li>• Improvise</li> <li>• Compose</li> <li>• Appraising</li> <li>• Bossa Nova</li> <li>• Syncopation</li> <li>• Structure</li> <li>• Swing</li> <li>• Tune/head</li> <li>• Note values</li> <li>• Note names</li> <li>• Big bands</li> <li>• Pulse</li> <li>• Rhythm</li> <li>• Solo</li> <li>• Ballad</li> <li>• Verse</li> <li>• Interlude</li> <li>• Tag ending</li> <li>• Strings</li> <li>• Piano</li> <li>• Guitar</li> <li>• Bass</li> <li>• Drums</li> <li>• Melody</li> <li>• Cover</li> <li>• Old-school Hip Hop</li> <li>• Rap</li> <li>• Synthesizer</li> <li>• Deck</li> <li>• Backing loops</li> <li>• Funk</li> <li>• Scratching</li> <li>• Unison</li> <li>• Pitch</li> <li>• Tempo</li> <li>• Dynamics</li> <li>• Timbre</li> <li>• Texture</li> <li>• Soul</li> <li>• Groove</li> <li>• Bass line</li> <li>• Brass section</li> <li>• Harmony,</li> </ul>	
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### Art and Design

What I need the children to learn	Possible learning experiences
<b>Drawing, painting and sculpture</b>	
<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	
<ul style="list-style-type: none"> <li>• know how to create an accurate print design following given criteria.</li> <li>• use images which have been created, scanned and found; altering them where necessary to create art.</li>   <li>• Use tools to create texture and pattern</li> <li>• Show life like qualities and real life proportions</li> <li>• Create a clay finger print</li> </ul>	<p><b>Create shading for finger prints</b>  <b>Sketch out the detail in the lines using shading</b>  <b>Print using finger prints</b></p>

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

What I need the children to learn	Possible learning experiences
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>• controlled when taking off and landing</li> <li>• throw with increasing accuracy</li> <li>• combine running and jumping</li> </ul>	<b>Setting targets for improvements and competition</b> <b>Use basic skills to complete athletics and sports games</b> <b>Links to Real PE 4</b>
<b>Competitive Games</b>	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> <li>• gain possession by working a team and pass in different ways</li> <li>• choose a specific tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	
<b>Gymnastics</b>	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audiences</li> </ul>	
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>• compose own dances in a creative way</li> <li>• perform dance to an accompaniment</li> <li>• dance shows clarity, fluency, accuracy and consistency</li> </ul>	
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>• follow a map into an unknown location</li> <li>• use clues and a compass to navigate a route</li> <li>• change route to overcome a problem</li> <li>• use new information to change route</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>• pick up on something a partner does well and also on something that can be improved</li> <li>• know why own performance was better or not as good as their last</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 4 Applying Physical</b> <ul style="list-style-type: none"> <li>• I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</li> <li>•</li> </ul>	



<b>Nigel Carson Sessions</b>	

**PSHE**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Healthy Me</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the health risks of smoking</li> <li>• Know how smoking tobacco affects the lungs, liver and heart</li> <li>• Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>• Know basic emergency procedures including the recovery position</li> <li>• Know how to get help in emergency situations</li> <li>• Know that the media, social media and celebrity culture promotes certain body types</li> <li>• Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>• Know what makes a healthy lifestyle.</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>• Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>• Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>• Recognise strategies for resisting pressure</li> <li>• Can identify ways to keep themselves calm in an emergency</li> <li>• Can reflect on their own body image and know how important it is that this is positive</li> <li>• Accept and respect themselves for who they are</li> <li>• Respect and value their own bodies</li> <li>• Be motivated to keep themselves healthy and happy</li> </ul> <p><b><u>Sun Safety Curriculum</u></b>  Can I describe how to stay safe in the sun and why it is important?  Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.</p> <p style="background-color: yellow;"><b>Please use the learning objectives from the Jigsaw website which may vary</b></p>	<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p> <p><b>See the link below</b></p> <p><u>Key vocabulary:</u>  Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>

slightly from the above (this ensures that we always have the up to date learning outcomes).

<https://jigsawlivercemsuk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 9-10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

What I need the children to learn	Possible learning experiences
<b>U2:4</b>	
<p>If god is everywhere, why go to a place of worship?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Recall and name some key features of places of worship studied (A1).</li> <li>• Find out about what believers say about their places of worship (C2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> <li>• Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.</li> <li>• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</li> <li>• Can pupils talk about a place where people might say or feel God is somehow more ‘present’? What is special about these places?</li> <li>• Consider these definitions: ‘synagogue’ = ‘house of assembly’ (a place to get together), also called ‘schul’ = school (a place to learn). Answer the key question in light of these definitions.</li> <li>• What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the ‘body of Christ’, mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don’t like institutions, hierarchies, crowds! Why do Christians worship in different ways?</li> <li>• Find out about alternative forms of Christian communities, e.g.</li> </ul>

	www.freshexpressions.org.uk Consider the appeal of these to some Christians.
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**Foreign Languages**

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></p>	<p>Language Angels</p> <p><b>Spring 2 - Romans</b> Teaching Type: Intermediate Unit Objective: To describe what life was like as a child during Ancient Roman times in French. By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the key facts of the history of Ancient Rome in French.</li> <li>• Say and spell the days of the week in French.</li> <li>• Name some/all of the most famous Roman inventions in French.</li> <li>• Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French.</li> </ul>
<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Appreciate stories, songs, poems and rhymes in the language</i></p>	
<ul style="list-style-type: none"> <li>• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	
<p style="text-align: center;"><b>Speaking</b></p>	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>Present ideas and information orally to a range of audiences</i> <i>Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> <li>• Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	
<p style="text-align: center;"><b>Reading/ Writing</b></p>	
<p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> <i>Read carefully and show understanding of words, phrases and simple writing</i> <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions in writing</i></p>	
<ul style="list-style-type: none"> <li>• Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.</li> <li>• Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).</li> </ul>	
<p style="text-align: center;"><b>Grammar</b></p>	

*Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

- Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).

### **Cayton Creation**

Rainforest in a shoebox

### **Cayton Conclusion**

Artwork – Henri Rousseau inspired.

### **English**



<b>What I need the children to learn</b>	<b>Possible learning experiences</b>

**Mathematics**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>



# Year 5: Reversible and Irreversible Changes Knowledge Mat

Subject Specific Vocabulary		Interesting Books		Sticky Knowledge about Reversible and Irreversible changes
<b>solubility</b>	Is a chemical property referring to the ability for a given substance, the solute, to dissolve in a solvent.	 	<p><b>Important facts to know by the end of the reversible and irreversible changes topic:</b></p> <ul style="list-style-type: none"> <li>• Know what a reversible change means.</li> <li>• Know what an irreversible change means.</li> <li>• Give examples of reversible and irreversible changes.</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><input type="checkbox"/> Irreversible changes, like burning, cannot be undone. Reversible changes, like melting and dissolving, can be changed back again.</p>
<b>conductivity</b>	Conductivity defines a material's ability to conduct electricity.			<p><input type="checkbox"/> Mixtures can be separated out by methods like filtering and evaporating. A change is called irreversible if it cannot be changed back again.</p>
<b>transparency</b>	In general, transparency is the quality of being easily seen through.		<p><input type="checkbox"/> Examples of reversible changes: Melting is when a solid converts into a liquid after heating. An example of melting is turning ice into water. Freezing is when a liquid converts into a solid.</p>	
<b>thermal evaporation</b>	Something that is thermal is hot, retains heat, or has a warming effect. Evaporation is the process of a substance in a liquid state changing to a gaseous state due to an increase in temperature and/or pressure.		<p><input type="checkbox"/> A cooked egg cannot be changed back to a raw egg again. Mixing substances can cause an irreversible change. For example, when vinegar and bicarbonate of soda are mixed, the mixture changes and lots of bubbles of carbon dioxide are made. Burning is an example of an irreversible change.</p>	
<b>dissolve</b>	To dissolve is defined as to become broken up or absorbed by something or to disappear into something else.			
<b>bicarbonate of soda</b>	A white water-soluble powder, used chiefly as an antacid, a fire extinguisher, and a leavening agent in baking.			
<b>thermal</b>	Something that is thermal is hot, retains heat, or has a warming effect.			
<b>filtering</b>	To filter a substance means to pass it through a device which is designed to remove certain particles contained within.			
<b>melting</b>	Melting is a physical process that results in the transition of a substance from a solid to a liquid.			
<b>separate</b>	Separate, part, and divide mean to break into parts or to keep apart.			