

Year 5: Micro Society

1. Key Vocabulary

English — Impact, Intelligence, Authority, Ensure, Concept, Conclude, Innovate, Structure, Relevant, Transfer, Regulate, Seek

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

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

History — constitution, democracy, democratic, domestic, economics, entrepreneur, hierarchy, legislative, society, parliament

Geography -Trade, (local, national, international), flag, currency, export, import, government

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

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

3. English

Spring 1.

Children will learn study the picture book 'When the Bees Fly Home' by Andrea Cheng and they will explore themes of family and enterprise (linked to our topic) as the main character, a son of a beekeeper, starts his own business venture. Linked to this narrative, children will learn features of play scripts and rewrite a scene from the book, imagining a conversation that the characters may have. Also, they will learn how to write effective instructions using specific verbs.

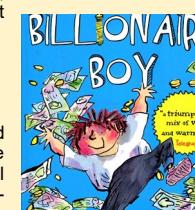


Children will learn how to write instructions focussing on the layout and the use of imperative verbs to show command. We will use bullet points and subheadings. The children will also use technical vocabulary that is appropriate for their instructions.



sight: gloomy, bright, foggy, vibrant
touch: sticky, slimy, woolly, gritty
sound: boom!, squeaky, buzz, whisper
taste: juicy, sweet, spicy, bitter
smell: rotten, musty, stinky

The children will learn to use different figurative language, these will include—onomatopoeia, metaphors, similes and personification. They will plan draft edit and write their own imagery poem.



Spring 2

After half term, our key text is 'Billionaire Boy' by David Walliams, a chapter book about the richest boy in the country who does not have any friends and children will develop alternative endings. Then, we focus on persuasive language techniques, how to convey a message so that a reader is intrigued and compelled to act.

2. Curriculum Knowledge

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



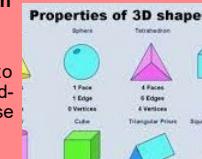
	Enterprise	Communication	Well-Being	Possibilities	Environment
Drivers:	Children will be creating their own products in order to sell and trade within their microsociety. They will learn the importance of enterprise	Children will be developing their communication skills further by using graphics and design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

4. Maths

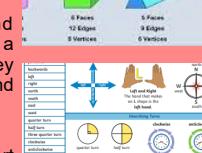
Geometry Children will learn to describe position and draw them on a grid. They will complete a symmetrical figure and investigate reflection with coordinates



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



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



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



5. Science

Spring 1 : Properties and changes of materials

Scientist: Stephanie Kwolek

Children to create their own product to fulfil a brief. Select materials for different parts of the product with reasons for selection. Link to being enterprising and product development in Micro Society.



Reversible and Irreversible Changes



Spring 2: Properties and changes of materials

Scientist: Marie Curie

Context: Children plan their own restaurant to open as part of microsociety. Children will work in the kitchen and cook/bake and observe the changes to materials as processes are carried out.



By the end, they will know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution



6. History/ Geography

Microsociety

In this unit, children will be working collaboratively to establish a self-contained community governed by their own conventions, rules that they will generate themselves. Our micro-society topic gives children hands on experience of democracy, entrepreneurship, business and money within a creative context. These are all vital skills needed for later in life.

As part of the topic, we will find out about the significance of currency and flags, whilst creating our own for our micro-societies. We will find out about government and legislation in the United Kingdom and establish our own set of rules and a leadership team—all being voted for democratically.

For their topic "Microsociety", the children will find out about how goods and services are traded around the world. They will explore the United Kingdom's trade line today and in the past, finding out about goods imported and exported and the methods used. The children will look at El Salvador as a case study of one of the United Kingdom's trade partners and learn about the benefits of trading internationally, as well as risks to this. Children will learn about Fairtrade and why it is important in the global market.



10. Spanish

Spring 1

[Unit 14 - ¿Qué hora es?](#)

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

Spring 2

My school

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



s pasatiempos

Empareja los siguientes pasatiempos con la imagen correspondiente.

- .. bailar
- .. cantar
- .. comprar por Internet
- .. escuchar música
- .. ir a la piscina
- .. ir de compras



GOVERNMENT

7. RE

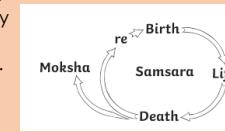
Spring 1: Hinduism unit 3: The Mandir

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



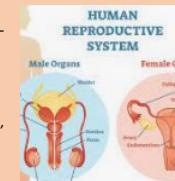
Spring 2: Hinduism unit 4: Personal identity and belonging in Hinduism

The diversity represented in the school and what makes each person's unique identity. The journey of life in Hinduism – life, death & rebirth 4 ashramas- birth, wedding, retirement, seeking God. Funeral rites and the Ganges.



8. PSHE

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



11. Computing

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

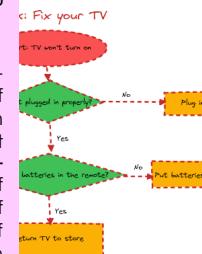
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish

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10 INPUT "Please enter your name"; $ 
10 PRINT "Good day, "; $ 
10 INPUT "How many stars do you want?"; $ 
20 LET N = 0
30 FOR I = 1 TO 5
40 FOR J = 1 TO N
50 PRINT " "
60 N = N + 1
70 NEXT I
80 PRINT $ 
90 END
100 IF LEN (I$) = 0 THEN GOTO 70
110 FOR L$ = " " TO " " 
120 FOR I = 1 TO 200
130 PRINT L$; 
140 NEXT I
150 PRINT

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9. Art/ DT

This is a joint Art and DT unit. The children will design and make packaging for their Microsociety products. In Art, they will develop their graphic design skills. In DT, they will design and make the structures for the packaging for the products that they are making to trade during their Microsociety sessions.



Banksy (street art)

The children will express opinions of why they like or do not like the work of a range of artists, architects and designers.

Children will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Learn about great artists, architects and designers in history.

12. Music

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

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

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



13. PE

Spring 1—Cricket

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



Spring 2 –Athletics

Children will learn to move athletically to throw, run and jump competitively. Taking part in outdoor and adventurous activities using geographical equipment, showing resilience in different settings.

