



Winford
Church of England
Primary School

Year 5-Lynx Class

Where children flourish

Value of the term 23-24	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
22-23	<i>Respect</i>	<i>Patience</i>	<i>Honesty</i>	<i>Hope</i>	<i>Wisdom</i>	<i>Trust</i>
21-22	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
TERM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Maths	Place value, Addition, subtraction, multiplication and division Statistics Perimeter and area	Place value, Addition, subtraction, multiplication and division Statistics Perimeter and area	Multiplication and division, Fractions, decimals and percentages	Multiplication and division, Fractions, decimals and percentages	Decimals, Properties of shape Position and direction Converting units Volume	Decimals, Properties of shape Position and direction Converting units Volume
English	'The Dam' (4 weeks) I: Tourist brochure Describe a process Children of the Benin Kingdom (3 weeks)	'Hidden Figures'	'Percy Jackson' 'Curiosity' M: Mythical narrative I: Figurative language Setting description M: Explanation	'Robot Girl' 'Kasper Prince of Cats' M: Science fiction narrative M: Newspaper article	'The Sleeper and the spindle' 'Children of the Benin Kingdom' M: Fairy tale rewriting M: Non chronological reports	'Yoda' 'The Lost Thing ' M: Discussion text M: Fantasy narrative
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	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	Light -that light travels in straight lines -how we see -how light travels -how light affects how shadows are formed and the shape of them	Forces -gravity -air resistance, water resistance and friction -mechanisms, levers, pulleys and gears	

Working Scientifically	<p>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>-Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>-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.</p> <p>-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.</p> <p>-Identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
PE	Cognitive Coordination: Ball skills Agility: Reaction and response	Creative Static balance: seated Static balance: Floor-work	Social Dynamic balance Counter balance in pairs Year 5 – preparation for North Somerset Dance Festival	Physical Static balance: One leg standing Dynamic balance to agility Year 5 – preparation and performance at Dance Festival	Health and fitness Static balance: small base Coordination; floor movement patterns	Personal Agility: Ball chasing Coordination with equipment Sports Day
RE	Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
IT	Programming B Selection in quizzes Selection in Quizzes <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical 		Data and Information Fact-file Databases E-Safety		Creating Media Webpage Creation E-Safety	

	<p>systems; solve problems by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> • 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. <p>E-Safety</p>		
<p>History</p>	<p>The Kingdom of Benin</p> <p>Know how the Kingdom of Benin began. • Explain what life was like for the Edo people in the Kingdom of Benin.</p> <ul style="list-style-type: none"> • Know how trade links were established by the people and the goods that people traded. • Know what led to the Civil war in the 1700s. • Know about the Transatlantic Slave Trade. • Explain how the British colonised Benin and what impact this had 	<p>Medieval Monarchs and Tudors</p> <p>Justify who, in 1066, was the rightful heir to the throne.</p> <ul style="list-style-type: none"> • Describe what happened at the Battle of Hastings. • Explain who was responsible for the death of Thomas Becket. • Justify and explain who was the worse King: Richard or John? • Explain the reasons why Henry VIII initiated the Reformation. • Evaluate and explain: was Elizabeth I 'weak and feeble'? 	<p>Industrial Revolution and the Victorians</p> <p>Identify the key features of Victorian society.</p> <ul style="list-style-type: none"> • Explain, during the Industrial Revolution, what living and working conditions were like. • Know what inventions revolutionised the lives of British people. • Evaluate the impact Brunel had on the Victorian Era. • Explain how Queen Victoria changed life for British people during her reign. Identify the key features of Victorian society. • Explain, during the Industrial Revolution, what living and working conditions were like. • Know what inventions revolutionised the lives of British people. • Evaluate the impact Brunel had on the Victorian Era. • Explain how Queen Victoria changed life for British people during her reign. Identify the key features of Victorian society. • Explain, during the Industrial Revolution, what living and working conditions were like. • Know what inventions revolutionised the lives of British people.

			<ul style="list-style-type: none"> • Evaluate the impact Brunel had on the Victorian Era. • Explain how Queen Victoria changed life for British people during her reign.
Historical skills	<p>Confidently use maths skills when placing events in chronological order.</p> <ul style="list-style-type: none"> • 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	<p>Slums Ask and respond to questions and offer their own ideas.</p> <ul style="list-style-type: none"> • Investigate places and themes at more than one scale. EG: Fair Trade • Analyse evidence and draw conclusions. EG: make comparisons between locations photos/pictures/maps. • Confidently use the 4 compass points and begin to use 8 compass points. • Begin to use a 4-digit grid references to locate features on a map. • Begin to recognise symbols on an OS map. 	<p>Energy and sustainability Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Biomes Describe and Understand key aspects of biomes, vegetation belts and climate zones. • Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.
Geographical skills	<p>Begin to suggest questions for investigating.</p> <ul style="list-style-type: none"> • 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.4 • Compare maps with aerial photographs. 		

	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 • about great artists in history 		Architecture & Perspective -pen and ink/comic book art <ul style="list-style-type: none"> • 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 		Landscapes – drawing and painting <ul style="list-style-type: none"> • 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 	
DT		Textiles sewing and decorating a Christmas decoration (unit completed in December)		Lighthouses – building tall structures (Science Light Link)	Moving Toys - axels, wheels and cams (History Victorians Link)	Food tech: Making bread (link to RE and communion)
Music	<u>Air</u> LO: To explore dynamics through singing and playing and link with aircraft. LO: To organise pitch to create the effect of flight. LO: To identify, follow and conduct tempo changes.		Whole Class Ensemble Teaching- Ukelels		<u>Trains</u> LO: I can clap a rhythmic ostinato. LO: I identify the difference between pitch and rhythm. LO: I can compose my own rhythmic ostinato and notate it. LO: To feel the pulse and identify an ostinato LO: To learn a traditional song LO: To improvise actions to the pulse / beat	

	<p>LO: To combine pitch, dynamics and tempo to create a composition.</p> <p>LO: To refine and improve our compositions for the Air Fiesta project.</p> <p>LO: To perform, evaluate and celebrate the composition created this term.</p>		
	<p>T1- Harvest Performance T2- Christmas Carol Concert T2- Christmas Celebration Concert</p>	<p>T4- Easter Service</p>	<p>T6- Summer Production</p>

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Spanish	Do you have a pet?	What is the date?	The Weather	Clothes	The Romans	Habitats
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PHSE	<p>Changing Me</p> <p>-I can describe how boys' and girls' bodies change during puberty</p> <p>-I can express how I feel about the changes that will happen to me during puberty</p>	<p>Being Me in My World</p> <p>-I can face new challenges positively and know how to set personal goals</p> <p>-I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>-I can make choices about my own behaviour because I understand how rewards and consequences feel</p>	<p>Celebrating Differences</p> <p>-I can explain the differences between direct and indirect types of bullying</p> <p>-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</p>	<p>Dreams and Goals</p> <p>-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</p>	<p>Healthy Me</p> <p>-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</p> <p>-I respect and value my body</p>	<p>Relationships</p> <p>-I can explain how to stay safe when using technology to communicate with my friends</p> <p>-I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>
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