



Sticky Knowledge Thumbnails

Knowing more.....remembering more.....connecting learning



Golden Nuggets

Year 5
SUMMER TERM 1



Computing

Crab Maze

- To know a loop can be stopped when a condition is met.
- To know conditions in computing allow the program to flow in different directions.
- To know how to use a conditional **and if... then...** statement to produce a given outcome.
- To know that variables hold data (numbers or text) and can be used for keeping scores.
- To know how to read code to predict its outcome.

PSHE

Puberty

- To know that our bodies change when we reach puberty.
- To know how to identify our body changes and that they are different in boys and girls.
- To know that girls start their periods and this can be at any age between 9 and 16.
- To know who to talk to about our body changes.
- To know that emotions are linked to hormones and how to manage them.

RE

GOSPEL: What would Jesus do?

- To know that the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- To know that Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- To know that Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours and communities

History **The Victorians**
What was it like to live through a period of change?

- To know who Queen Victoria was and when she reigned
- To know who James Watt and Isambard Kingdom Brunel were and their legacy and impact on Victorian Britain.
- To know how innovations in steam engines advanced industry, rail and ships.
- To know how GWR was established and the impact this had on the Victorian people.
- To know why a middle class emerged during Victorian times.
- To know what roles children undertook in Victorian factories and how this changed.
- To know how to use timelines to place the key events in history.
- To know how to use dates and times accurately when discussing this time period.
- To be able to identify primary and secondary sources.
- To be able to give thoughtful suggestions on causes and consequences of main events in history.
- To be able to identify similarities and differences between people across the Victorian period
- To look at the significant historical figures from those times and the legacies they have left behind.
- To look at the development of the steam engine and its importance to power industry, locomotives and ships.
- To know that the industrial revolution ushered in the rise of capitalism.

Art **Botanical Art and analytical drawing**

- To know the artists Pandora Sellers (1936-2017) and Francis (Franz) Bauer (1758-1840) and understand that they were key botanical artists of their time.
- To know the term 'analytical drawing' refers to observational drawings which record the details of a subject.
- To know that artists use analytical drawing techniques to explore and record their subject matter.
- To know how to annotate drawings in sketch books.
- To know how to use a view finder with increased accuracy to focus on smaller, more intricate parts of an object.

Science **Living things and their habitats**



- To know the life cycle of a bird
- To know the life cycle of a mammal
- To know the life cycle of insect
- To know the life cycle of a frog
- To know and define metamorphosis

French

- Name continents using the correct article and il y a.
- Name countries with the correct article using il y a.
- Use the present tense to say where you like/love to go on holiday **j'aime, j'adore**
- Use the present tense and the infinitive to say where you like/love to go on holiday **J'aime aller, j'adore aller**
- Use the correct preposition to say where you like to go on holiday, en au, aux