

	Year 5 Federation of Westleigh Infants and Backwell C of E Junior School Curriculum Grid					
	Autumn		Spring		Summer	
School values	Diversity across the curriculum					
	Respect	Challenge	Aspiration	Responsibility	Confidence	Self-esteem & celebration
Enrichment	<ul style="list-style-type: none"> Ancient Greek WOW day Science visit from Badminton school 		We The Curious trip		Shakespeare theatre group visit	
English	<p>We will be reading:</p> <ul style="list-style-type: none"> There's a Girl in the Boys Bathroom (Louis Sachar) The Adventures of Odysseus (Hugh Lupton) <p>We will be writing:</p> <ul style="list-style-type: none"> A diary Additional chapters A balanced argument A persuasive letter A newspaper report 		<p>We will be reading:</p> <ul style="list-style-type: none"> Skellig (David Almond) Kaspar: Prince of Cats (Michael Morpurgo) Cosmic (Frank Cottrell-Boyce) <p>We will be writing:</p> <ul style="list-style-type: none"> A persuasive letter An information text A setting description A narrative containing a conversation between characters A limerick 		<p>We will be reading:</p> <ul style="list-style-type: none"> The Highwayman (Alfred Noyes) How to Train Your Dragon (Cressida Cowell) A Midsummer Night's Dream – A Shakespeare Story (Andrew Mathews & Tony Ross) <p>We will be writing:</p> <ul style="list-style-type: none"> A narrative A police report An explanation text 	
Maths	<p>We will be:</p> <ul style="list-style-type: none"> working with numbers up to a million! (including rounding) exploring negative numbers using and recognising Roman Numerals using formal methods for adding and subtracting finding factors and multiples finding areas and perimeters including for compound shapes 		<p>We will be:</p> <ul style="list-style-type: none"> using formal methods for multiplication and division exploring the pattern of multiplying and dividing by factors of 10 working with fractions to compare and order; find equivalents and add and subtract making the link between fractions, decimals and percentages 		<p>We will be:</p> <ul style="list-style-type: none"> solving problems using decimals, percentages and fractions converting between units of measure – both metric and imperial solving problems using measures including for time and money estimating and calculating volumes and capacities recognising and using properties of shapes 	
Topic	Ancient Greeks: Fighters or thinkers?		Space: What is beyond the sky?		Anglo Saxons: Raiders or settlers? The Vikings: Were they really that vicious?	
Big idea	Living over 2500 years ago, the ancient Greeks were an advanced and civilized culture. Join us on our journey to discover more about them and whether they were primarily thinkers or fighters.		Not only do we explore the science behind the Earth, Sun and beyond but we delve into the history behind journeys into Space and more specifically the Space Race.		The Anglo Saxons paved the way for the Vikings, changing British history one step at a time. Both gained a poor reputation but was it fully deserved and what did they bring to our shores?	
Key Drivers	History and Geography		Science and History		History and Geography	
History	<p>Let's travel back in time to discover what life was like for the Ancient Greeks</p> <ul style="list-style-type: none"> Who were the Ancient Greeks? What was Ancient Greek daily life like? Who were the Ancient Greek Gods and how were they related? What were the main events in Ancient Greek history? What were Ancient Greek pots used for? What did the Ancient Greeks do for entertainment? What was the role of the Hoplites in the Ancient Greek army? Who were the key thinkers in Ancient Greece? How did Athens and Sparta differ? 		<p>With excitement, we follow the Space Race between the USA and the USSR</p> <ul style="list-style-type: none"> Was Sputnik 1 a success? Was it right to send Sputnik 2 into Space? How would it have felt to have walked in Space? Who was the first to land on the Moon? Who won the Space Race? 		<p>First we explore the Anglo-Saxons...</p> <ul style="list-style-type: none"> 'Hoo' or what was discovered at Sutton Hoo? The first invasions- where did the Anglo-Saxons come from? How did Anglo-Saxon daily life differ to ours? Crime and Punishment- what laws did the Anglo-Saxons follow and what happened when they didn't? <p>And now for the Vikings...</p> <ul style="list-style-type: none"> Where did the Vikings come from and where did they visit first? When and how did the Anglo-Saxons and Vikings collide? Raiders or traders? What was the Vikings' main mode of transport? Norse beliefs-what religious beliefs did the Vikings have? 	
Geography	<p>Join us as we compare the geography of Greece with that of the UK:</p> <ul style="list-style-type: none"> Where is Greece in comparison to the UK? How does Greece's physical geography compare to that of the UK's? 		<p>Where in the world are we? We explore physical and human geography using satellite imagery</p> <ul style="list-style-type: none"> Can we identify land-use patterns in satellite images? Can we identify the location of satellite images using Google Maps? 		<p>How has the UK changed over time? (settlements)</p> <ul style="list-style-type: none"> Where did the Anglo-Saxons come from? tbc 	

	<ul style="list-style-type: none"> How does modern Greece's human geography compare to that of the UK's? Using what I now know about Greece's geography, how can I persuade people to visit? 	<ul style="list-style-type: none"> What role does satellite imagery play in disaster relief? 	
Science	<p>This term we will be investigating Materials</p> <ul style="list-style-type: none"> Which material for the job? Which fabric dries the fastest? Dissolving - What could we investigate? How will we know what makes a difference? Why might we need to separate out materials? Do materials disappear when they dissolve? Why are some changes irreversible? 	<p>This term we have two science areas: Earth & Space and Forces to get to grips with!</p> <p>Starting with Space</p> <ul style="list-style-type: none"> Is the earth flat? Prove it! Which planets make up our solar system? What is the centre of our universe? What causes night and day? Is it the same time everywhere? <p>And now for Forces ...</p> <ul style="list-style-type: none"> What causes movement? What are the effects of gravity? Does what goes up have to come down? Which shapes travel easiest through water? What slows down movement? 	<p>This term is all about Life cycles for plants and animals</p> <ul style="list-style-type: none"> Are lifecycles all the same? How can lifecycles affect how successful an individual species is? How do different species grow and change? How do plants reproduce? What are the key stages of the human lifecycle? What are the key changes between each stage of our lifecycle?
RE	<p>What is important to you? We will be thinking about the things we value in our lives and how people with religious beliefs value their faith.</p> <ul style="list-style-type: none"> Who am I and what does it mean to be human? Where do I belong? What am I worth? How might stories, hymns, prayers etc. help people understand more about themselves and their relationships? <p>Christmas: Journeying <u>Key Questions:</u> Why was Jesus born in a poor stable far from home? <u>Focus:</u> The Journey to Bethlehem for Mary and Joseph and the Wise Men. <u>Christian Message:</u> Jesus came to the poor, the homeless, the refugees. Life is a spiritual journey.</p>	<p>What does it mean to belong to a religion? We will explore aspects of religious festivals, celebrations, practices and communities and the beliefs held by those of the Hindu faith.</p> <ul style="list-style-type: none"> What is Hinduism? Why do Hindus have many deities? What does God look like for Hindus? If this is what God looks like, what does that mean Hindus believe about God? For Hindus how does the belief in dharma and karma affect their actions? <p>Easter: Anger and Justice <u>Key Question:</u> Is it every right to get angry? <u>Focus:</u> Jesus' anger in the temple. <u>Christian Message:</u> God is forgiving but also powerful and Christians should stand up for justice for all.</p>	<p>How should we live and who can inspire us? We will consider how people's values and commitments might be demonstrated in the lives of leaders and believers.</p> <ul style="list-style-type: none"> What makes a good leader? Why did God choose Moses? What qualities did Guru Nanak possess to make him such a great leader? Why did Desmond Tutu choose to live his life the way he did? What can I do to make a difference in our world? What values were shown in Gandhi's life? What is of value to me? <p>Pentecost: Power <u>Key Question:</u> How did the power of the Holy Spirit transform Peter? Who influences people today? <u>Focus:</u> Peter speaking to the crowd <u>Christian Message:</u> The Holy Spirit is an empowering force.</p>
PSHME	<p>Being Me in my World Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating</p> <p>Celebrating difference Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures.</p>	<p>Dreams & Goals Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation</p> <p>Healthy me Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</p>	<p>Relationships Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARTT internet safety rules</p> <p>Changing Me Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition</p>
Computing	<p>Animation We will be using stopframe animation(I can animate) to create an Myth based cartoon</p> <ul style="list-style-type: none"> How did people create moving images in the past? What are the different types of animation? How can using cut-outs help me to animate? 	<p>Computer aided design We will use Tinkercad to draw 3D designs for a Mars rover.</p> <ul style="list-style-type: none"> What is life like on Mars? What functions will my Rover need to provide? How can I create different shapes using Tinkercad? How can I add labels to my design? 	<p>Block programming We will use Scratch to create a track game.</p> <ul style="list-style-type: none"> How do you add backgrounds and Sprites to a Scratch programme? What functions do I need my game to have? How do I block program within Scratch? How can I debug my program to solve problems?

	<ul style="list-style-type: none"> How can I build up frames for my animation? 		
PE	Premier Sport:		
Art	<p>Illustration: Key Artist: Maurice Sendak Key focus: watercolours and line drawings We will be: studying Sendak's illustrations from 'Where the Wild Things Are' and our final outcome will be to create a mythological creature (our own 'Wild Thing') in the style of Sendak.</p> <p>Ancient Greek Vases: 1) Key focus: line and shape We will be: creating our own 'Black Figure Pottery' designs within the template of an ancient Greek vase. 2) Key focus: form We will be: creating our own miniature ancient Greek clay vases</p>	<p>Space: Key Artist: Peter Thrope Key focus: visual elements (especially colour use), depicting the light source, oil pastels We will be: creating a mix-media outcome (oil pastel and paint) in the style of Thorpe's space artwork.</p> <p>Hinduism (RE link): Key focus: watercolours We will be: depicting a Hindu deity using our research about them, using watercolours.</p>	<p>Key Artist: Chuck Close Key focus: 'grid method' artwork We will be: creating self-portraits that are composites made from multiple small geometric forms</p> <p>Dragon Life Cycles (English link): Key focus: line drawings and watercolours We will be: creating painted sketches of the different stages of their dragon's lifecycle</p> <p>Vikings - Fauvism: Key Artists: André Derain, Henri Matisse, Georges Braque, Raoul Dufy Key focus: colour use, brush strokes, acrylic painting We will be: painting scenes of Viking longboats in water, adopting a Fauvist style</p>
DT	<p>Key focus: cooking and nutrition We will be: making flat bread and humous</p>	<p>Hinduism (RE link): Key focus: sewing We will be: designing and making an Indian slipper</p>	<p>Health and Fitness Week: Key focus: cooking and nutrition We will be: evaluating meals and considering if they contribute towards a balanced diet. We will then design and prepare a healthy salad.</p> <p>Vikings: Key focus: exploring streamlining, experimenting with different materials We will be: designing and making a boat that stays afloat</p>
Music	<p>Key focus: 'Livin' on a Prayer' We will be: playing instruments and composing simple melodies</p> <p>Key focus: 'Heroes of Troy' BBC- KS2 Music We will be: singing both in unison and in different parts. Building up to a class performance (within Year 5).</p>	<p>Key focus: 'Make you feel my love' We will be: improvising using instruments</p> <p>Key focus: 'The Fresh Prince of Bel Air' We will be: rapping and performing our own compositions</p>	<p>Key focus: 'Dancing in the Street' We will be: singing the song and exploring different parts, including backing vocals</p> <p>Key focus: BBC School Radio Viking Sagas We will be: consolidating our performing (singing) skills- with a particular focus on syncopation</p>
French	<p>Key focus: Places & directions Foods</p>	<p>Key focus: Weather Occupations & hobbies</p>	<p>Key focus: Homes and houses</p>