

Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Identity	Your qualities or beliefs that make you unique
Mixed media	Art made from a combination of different materials
Monoprint	A print that can only be made exactly the same way once
Multi-media	Artwork that includes audio or video elements
Photomontage	Collage made from photographs
Self-portrait	A portrait of the artist, by the artist

Artists

Chila Kumari Singh Burman

Vincent van Gogh

Frida Kahlo

Sonia Boyce

Njideka Akunyili Crosby



Self-portraits can communicate things about the artist depending on:

- The composition
- The materials used
- What is included in the background
- The artist's clothes
- Their facial expression



Mixed media artwork uses a combination of different materials

Add contrast with a background



Collage



Wash of paint

Match the materials you choose to the effect you want to create



Dreamy

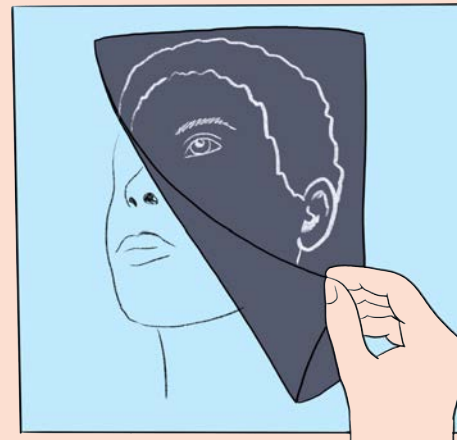
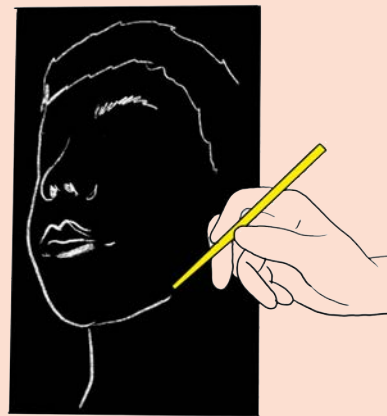


Relaxed and happy



Bold

Creating a monoprint





Learning Outcomes

To know that –

The Good News Jesus lived and taught reveals God’s love and forgiveness and brings joy and new life.

That human language seeks imagery to express the mystery of God.

Jesus taught his disciples about God’s kingdom through parables and sayings.

Jesus showed his disciples what God was like and what it meant to accept God’s kingdom through the parables.

Jesus Christ is the source of the Church’s unity and holiness.

Everyone is called to be a disciple, growing to be more like Jesus.

The important sayings of Jesus to his disciples.

Christians follow these teachings as they try to love God and neighbour.

Unit Name – Parables and Sayings

Unit overview

In this unit of work children gain a greater knowledge and understand of the parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the church.

Key Vocabulary

Parable

Holyland

Samaritan

Levite

Priest

Saint

Kingdom of God

Bible References

The parable of the Sower MK 4: 1-9, 13-20 LK 8:4-8. 11-15 MT 13:1-9, 18-23

The parable of the house built on sand and rock MT 7: 21-27 LK 6: 46 - 49

The parable of the kings wedding feast MT 22: 1-14 LK 14: 15-24

Prayer tasks linked to unit and tasks to completed

*Please submit these tasks onto Purple Mash for your teacher to mark.

Read through some parables from of Jesus. Jesus often used metaphors and similes to explain the invitation that he was offering the people. Can you collate a list of these metaphors that Jesus has used?

Can you write a poem/play script of a modern day parable? You can make this parable up yourself.

Choose a parable and compare it to modern day life, how can you fulfil this message? Create a poster with the title as the parable, then explaining how it can be fulfilled.

Use your bible to find a parable that you think will help you in school, write a letter to your friends explaining the parable you have read, the bible reference for it and how you think it can help in school.

Can you create an advice column for a newspaper explaining a parable of Jesus, how you think it can help the world?



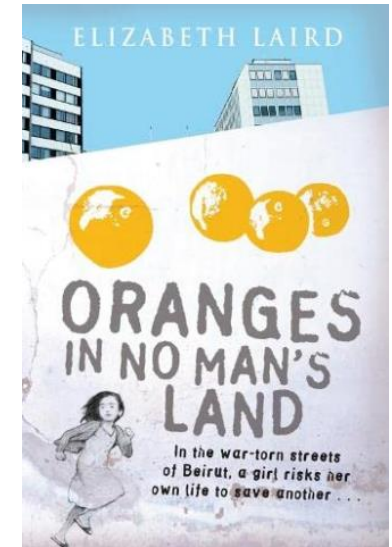
English

Poetry- Tell me a story

This unit is the second poetry unit the children will be exploring in Year 5.

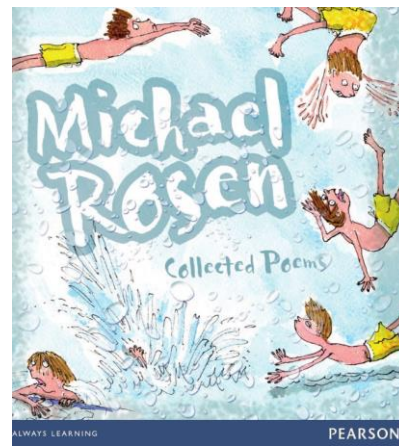
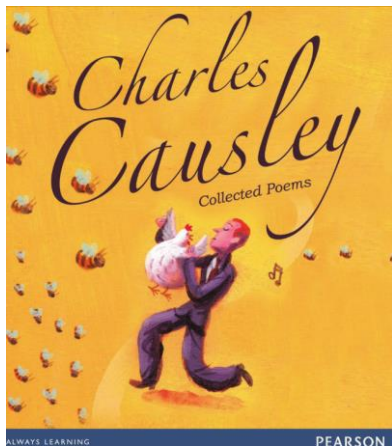
Year 5 will be looking at poems by Michael Rosen and Charles Causley. They will explore the use of language in depth in order to understand the meaning of the poems and its impact on the reader.

Children will work on their improvisation and performance skills in this topic also.



Oranges in No Man's Land

In this unit, the children explore a fiction set in Lebanon. They read the interactive eBook, asking questions and developing understanding of inference and the author's use of language. They use discussion and role-play to explore characters and the impact of civil war. They develop editing, proof-reading and peer-review skills. They plan, edit and write a story from a different character's point of view.



Aesthetic	How an object or product looks.
CAD	Computer-aided-design. To use the computer to design a product, diagram or drawing.
Caption	A short piece of writing under a picture that describes or explains the picture.
Design	To make, draw or write plans for something.
Design brief	A description of what you are going to design and make and how it will work.
Design criteria	To help designers focus their ideas and test the success of them.
Exploded-diagram	A diagram which shows all of the parts of a product, including the internal and external parts.
Function	How an object or product operates or works.
Input	Input is the motion used to start a mechanism.
Linkage	A set 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 (e.g. left, right, up, down).
Output	Output is the motion that happens as a result of starting the input.
Pivots	A shaft or pin on which something turns.
Prototype	A simple model that lets you test out your idea, showing how it will look and work.
Sliders	A part of a mechanism which allows an object to move from side-to-side (e.g. left-to-right).
Structure	Something which stands, usually on its own.
Template	A stencil made of metal, plastic, or paper, used for making many copies of a shape or to help cut material accurately (e.g. biscuit cutter).

Key fact

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**)

Did you know?



Did you know that the first children's pop-up books were invented in the 1700s? That's over 300 years ago! Lothar Meggendorfer was a well-known pop-up author in the 1800s.



Vocabulary and pictures



Mercure

Mercury



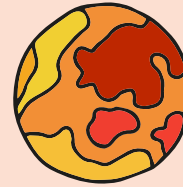
Vénus

Venus



La Terre

the Earth



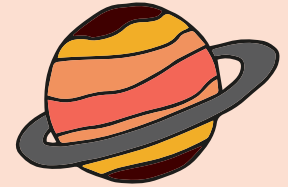
Mars

Mars



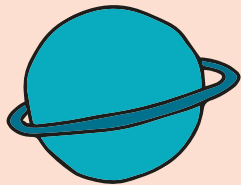
Jupiter

Jupiter



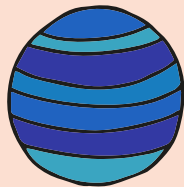
Saturne

Saturn



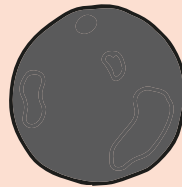
Uranus

Uranus



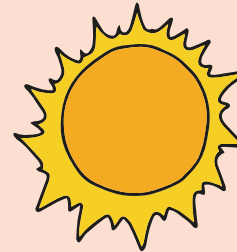
Neptune

Neptune



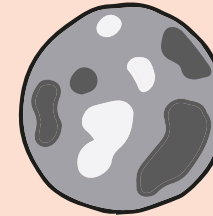
Pluton

Pluto



le Soleil

the sun



la Lune

the moon



une étoile

a star



minuscule

tiny



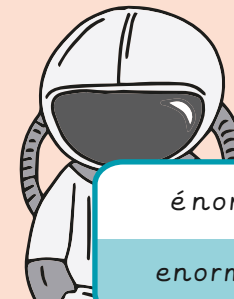
petit(e)

small



grand(e)

big



énorme

enormous



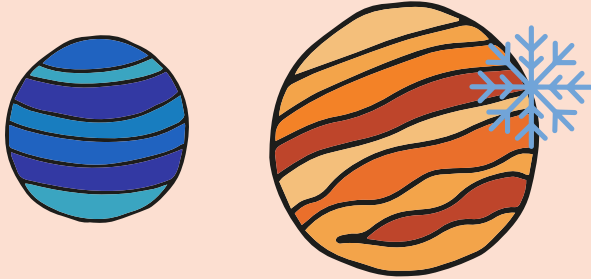
Sentence structure and phrases

le système solaire	The solar system
l'espace (m)	Space
une planète	A planet
chaud(e)	hot
froid(e)	cold
glacé(e)	frozen

Descriptions

Neptune est une assez grande planète bleue

Neptune is a quite large blue planet



Jupiter est une énorme planète très froide

Jupiter is an enormous, very cold planet

très very assez quite

Descriptions and metaphors

The size adjective comes before the noun, and the colour adjective after the noun

Le soleil est un grand lion orange



The sun is a big orange lion

La lune est une grande banane jaune



The moon is a big yellow banana

La Terre est un petit bébé bleu et vert



The Earth is a small blue and green baby

Watch out for the words **et** and **est** both sound the same but have different meanings!

et - and

est - is

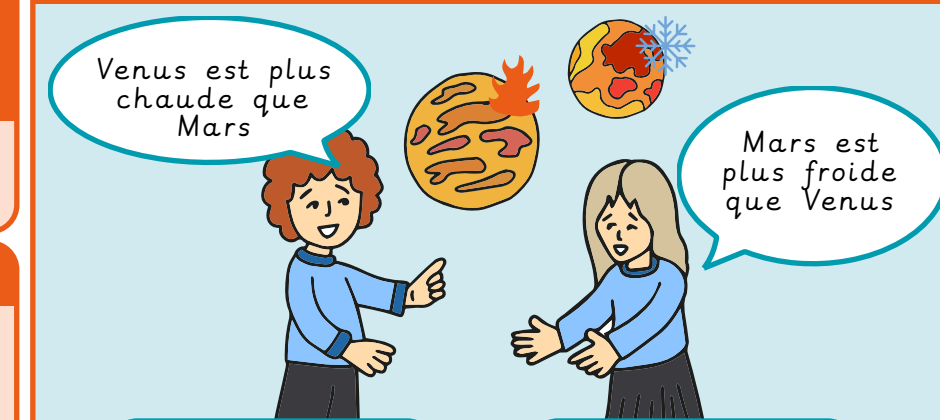
de + le = du

Saturne est loin **du** soleil

Saturn is far from the sun

Making comparisons

Venus est plus chaude que Mars



Venus is hotter than Mars

Mars is colder than Venus

Year 5 Unit 3: Asia: Mountains, Volcanoes and Earthquakes, Teacher Subject Knowledge Guide
Asia


As creating boundaries for countries and regions is a human construct it is important to know that there can be differing opinions on where the regions start, and end and which countries are part of Asia. For this unit, 48 countries have been identified in Asia however some argue that Cyprus is part of Asia rather than Europe. Some also argue that The State of Palestine is not a country so it can range from 47- 49 countries being part of Asia. In terms of regions, North Asia is not necessarily used as it can be argued that Russia is the only country in the North. Therefore, Russia is often part of East Asia.

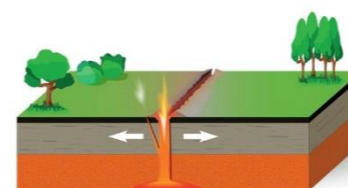
Plate boundaries

A **convergent boundary** is when the plates move towards each other and collide. A convergent plate boundary forms towering mountain ranges, like the Himalaya, as Earth's crust is crumpled and pushed upward.

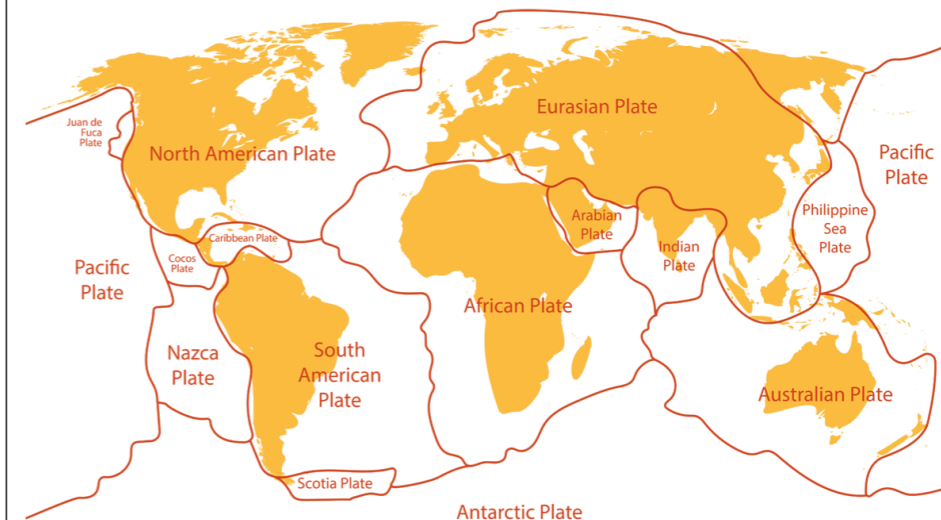
At some convergent boundaries, an oceanic plate collides with a continental plate. Oceanic crust tends to be denser and thinner than continental crust, so the denser oceanic crust gets bent and pulled under, or subducted, beneath the lighter and thicker continental crust. This forms what is called a subduction zone. The magma formed at a subduction zone rises toward the Earth's surface and builds up in magma chambers, where it creates volcanoes on the overriding plate. When this magma finds its way to the surface through a vent in the crust, the volcano erupts.


Plate boundaries

A **divergent boundary** is when the plates move apart. A divergent plate boundary often forms a mountain chain known as a ridge. This feature forms as magma escapes into the space between the spreading tectonic plates.


Plate boundaries

A **transform boundary** is when the plates grind past each other along strike-slip faults. These boundaries do not produce spectacular features like mountains or oceans, but enormous amounts of energy can be released in the form of earthquakes.


Tectonic plates


Understanding the movement of the tectonic plates can be a difficult concept for pupils to grasp. Once pupils have a clear understanding of the Earth's layers, they can better understand the plate movements. Modelling each of the movements physically may help pupils to see how the different plate boundaries move and therefore how volcanoes and earthquakes occur. Placing arrows on the map to show the direction they move would also be useful.

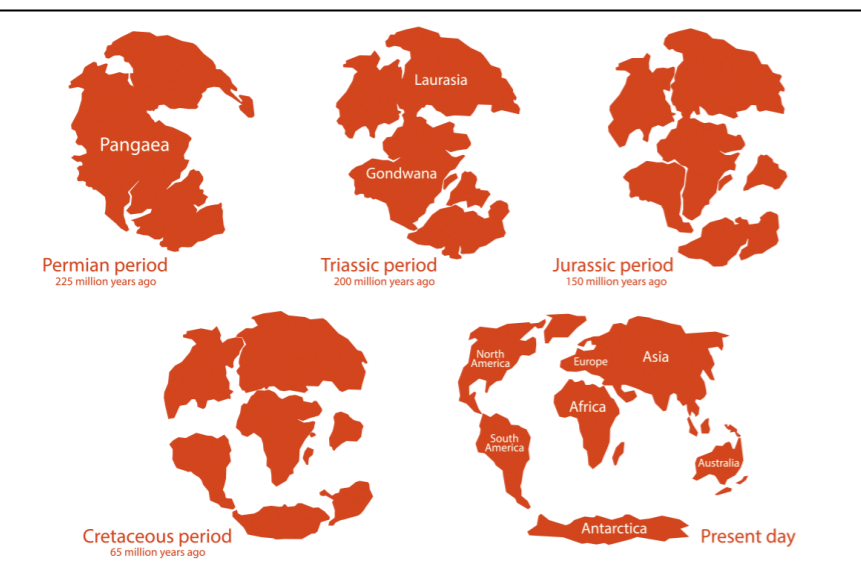
Tectonic plates are large pieces of the Earth's lithosphere. They are invisible boundaries. The heat from the mantle makes the rocks at the bottom of lithosphere slightly soft and this causes the plates to move. Most tectonic activity takes place where these plates meet. They collide, tear apart, or slide against each other. The Earth's crust becomes unstable as the plates push against each other, or ride under or over each other. Earthquakes and volcanic eruptions happen at the boundaries between plates, and the crust may 'crumple' to form mountain ranges.

Continental drift

Continental drift is one of the earliest ways geologists thought continents moved over time. This has now been replaced by the science of plate tectonics.

Scientist Alfred Wegener published a paper explaining his theory that the continental landmasses were "drifting" across the Earth, sometimes ploughing through oceans and into each other. He called this movement continental drift. Wegener was convinced that all of Earth's continents were once part of an enormous, single landmass called Pangaea. Pangaea existed about 240 million years ago. By about 200 million years ago, this supercontinent began breaking up. Over millions of years, Pangaea separated into pieces that moved away from one another. These pieces slowly took their positions as the continents we recognise today.

Today, scientists think that several supercontinents like Pangaea have formed and broken up over the course of the Earth's lifespan. These include Pannotia, which formed about 600 million years ago, and Rodinia, which existed more than a billion years ago. The continents are still moving now at a rate of 2.5 centimetres per year so there could be some changes to the continents in the future!



Year 5: South and West Africa

Dance is an important part of music in South and West Africa



Vocabulary

Chord

Two or more notes that are played at the same time and work in harmony.

Chord progression

A group of chords played in a particular order.

Major chords

A chord made up of three notes. Major chords are often described as happy chords.

Minor chords

A chord made up of three notes. Minor chords are often described as sad chords.

Break

When some instruments stop playing and others change the rhythm.

Call and response

A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.

A capella

Singing without any musical accompaniment.

Soloist

A musician or singer who performs on their own, known as performing a solo.

Duo

Two musicians or singers who perform together, known as performing a duet.

Ostinato

A repeated pattern or phrase.

Polyrhythms

Many rhythms played at once.

Syncopation

Playing on the off-beat.

Rest

The silences in music.

Metronome

A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.



Tips for improving your performance - FACE

Fluency - Being able to play without hesitancy.

Accuracy - Getting the melody and the words correct.

Control - Controlling the sound and music being created or sung.

Expression - Giving a personal response to the music.

Instruments

Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Kalimba



Guiro



Djembe drums



Shekere



Bongos



Balafon





Unit Name – Christmas

Key Vocabulary

Matthew, Wise Men Herod, Bethlehem, Egypt, refugee

Unit overview –
In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.

Learning Outcomes

Know the main features of the Christmas story from Matthew's Gospel.

- Understand some reasons for King Herod's anxiety over the birth of Jesus.
- Discuss and write about the thoughts and feelings of Herod, Joseph, Mary and the Wise Men at the birth of Jesus.

Know some of the journeys in the Christmas story.

- Understand some difficulties these imposed on the Holy Family.
- Be able to trace the journeys on the map.
- Know that Jesus was born in poverty. Understand some of the difficulties faced by homeless people and refugees today.

Prayer tasks linked to unit and tasks to completed

***Please submit these tasks onto Purple Mash for your teacher to mark.**

- Sing the 'Coventry Carol' as part of collective worship.
- How does this retell Matthew's account of the birth of Jesus?
- Prayers for refugees and those in grave need.

Bible References
Mt. 1: 18-2: 23 - The Birth of Jesus



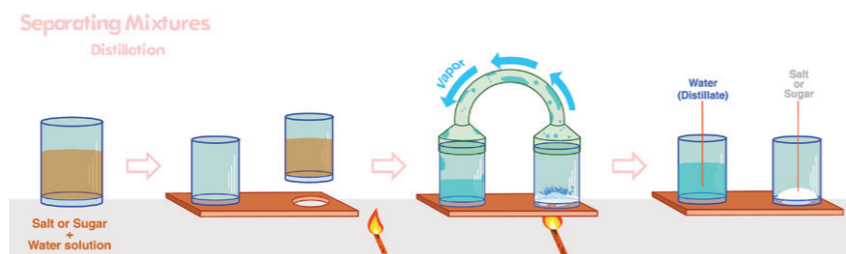
Key Vocabulary

1	materials	the substances from which objects are made
2	property	a characteristic of a material that makes it suitable for a particular purpose
3	classify	to sort into groups
4	natural	occurring in nature
5	man-made	created by people
6	conductivity	the ability of a material to allow heat or electricity to pass through it
7	magnetism	a pushing and pulling non-contact force, which can attract magnetic materials
8	solution	a mixture of a solvent and solute
9	dissolving	the process of mixing a solute in a solvent to form a solution
10	saturated	when a solution contains the maximum possible amount of solute
11	mixture	a substance comprised of more than one material, where those materials are not chemically joined
12	separation	a process of obtaining the constituent parts of a mixture
13	filtration	the process of separating a solid from a filtrate by using a filter
14	sieving	the process of separating different sized solids by using a sieve
15	distillation	the process of purifying a liquid through evaporation and condensation
16	combustion	the scientific term for burning, an irreversible change producing carbon dioxide and water
17	acid	a substance containing numerous hydrogen ions, which have a positive charge
18	base	a substance containing numerous hydroxide ions, which have a negative charge
19	alkali	a base that is soluble in water
20	neutralisation	a chemical reaction which occurs when an acid mixes with a base

Where we combine more than one material, but those materials are not chemically joined, we call it a mixture. Mixtures can be separated using a variety of processes.

Distillation

If we have a solution of water and a solute, we can evaporate the water, leaving the solute behind, and then use condensation to recover the water. This can also be used to separate water and insoluble substances.



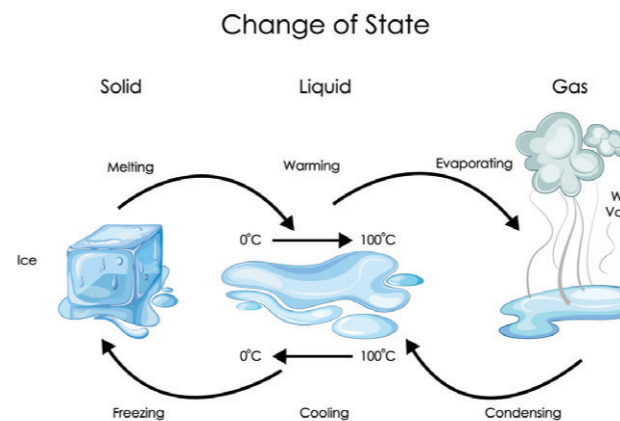
Materials can be classified based on their properties. Examples include:

Hardness – how resistant it is to a permanent change in shape resulting from a force.		Buoyancy – whether or not it floats.	
Strength – how likely it is to fracture under force.		Conductivity – how easily it allows heat or electricity to pass through it.	
Transparency – whether or not it allows light to pass through it.		Elasticity – how able it is to stretch and return to its original shape.	

Reversible changes

There are some changes where we can recover the original material. We call these reversible changes.

Examples include changes between states of matter. If we apply heat to a solid, we can melt it and form a liquid. If we apply heat to a liquid, we can evaporate it and form a gas. In reverse, if we cool a gas, condensation will form a liquid, and if we cool a liquid we can freeze it to form a solid.



Irreversible changes

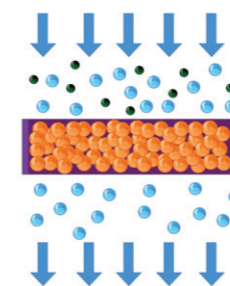
With some changes, we cannot recover the original material. There has been a chemical reaction, creating new materials.

One example is combustion, where a material, when heat is applied, combines with oxygen to form the new materials carbon dioxide and water.



Filtration

If we have a mixture of a solid and liquid, we can pass this through a filter to separate them.



Sieving

If we have a mixture of different-sized solids, we can pass this through a sieve to separate them.

