

	<b>Year 5 Federation of Westleigh Infants and Backwell C of E Junior School Curriculum Grid</b>					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>School values</b>	<b>Diversity across the curriculum</b>					
	<b>Aspiration</b>	<b>Challenge</b>	<b>Respect</b>	<b>Responsibility</b>	<b>Confidence &amp; self-esteem</b>	<b>Celebration</b>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Science visit from Badminton school</li> <li>SS Great Britain - TBC</li> </ul>		<ul style="list-style-type: none"> <li>Wow day linked to Africa - TBC</li> <li>VR Space experience - TBC</li> </ul>		<ul style="list-style-type: none"> <li>Ancient Greek trip to Bristol Museum/ WOW day</li> <li>Shakespeare theatre group visit</li> </ul>	
<b>English</b>	<p><b>We will be reading:</b></p> <ul style="list-style-type: none"> <li>There's a Girl in the Boys Bathroom (Louis Sachar)</li> <li>The Highwayman (Alfred Noyes)</li> </ul> <p><b>We will be writing:</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>A diary</li> <li>Setting description</li> <li>Persuasive letter</li> <li>A balanced argument</li> <li>Poetry</li> </ul>		<p><b>We will be reading:</b></p> <ul style="list-style-type: none"> <li>Curiosity: The Story of a Mars Rover</li> <li>Children of the Benin Kingdom</li> </ul> <p><b>We will be writing:</b></p> <ul style="list-style-type: none"> <li>A persuasive letter</li> <li>An information text</li> <li>A setting description</li> <li>A narrative containing a conversation between characters</li> <li>Poetry</li> <li>Passive Voice</li> </ul>		<p><b>We will be reading:</b></p> <ul style="list-style-type: none"> <li>A Midsummer Night's Dream – A Shakespeare Story (Andrew Mathews &amp; Tony Ross)</li> <li>The Tempest - TBC</li> <li>The sleeper and the spindle – TBC</li> </ul> <p><b>We will be writing:</b></p> <ul style="list-style-type: none"> <li>A narrative</li> <li>An explanation text</li> </ul>	
<b>Maths</b>	<p><b>We will be:</b></p> <ul style="list-style-type: none"> <li>working with numbers up to a million! (including rounding)</li> <li>using and recognising Roman Numerals</li> <li>using formal methods for adding and subtracting</li> <li>finding factors and multiples</li> <li>equivalent fractions</li> <li>exploring the pattern of multiplying and dividing by factors of 10</li> <li>converting between fraction types</li> <li>Adding and subtracting fractions</li> </ul>		<p><b>We will be:</b></p> <ul style="list-style-type: none"> <li>using formal methods for multiplication and division</li> <li>Multiplying fractions</li> <li>Fractions of quantities</li> <li>working with fractions to compare and order; find equivalents and add and subtract</li> <li>making the link between fractions, decimals and percentages including equivalents</li> <li>Rounding decimals</li> <li>Perimeter and area</li> <li>Statistics including two-way tables and line graphs</li> </ul>		<p><b>We will be:</b></p> <ul style="list-style-type: none"> <li>recognising and using properties of shapes</li> <li>Position and directions using co-ordinates</li> <li>solving problems using decimals, percentages and fractions</li> <li>Negative numbers</li> <li>converting between units of measure – both metric and imperial</li> <li>solving problems using measures including for time and money</li> <li>estimating and calculating volumes and capacities</li> </ul>	
<b>History</b>	<p><b>Why is trade significant to the city of Bristol?</b> Occupation, Trade, migration and settlement.</p>		<p><b>Why have people argued about the Benin Bronzes?</b> Occupation, Trade, migration and settlement. Empires and civilisation</p>		<p><b>What impact did the ancient greeks have on the modern day democracy?</b> Empires and civilisation</p>	
<b>Geography</b>	<p>How has the UK changed over time? (settlements)</p> <ul style="list-style-type: none"> <li>To name and locate counties and cities of UK</li> <li>Explain clearly the difference between a village, town and city.</li> <li>Human and physical features of Bristol.</li> <li>How has Bristol changed over time in regards to trade? – People settling there because of the proximity to water, water enables trade. Route to different places to routes in UK and internationally. Evolution of the railways (Brunel's railways)</li> <li>Brunel's SS Great Britain</li> <li>Aerospace trade</li> </ul>		<p>Where in the world are we? We explore physical and human geography using satellite imagery</p> <ul style="list-style-type: none"> <li>Using satellite imagery to locate counties – Google maps</li> <li>What geological features can you spot?</li> <li>What key landmarks can you identify?</li> <li>Know about land use patterns and topographical features in different parts of the world.</li> <li>Why are aerial photographs useful when creating maps?</li> <li>Add annotation, such as label and captions to freehand maps</li> <li>How can satellite images help in a disaster?</li> <li>Locating the Benin Kingdom using Google maps and satellites and any other countries linked to this history</li> </ul>		<p>Comparison of the geography of Greece with that of the UK:</p> <ul style="list-style-type: none"> <li>Where is Greece ( European Counties and Northern Hemisphere) ?</li> <li>Identify locations of main Greek cities and towns</li> <li>How does Greece's physical geography compare to that of the UK's?</li> <li>Use measurements such as rainfall, temperature, height, distance and length of day light to compare two places – UK and Greece. (Use graphs)</li> <li>How does modern Greece's human geography compare to that of the UK's?</li> <li>Using what I now know about Greece's geography, how can I persuade people to visit?</li> </ul>	
<b>Science</b>	<p><b>This term we will be: Investigating Material Properties</b></p> <ul style="list-style-type: none"> <li>Which material for the job?</li> <li>Which fabric dries the fastest?</li> <li>Dissolving - What could we investigate? How will we know what makes a difference?</li> <li>Why might we need to separate out materials?</li> <li>Do materials disappear when they dissolve?</li> <li>Why are some changes irreversible?</li> </ul>		<p><b>This term we have two science areas: Earth &amp; Space and Forces to get to grips with!</b></p> <p><b>Starting with Space ....</b></p> <ul style="list-style-type: none"> <li>Is the earth flat? Prove it!</li> <li>Which planets make up our solar system?</li> <li>What is the centre of our universe?</li> <li>What causes night and day?</li> <li>Is it the same time everywhere?</li> </ul> <p><b>And now for Forces ...</b></p> <ul style="list-style-type: none"> <li>What causes movement?</li> <li>What are the effects of gravity?</li> </ul>		<p><b>This term is all about Life cycles for plants and animals</b></p> <ul style="list-style-type: none"> <li>Are lifecycles all the same?</li> <li>How can lifecycles affect how successful an individual species is?</li> <li>How do different species grow and change?</li> <li>How do plants reproduce?</li> <li>What are the key stages of the human lifecycle?</li> </ul>	

		<ul style="list-style-type: none"> <li>Does what goes up have to come down?</li> <li>Which shapes travel easiest through water?</li> <li>What slows down movement?</li> </ul>	<ul style="list-style-type: none"> <li>What are the key changes between each stage of our lifecycle?</li> </ul>
<b>RE</b>	<p><b>What is important to you?</b> 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"> <li>Who am I and what does it mean to be human?</li> <li>Where do I belong?</li> <li>What am I worth?</li> <li>How might stories, hymns, prayers etc. help people understand more about themselves and their relationships?</li> </ul> <p><b>Christmas: Journeying</b> <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><b>What does it mean to belong to a religion?</b> 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"> <li>What is Hinduism? Why do Hindus have many deities?</li> <li>What does God look like for Hindus?</li> <li>If this is what God looks like, what does that mean Hindus believe about God?</li> <li>For Hindus how does the belief in dharma and karma affect their actions?</li> </ul> <p><b>Easter: Anger and Justice</b> <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><b>How should we live and who can inspire us?</b> 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"> <li>What makes a good leader?</li> <li>Why did God choose Moses?</li> <li>What qualities did Guru Nanak possess to make him such a great leader?</li> <li>Why did Desmond Tutu choose to live his life the way he did?</li> <li>What can I do to make a difference in our world?</li> <li>What values were shown in Gandhi's life?</li> <li>What is of value to me?</li> </ul> <p><b>Pentecost: Power</b> <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>
<b>PSHME</b>	<p><b>Being Me in my World</b> Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating</p> <p><b>Celebrating difference</b> 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><b>Dreams &amp; Goals</b> 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><b>Healthy me</b> Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</p>	<p><b>Relationships</b> 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><b>Changing Me</b> 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>
<b>Computing</b>	Systems and networks – sharing information Creating Media – video editing	Data and information: Flat-file databases Programming: Selection in physical computing	Creating media: Vector drawing Programming: Selection in quizzes
<b>PE</b>	Invasion Games: Netball Invasion Games: Football Health Related Fitness	Gymnastics: counter balance and tension Invasion Games: Tag Rugby Dance – Country dancing Net and Wall Games: Tennis	Athletics: throwing and jumping Outdoor Adventures: problem solving Health and Fitness week Striking and fielding: Rounders Athletics: Running
<b>Art</b>	<p><b>Illustration:</b> <b>Key Artist(s):</b> <i>Laura Carlin and Shaun Tan</i> <b>Key focus:</b> storytelling through drawing <b>We will be:</b> illustrating a poetry comic (line drawing and water colour) <b>Fauvism:</b> <b>Key Artists:</b> André Derain, Henri Matisse, Georges Braque, Raoul Dufy <b>Key focus:</b> colour use, brush strokes, acrylic painting <b>We will be:</b> painting landscapes adopting a Fauvist style</p>	<p><b>Space:</b> <b>Key Artist:</b> Peter Thorpe <b>Key focus:</b> visual elements (especially colour use), depicting the light source, oil pastels <b>We will be:</b> creating a mix-media outcome (oil pastel and paint) in the style of Thorpe's space artwork.</p>	<p><b>Key Artist:</b> Chuck Close <b>Key focus:</b> 'grid method' artwork <b>We will be:</b> creating self-portraits that are composites made from multiple small geometric forms <b>Ancient Greek Vases:</b> <b>Key focus:</b> form/ sculpture <b>We will be:</b> creating our own miniature ancient Greek clay vases (coil pots) <b>Dragon Life Cycles (English link):</b> <b>Key focus:</b> line drawings and watercolours <b>We will be:</b> creating painted sketches of the different stages of their dragon's lifecycle</p>
<b>DT</b>	<p><b>Key Focus:</b> materials <b>We will be:</b> designing and making an insulated cup Link with science (material properties)</p>	<p><b>Key Focus:</b> mechanisms <b>We will be:</b> Designing a mechanism to lift a load (crane) Link with Science (forces)</p>	<p><b>Key focus:</b> weaving <b>We will be:</b> trinket bowl Link History <b>Key focus:</b> cooking and nutrition <b>We will be:</b> making flat bread and humous Link with science (irreversible change)</p>
<b>Music</b>	<p><b>Key focus:</b> 'Livin' on a Prayer' <b>We will be:</b> playing instruments and composing simple melodies <b>Key focus:</b> 'Storm' Benjamin Britten, 'Mars' Holst, composition using the correct notation/melody/harmony <b>We will be:</b> listening and appraising, composition, performance.</p>	Whole class instrument - TBC	<p><b>Key focus:</b> 'Heroes of Troy' BBC- KS2 Music <b>We will be:</b> singing both in unison and in different parts. Building up to a class performance (within Year 5).</p>
<b>French</b>	<p>. What is the date? . In the classroom</p>	<p>. The Weather . Habitats</p>	<ul style="list-style-type: none"> <li>Clothes</li> <li>Olympics (Cross curricular link)</li> </ul>