Winford Church of England Primary School

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Year 5 Badger

Where children flourish

TERM	1	2	3	4	5	6
Maths	Place value, Addition and subtraction	Multiplication and division Fractions	Multiplication and division, Fractions	Decimals and percentages Perimeter and area Statistics	Properties of shape Position and direction	Decimals, Negative number, Converting units Volume
English	Here We Are The Whale	Robot Girl The Lost Happy Endings	The Last Zookeeper The Man Who Walked Between The Twin Towers	Non-fiction writing- The Benin Kingdom Hidden Figures	Change Sings Camp write up	Island of Whispers The Lost Thing
Science	Animals including humans -changes as humans develop to old age	Living things and their habitats -differences in the life cycles of: mammals, amphibians, insects and birds - reproduction in plants and animals	Forces -gravity -air resistance, water resistance and friction - mechanisms, levers, pulleys and gears	Earth and Space -movement of the earth and planets relative to the sun - movement of the moon relative to the earth -the earth's rotation day and night	Properties of materials - Solubility - Hardness - Conductors and insulators - filtering materials	Changes in materials -Reversible and irreversible changes -Chemical, rusting and burning reactions. - Evaporation and condensation.
Working Scientifically	-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -Use test results to make predictions to set up further comparative and fair tests. -Report and present findings from enquiries, including conclusions, causal relationships and explanations of degree of trust in results, in oral and written forms such as displays or other presentations. -Identify scientific evidence that has been used to support or refute ideas or arguments.					

PE	Basketball Rugby	Dodgeball Gymnastics	Fitness Land Based Safety	Netball Outdoor Forest Learning	Tennis Orienteering	Rounders Athletics
RE	How does remembering maintain Jewish identity?	What does it mean if God is holy and loving?	What are the joys and challenges of being Muslim in Britain?	What difference does the resurrection make to Christians?	How can humanists lead a happy and meaningful life?	What would Jesus do?
IT	**Systems & Searching Computing**		**Selection in Physical**		**Flat-File Databases**	
History	**Trade in Bristol** **Why is trade significant to the city of Bristol?** • Describe what was traded in Bristol during the Tudor period and how this impacted on the growth of the city • Explain the role of Bristol in the Transatlantic slave trade • Explain who Edward Colton was and his role in the slave trade • Discuss why Edward Colston's legacy is controversial • Describe how the industrial revolution impacted trade in Bristol Explain how trade in Bristol has changed over time and how it has impacted the growth of the city		**Benin Kingdom** **Why have people argued about the Benin Bronzes?** • Describe what life was like in the Kingdom of Benin • Define the role of the Oba of Benin and his significance in the creation and preservation of the Benin Bronzes • Explain the trade and cultural links between Benin and Europe • Describe the factors and events that led to the destruction of the Kingdom of Benin Explain why people have argued about the Benin Bronzes		**Ancient Greece** **How did Ancient Greece influence modern day democracy?** • Define the key characteristics of a democracy • Describe the structure and functioning of Athenian democracy • Describe what the term free citizen meant in Ancient Greece • Describe similarities and differences between the roles of citizens in Athenian democracy and in modern Britain Evaluate how democracy has evolved from Ancient Greece to modern times	

Historical skills	Confidently use maths skills when placing events in chronological order. • Devise my own historically valid questions. • Understand the complexity of people's lives in the past. • Understand how some societies are very different due to changes or challenges at the time. • Represent the past using a range of historical information from a range of historical sources.		
Geography	**What challenges do people face living in informal settlements in Rio De Janeiro?**	**How do Earthquakes change the world?**	**Where does our energy come from?**
Geographical skills	Begin to suggest questions for investigating. • Begin to use Primary and Secondary sources in their investigations. • Collect and record evidence unaided. • Analyse evidence and draw conclusions. EG: changes in geographical features such as erosion, rivers, coasts and mountains and explain how they've changed. • Use 8 compass points. • Use 4 figure grid references to locate symbols and Key. • Use and recognise OS map symbols.3 • Compare maps with aerial photographs. • Select an appropriate map for a specific purpose. EG: Atlas to find China and an OS map to find a village. • Begin to use Atlases to find out about other features of places. EG: rainfall, population. • Identify significant places and environments. EG: longest rivers, highest mountains.		
Art	**Textiles – block, screen printing and multi-layered prints** • to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including printing with a range of materials	**Architecture and Cityscapes** • to be able to use pop art techniques and layering to create a 3d landscape. • to understand how to use a palette knife and paint to create textured cityscapes. • to replicate cityscape photos using different mediums • to explore how to create reflections of cityscapes on water. • to understand how to add detail into cityscape ink drawings. to be able to create a cityscape using any media of choice	**Landscapes – drawing and painting** • to create sketch books to record their observations • use sketchbooks to review and revisit ideas • to improve their mastery of art and design techniques, including drawing with a range of materials • to improve their mastery of art and design techniques, including painting with a range of materials • about great artists in history

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DT		**Sewing** Christmas cushion cover		**Moving Toys**		**Lighthouses**
Music	**Sing, play, perform: adding tuned accompaniment to part-singing**	**Singing together: how songs unite us**	**Compose and rehearse: creating and combining minimalist cells**	**Playing together: discovering different vocal timbres**	Ukulele- whole class teaching by WEMA	
Spanish	Do you have a pet?	What is the date?	The Weather	Clothes	Habitats	Consolidation
PHSE	**Changing Me** -I can describe how boys' and girls' bodies change during puberty -I can express how I feel about the changes that will happen to me during puberty	**Being Me in My World** -I can face new challenges positively and know how to set personal goals -I understand my rights and responsibilities as a British citizen and a member of my school -I can make choices about my own behaviour because I understand how	**Celebrating Differences** -I can explain the differences between direct and indirect types of bullying -I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	**Dreams and Goals** -I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own	**Healthy Me** -I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures -I respect and value my body	**Relationships** -I can explain how to stay safe when using technology to communicate with my friends -I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others

		rewards and consequences feel				
Trips and Events	Harvest Performance	Christmas performance Whole school pantomime visit	World Book Day	Explorer Dome and Science Week Rock Steady Assembly	School camp Sports Day	End of year performance Rock Steady Assembly