



# Year Five: Discover



Project Question:

## Does History remember everyone fairly?

Project Values:

Respect	Showing appreciation and admiration for someone or something.
Power	Having the ability to control or influence others
Fairness	When everyone has the same.
Justice	Making sure what happens is fair and right
Influence	Being able to affect the opinions, choices or behaviour of others

### School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'



# Year Five: Discover



Here are some ideas of activities you can try at home to help you learn more about this term's project.

## Read it...

Read some non-fiction books or search on the internet for any information about the Ancient Egyptians. Record any amazing facts that you manage to find out.

## Write it...

Choose an ancient Egyptian God or Goddess and create a fact file, book or poster all about them.



**Draw it...** Find an image of Tutankhamun's death mask and have a go at drawing it or painting it.



## Make it...

The Ancient Egyptians used the burial method of mummification. Find some information about mummification. Have a go at making a sarcophagus.



## Visit it...

There is a really good Egyptians section at the Birmingham Museum and Art Gallery in central Birmingham. It's in town and its free to visit!

## Memorise it...

Memorise the names of as many Egyptian gods and goddesses as you can and what they were the god/goddess of.

**Year Five  
Discover  
Autumn Term**

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

**Project Launch: Religious Education  
Religious Teachings about Equality**  
We begin our project by finding out about teachings about equality in Hinduism, Islam and Christianity. We discover what these religions teach about each person's responsibility to those who are less fortunate. We explore this learning in the context of the Fair Trade movement and think about the role of religions in speaking up on behalf of those who don't always have their own voice.

**Geography  
Physical and human features of a location: Egypt**  
We use maps and atlases to understand the physical and human features of modern day Egypt. We explore physical features in depth and consider why a civilisation might have begun in the North of the country. We explore maps that tell us about different aspects of a location, understanding how we can find information about land height and population density from different kinds of maps.

**Art  
Collage: Egyptian landscapes**  
We identify physical features of Egypt, such as mountains, deserts and the River Nile, and plan how to represent these through collage, tearing and layering materials for effect. We use colours and textures of materials to capture the details of the landscape.

**Project Launch**

**FOCUS 1**

**FOCUS 2**

**History  
Building up a picture of life in the past: Chronology of Ancient Civilisations**  
Before beginning our study of Ancient Egypt, we first place this civilisation on a timeline alongside others we have previously learnt about. We hypothesise about what the duration of the Ancient Egyptian civilisation might tell us about its society and its leadership. We ask questions about the leaders of Ancient Egypt and use secondary sources and images to find out about the Pharaohs, understanding where their power came from. We consider why we know so much about the Pharaohs and whether we can expect to be able to find so much out about other groups of people,

**Art  
Sculpture: Canopic Jars**  
We learn about the ritual of mummification for powerful people in Ancient Egypt. Canopic jars were used to store the organs that had been removed. We use images of these to design our own and then use clay to sculpt them, creating jars with the heads of Ancient Egyptian gods.

**History  
Life for different groups of people in the past: Ancient Egyptian society**  
We learn about the different roles and responsibilities of people in Ancient Egypt, from the Pharaohs at the top of the hierarchy to the role and position of slaves. We think about the contribution of each group and explore our project values of fairness and justice when we think about who is remembered.

**Design and Technology  
Constructing pyramids**  
We learn about the importance of the pyramids and find out how challenging these were to make. Pyramids are strong structures, but difficult to construct! We investigate creating nets for square-based pyramids and using these to create our own 3D models. We have to measure and cut accurately and then securely join materials together to achieve our final products.

**FOCUS 7**

**FOCUS 6**

**FOCUS 5**

**FOCUS 4**

**FOCUS 3**

**Music**  
Traditional Egyptian music and instruments. We listen to traditional Egyptian music and use our musical vocabulary to describe the dynamics, pitch and timbre of it. Visual sources from Ancient Egypt show people playing instruments and we see which ones are similar to ones we use today.

**History  
The consequences of historical change: How does a civilisation end and what happens to its treasures?**  
The Ancient Egyptian civilisation did eventually come to an end and we learn how this happened. We discover the present-day location of some of the most famous artefacts and learn that many are no longer in Egypt. We find out about the Rosetta stone, what it was and why its discovery was so important to people studying Egypt.

**History  
Using sources to build a picture of past events: The discovery of the Rosetta Stone**  
We explore a range of primary and secondary sources to build a picture of the events that led to the Rosetta stone finding its way to the British museum. We evaluate the reliability of sources created by French and British soldiers and consider how we can spot bias when analysing sources. We ask what is missing from the sources and why the voices of Egyptian people weren't captured at the time.

**Values exploration  
How and why have people's attitudes to historical artefacts changed over time?**  
We find out about the changes in attitudes, and international laws, since the discovery of the Rosetta Stone to now and consider what might have happened to the stone if it was discovered now. We think about why attitudes have changed and what has motivated some countries to return historical artefacts to their countries of origin.

**FOCUS 8**

**FOCUS 9**

**FOCUS 10**

**FOCUS 11**

**Religious Education: Incarnation**  
We find out about the prophecies that had been written about the promised Saviour and how well Jesus met these. We discover that Christians believe Jesus was the promised Messiah and this is why his birth was celebrated. We find out how Christians try to bring peace and good news to others at Christmas.

**Values exploration  
What do we think of Napoleon's reasons for being in Egypt?**  
We find out why Napoleon's army were in Egypt and what they were doing there when the Rosetta Stone was discovered. We learn what is meant by 'colony' and consider our project values of fairness, justice and respect as we deepen our understanding of these events.

**Answering the Project Question**  
We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

**R.E.**

**Does History remember everyone fairly?**

**FOCUS 12**





# Year Five: Maths

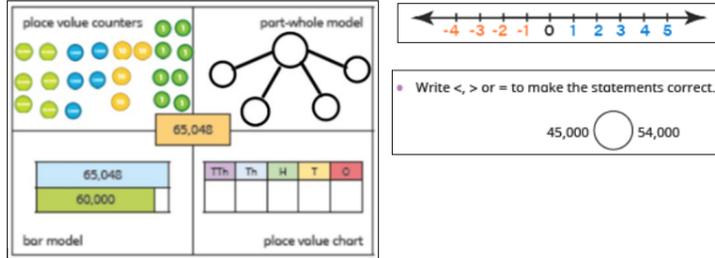


At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

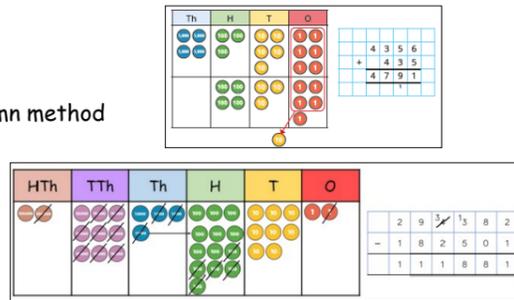
## Place Value (3 weeks)

- Round numbers to 10, 100, 1000
- Know place value to 1 million
- Compare and order number to 1 million
- Negative numbers
- Roman numerals to 1000



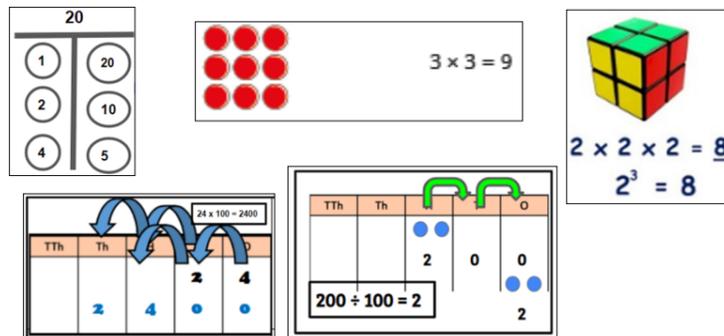
## Addition and Subtraction (2 weeks)

- Add and subtract two 4-digit numbers (with exchange)
- Add and subtract numbers with more than 4-digits using column method
- Round to estimate and approximate answers
- Use inverse operations to check answers
- Solve multi-step problems involving addition and subtraction



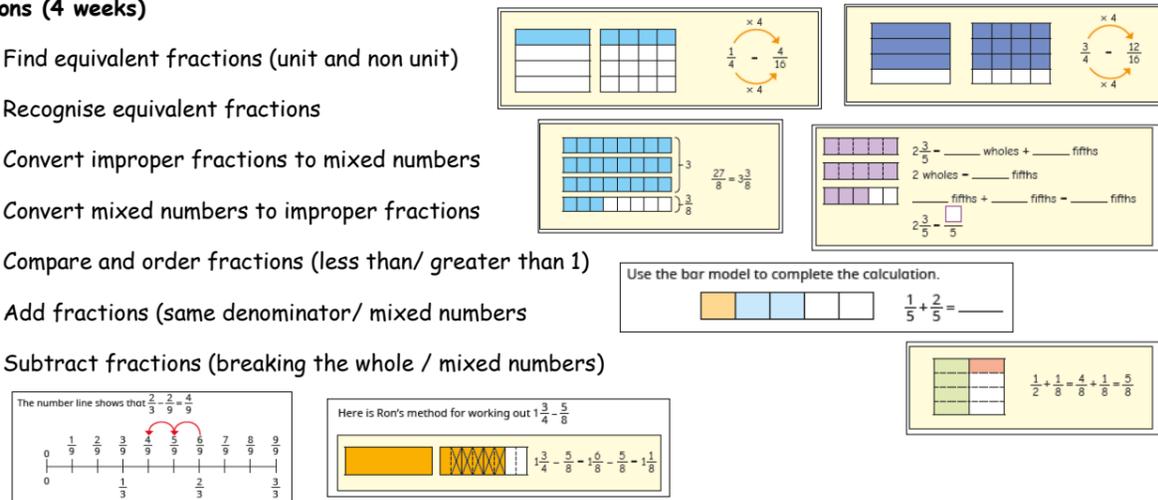
## Multiplication and Division (3 weeks)

- Multiples
- Factors and Common Factors
- Prime numbers
- Square and Cube numbers
- Multiply and Divide by 10, 100, 1000
- Multiples of 10, 100, 1000



## Fractions (4 weeks)

- Find equivalent fractions (unit and non unit)
- Recognise equivalent fractions
- Convert improper fractions to mixed numbers
- Convert mixed numbers to improper fractions
- Compare and order fractions (less than/ greater than 1)
- Add fractions (same denominator/ mixed numbers)
- Subtract fractions (breaking the whole / mixed numbers)

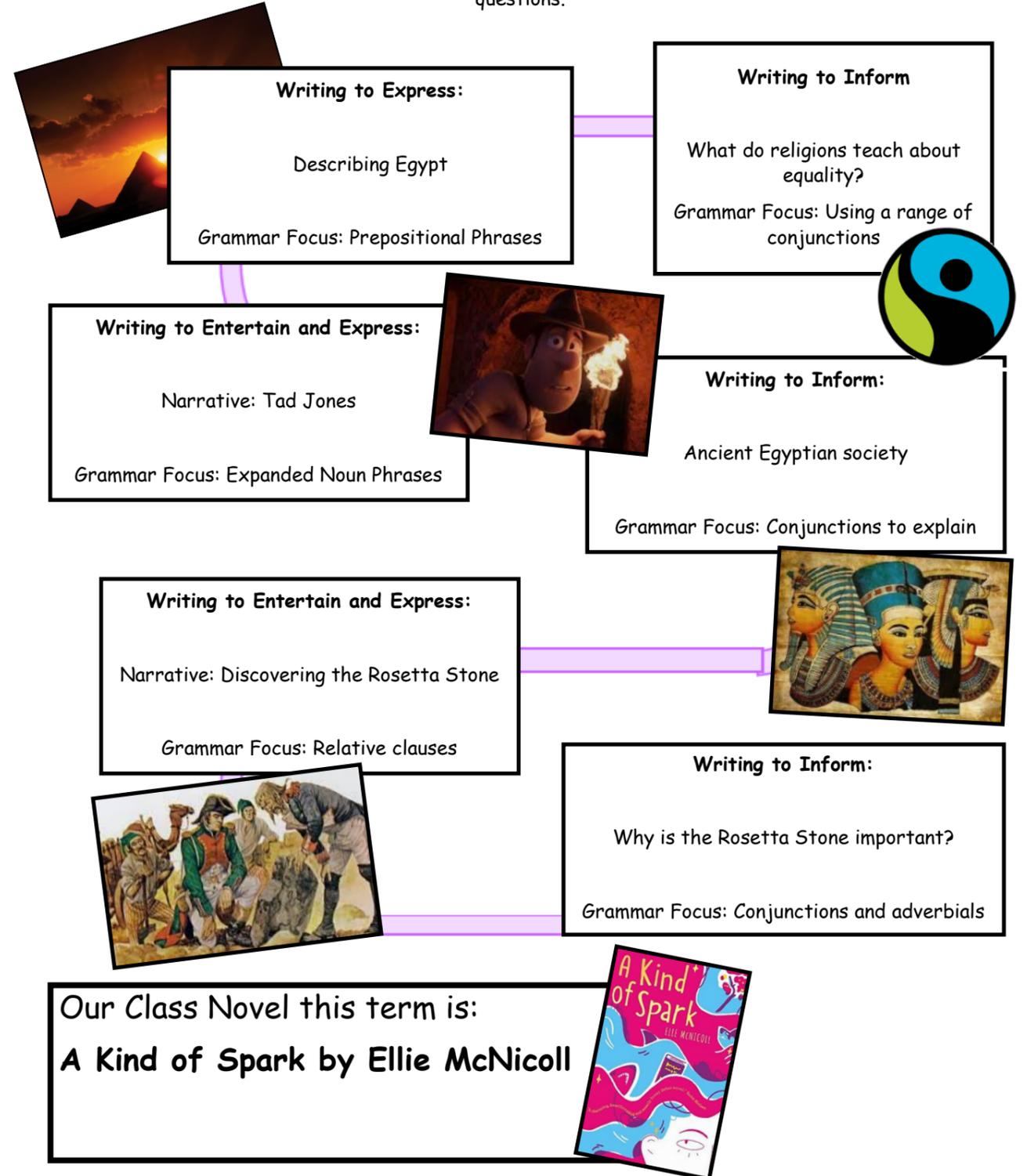


# Year Five : English



At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.





## Year Five: Discover



Earth and Space	Living things and their Habitats 
In this unit, we learn about the movement of the Earth and other planets relative to the sun. We find out about the orbit and phases of the moon and how this is observed from Earth. We use what we know about the Earth's rotation to describe how day and night are created.	In this unit, we find out about the life cycles of different living things including amphibians, insects and birds. We can describe the processes of reproduction for plants and some animals.
<b>Important Vocabulary:</b> gravity, star, planet, hemisphere, moon, orbit, rotation, axis, solar system, season, sphere, eclipse	<b>Important Vocabulary:</b> bird, fish, amphibian, reptile, mammal, carnivore, herbivore, omnivore, life cycle, reproduction, germination, pollination

## PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



KIVA & Anti-Bullying	Being Me in My World	No Outsiders	E-Safety
<p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol>	<p>Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements.</p> <p>We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.</p>	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> <li>Where the Poppies Now Grow</li> </ul>	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Online Relationships</li> <li>Online Bullying</li> </ul>
<p><b>NSPCC—PANTS</b></p> <p>We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable.</p> <p>More information about these resources and lessons is available if you wish to speak to your child's teacher.</p>			
			

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



## Year Five: Discover

These are some of the important words we will be learning about during this project.



RE	History
	<p><b>Describe</b></p> <p><b>interpret</b></p> <p><b>analyse</b></p> <p><b>evaluate</b></p> <p>primary source</p> <p>secondary source</p> <p>artefact</p> <p>written</p> <p>visual</p> <p>bias</p> <p>reliability</p> <p>accuracy</p> <p>objective</p> <p>subjective</p> <p>Ancient</p> <p>Pharaoh</p> <p>tomb</p> <p>pyramid</p> <p>Priest</p> <p>Priestess</p> <p>Vizier</p> <p>Scribes</p> <p>Craftsmen</p> <p>Soldier</p> <p>Merchant</p> <p>Farmer</p> <p>translation</p> <p>Invade</p> <p>colonise</p> <p>colony</p> <p>empire</p>
<p>Mosque</p> <p>Qur'an</p> <p>Islam</p> <p>Muslim</p> <p>Eid</p> <p>Hindu</p> <p>Temple</p> <p>Bhagavad Gita</p> <p>Diwali</p> <p>Fairtrade</p> <p>Equality</p>	