

West Cliff Primary School YEAR 5 Curriculum Overview

Year: Five	Term: Autumn
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English: See English Long-Term Plan	Maths: Follow White Rose Maths (Y5 curriculum)
<p>RE – RE Today</p> <p>U2.1 Why do some people think God exists?</p> <ul style="list-style-type: none"> • Give several examples to show how believing in God can affect people’s lives differently. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express their own ideas about theism, atheism, and agnosticism. • Suggest answers to some of the Big Questions about the existence of God. • Consider reasons that people might believe or not believe in God. • Respond thoughtfully to the question, “Is God real?”, giving evidence to back up my ideas. • Consider how facts, beliefs and opinions come about and how they are interpreted. • Respond thoughtfully to the question, “Is God real?”, giving evidence to back up my ideas. 	<p>U2.4 If God is everywhere, why go to a place of worship? (Focus on visit to church and Mandir)</p> <ul style="list-style-type: none"> • Describe and explain differences within Anglican and Baptist churches. • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir. • Describe the differences between different Jewish synagogues. • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for. • Describe what people from different religions would say the most important function of their place of worship is. • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times. • Explain how and some people see the place of worship as being more about the people than the building.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>Local history study – Whitby Abbey visit.</p>	<ul style="list-style-type: none"> • Understand that there is very little evidence for this period of history. • Begin to identify primary and secondary sources. • Recap the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements, and kingdoms: place names and village life. • Position events on a timeline and make comparisons between different times in history. • Look at key primary sources from the period (Sutton Hoo, Staffordshire hoard, Gildas and Bede) to learn about life during the period. • Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events • Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshalh by King Oswy of Northumberland) • Synod of Whitby aligned the church with Rome and not Ireland. • What was the Abbey? Purpose of the building? What evidence is there? <p>In addition to subject related vocabulary – legacy and period.</p>		<p>Show on a timeline where these key events fit in line with historical knowledge from previous years.</p> <p>Explain the difference between primary and secondary sources.</p> <p>Produce work from source and enquiry tasks – note taking and written answers.</p> <p>Compare Anglo-Saxons and Romans.</p>
Geography	Where we live: the countries	<ul style="list-style-type: none"> • To locate constituent countries of the UK and identify their national emblems, population data and characteristics, including cultural characteristics (language, traditions, and ways of life). • Locate Yorkshire on a map and its key cities and tourist attractions. 		Locate the county of Yorkshire and its key cities on a map as well as other major

	and counties of the UK	<ul style="list-style-type: none"> • Use aerial photographs and topological mapping to investigate key physical and human features of the UK. • Explore topographical similarities and differences between regions of the UK and how this influence farming and local produce. • To understand how processes of globalisation and migration have led to Britain being a multicultural society, and to recognise trends and patterns resulting in some areas being more culturally diverse than others. • To understand how land-use and population has changed over time. 		<p>UK cities.</p> <p>Create a bar graph from the 2011 census (2021 if available) showing the different ethnic groups living in England and Wales.</p>
Art	Drawing, painting, digital Hokusai and Van Gogh	<p>Understand composition, scale, foreground, middleground, background and proportion in a painting. Explore the life of Van Gogh and his influences including how Van Gogh was influenced by 17th c Japanese printmakers such as Hokusai.</p>	<p>Confidently use sketchbooks to record observations, develop ideas, test materials and techniques, plan and evaluate. Begin to explore how artists create movement in their work. Create digital images showing movement and interest. Sketch a landscape outdoors showing movement. Use Hokusai's compositional ideas to create stylised image of the sea/waves. Looking at Van Gogh's brush strokes, use palette knife to create surface texture in acrylic paint</p>	<p>Digital images at beach</p> <p>Sketches at the beach</p> <p>Hokusai style watercolour paintings of local beach.</p> <p>Experiment with acrylics, palette knives to create impression of movement of moving waters.</p>
DT	Celebration Cakes	<p>Investigate products/images to collect ideas. Sketch and model alternative ideas. Record ideas using annotated diagrams. Make prototypes. Use found information to inform decisions.</p> <p>Understand how key events and individuals have helped shape the world</p> <p>Research a range of innovative, functional, appealing products and determine whether they are fit for purpose</p> <p>Explore, investigate and analyse a range of existing products</p> <p>Evaluate a product against the design criteria</p> <p>Understand a product should be well finished in a way that would appeal to users.</p> <p>Listen and respond to the views of others on how to improve their work</p>	<ul style="list-style-type: none"> • To learn to cut, mix, spread, slice, blend, grate and chop ingredients with some accuracy using a variety of equipment and tools. • To develop understanding of food groups, hygiene, healthy eating and a balanced plate. • Describe food products in terms of taste, texture, flavour and relate this to the intended purpose of the food. • Understand that some foods may not be eaten raw, as it is unsafe/ Work in a safe and hygienic way. • To time cooking and prep time with some accuracy for accurate results. 	<ul style="list-style-type: none"> • Understand products available and the use of decorative embellishment to sell products. • Learn cake decorating techniques. • Use decorating techniques to produce an attractive celebration cake (e.g. Christmas, Easter, birthday, etc.). • Investigate and choose flavours to suit/represent the chosen celebration.

COMPUTING

Online Safety

Online safety should be revisited on multiple occasions **throughout the year**, both during and beyond specific Computing lessons. Reputable, age and stage appropriate resources such as those produced by the NSPCC and CEOP can be used to support regular teaching in this area.

In Year 5, children will also be taught Lessons 7, 8 and 11 of the 'Be Internet Legends' programme.

End of KS2 objective:

Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computing	<p>Everyone Can Code Puzzles <i>[Coding units can be split across terms if preferred]</i></p> <p>1: Commands</p> <p>2: Functions</p> <p>3: For Loops</p>	<p>Commands: Describe what commands and sequences are.</p> <p>Functions: Describe what functions and function calls are.</p> <p>Describe what 'for loops' are.</p>	<p>Demonstrate the use of commands and sequences in an everyday situation.</p> <p>Demonstrate the use of functions in an everyday situation. Define their own functions. Call functions they've written. Call functions from within other functions.</p> <p>Demonstrate the use of for loops in an everyday situation.</p>	<p>Code using commands in a sequence.</p> <p>Author functions</p> <p>Code using for loops.</p>
	Everyone can create – Music 2 Rhythm and Drumbeats	<p>Rhythm and Drumbeats</p> <ul style="list-style-type: none"> Recognise note lengths and common percussion instruments 	<ul style="list-style-type: none"> Customise a virtual drummer's performance using Drummer Programme drum sounds to create a drumbeat using the Beat Sequencer 	Build your own drumbeat
Science	Properties and changes of materials	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. 	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. 	<p>AFL will be used to gather a range of evidence from practical work and reporting:</p> <ul style="list-style-type: none"> Create a report giving reasons based on evidence from comparative tests, for the particular use of everyday materials including

	Earth and space	<ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>wood, plastic, and metals.</p> <ul style="list-style-type: none"> • Changing phases of the moon. • A voice over for a video or animation to explain how the earth moves in relation to the sun and the moon moves in relation to the earth.
Music				
PE		<i>Gymnastics</i>	<ul style="list-style-type: none"> • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. 	To compose a sequence that can be adapted and edited throughout the PE lessons.

		<p><i>Swimming (Y5 children will have swimming throughout the year for every term)</i></p> <p><i>Invasion games.</i></p>	<ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations. <ul style="list-style-type: none"> • Dribble effectively around obstacles. Show precision and accuracy when sending and receiving. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. 	<p>To work towards swimming a distance of 25 metres and/or work towards the next stage certificate.</p> <p>To learn at least one type of invasion games. To introduce the basic rules of one type of invasion game.</p>
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West Cliff Primary School YEAR 5 Curriculum Overview

Year: Five	Term: Spring	
English: See English Long-Term Plan		Maths: Follow White Rose Maths (Y5 curriculum)
<p>RE</p> <p>U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?)</p> <ul style="list-style-type: none"> • Describe Jesus' teaching on how his followers should live. • Describe the 'mission' of Jesus and give examples of how this might mean Christians should live. • Interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth. • Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. • Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. 		<p>This topic/question will be taught across both Spring 1 and Spring 2.</p>

- Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times.
- Give examples of how following the example of Jesus might have on Christians and other communities.
- Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> • Explore Viking raid on Lindisfarne to introduce the early contact between the Anglo-Saxons and Vikings. • Construct scaled timelines. • Viking raids/ trade routes and networks. • Viking exploration and settlements. • Investigate primary sources available that recount the conflict from a Saxon perspective. • Compare the timelines of the multiple periods of history (Saxon, Viking and Abbasid Caliphate) to allow them to see how they are linked together and cross over. • Understand the switch from raiding to invasion and conquest—came for farmland. How King Alfred managed to defend Wessex and eventually establish a coexistence with the Danelaw. • Explore the actions of Alfred’s children (Edward and Æthelflæd) and how they continued their father’s work to establish the defensive network of fortifications. Then, how they played a key role in repelling the Vikings. Then, the Saxons beginning to reclaim the Danelaw. • Look at an overview of the later Saxon and Viking/Danish kings to identify the trends (conflict and short reigns). Then, the way in which the Saxon period ended at the Battle of Hastings. • In addition to subject related vocabulary – legacy and period. 		<p>Create scaled timelines.</p> <p>Create questions that would help to give a more balanced view of events.</p> <p>Create a clear summary of the other aspects of the Viking culture not covered by the term raider.</p> <p>Outline the achievements and actions of Alfred the Great.</p> <p>Presentation to answer enquiry questions: Is it fair to describe the Vikings as vicious raiders? How did the Saxons regain control of England.</p>
Geography	North America	<ul style="list-style-type: none"> • Explore the wider geography of the USA (including climate zones, mountains, rivers and earthquake zones). Identify types of settlement and land use. • Identify similarities and differences between the climate of the Caribbean in North America and where they live. Study hurricanes and their impact. • Identify similarities and differences between the human geography of the Caribbean and where they live (types of settlement, land-use, economic activity including trade links). 		<p>Annotate a map of north America using atlases to locate states and key features of each.</p> <p>Write a detailed report comparing the similarities and differences between North Yorkshire and a location in North America.</p>

Art	Painting – Van Gogh acrylics	Revisit colour theory and explore Van Gogh’s use of complimentary colours in his paintings. Focus on Van Gogh’s portraits – starting points, mood, feelings. His use of brush strokes to show movement and create effects.	Sketch up self portrait using ipads and tracing to help. Use colour to show mood, atmosphere and light in self portrait. Use acrylics confidently with brushes and palette knives, mixing colours independently. Evaluate and compare work to that of Van Gogh	Exploration of Van Goghs brush strokes and colour layering. Drawings of self portraits Van Gogh style large portrait paintings – completed over several sessions.
DT	Cams – links to forces in science.	Investigate products/images to collect ideas. Sketch and model alternative ideas. Record ideas using annotated diagrams. Make prototypes. Use found information to inform decisions. Understand how key events and individuals have helped shape the world. Research a range of innovative, functional, appealing products and determine whether they are fit for purpose. Explore , investigate, and analyse a range of existing products. Evaluate a product against the design criteria. Understand a product should be well finished in a way that would appeal to users. Listen and respond to the views of others on how to improve their work.	Construction Join materials using appropriate methods. Use a cam to make an up and down mechanism. Build frameworks using a range of materials to support mechanisms. E.g. wood, corrugated card and plastic. Use a glue gun with close supervision. Understand and use mechanical components such as gears, pulleys, levers in a product.	Explore the range of mechanisms. Produce design criteria for product. Complete design booklet (research, design, create and evaluate).
Computing	Everyone can create – drawing 8: Infographics. Drawing 9: Motion Graphics	Infographics Design a layout to convey information Create an illustration by combining shapes.	Organise data to tell a story Create visuals to simplify and represent data Animate shapes using transitions. Animate shapes with multiple actions,	Create an infographic Create a motion graphic.

		<p><i>Striking/fielding.</i></p> <p><i>Athletics.</i></p>	<ul style="list-style-type: none"> • play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game • perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation • Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. • Use different ways of bowling. • Hit the ball with purpose, varying the speed, height and direction, hit the ball from both sides of the body. • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<p>Children to engage in games based around striking and fielding games such as cricket and rounders. The children can begin to follow the rules of some of the sports.</p> <p>Children to have opportunities at a variety of track and field events (usually organised in the summer months).</p>
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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Five	Term: Summer		
English: See English Long-Term Plan		Maths: Follow White Rose Maths (Y5 curriculum)	
<p>RE</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Make links between Muslim practice of the five pillars and Muslim beliefs about God. • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad. 		<p>This topic/question will be taught across both Summer 1 and Summer 2.</p>	

- Describe and reflect on how the Qur'an is significant to Muslims.
- Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims.
- Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim.
- Identify and explain connections between the main functions of the Mosque and Muslim beliefs.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Non-European study— Baghdad and the Early Islamic civilisation.	<p>Key questions: Why was the city of Baghdad significant? How was Baghdad different to Britain around 900AD?</p> <ul style="list-style-type: none"> • Understand the differing intervals between events and how events can be both a cause and a consequence. • Understand multiple timelines run concurrently - Place timeline in a coherent narrative alongside the others studied and make links between them (Saxon and Viking would link chronologically and may provoke discussion about contact). • Understand the city of Baghdad and its achievements around 900AD including size, function as a trading centre, capital of the empire, layout etc. • Extract evidence from sources and interpret it to compare and contrast their existing historical knowledge base. - Learn about the context of the civilisation including the geography of the area and the lives the populace lived. This can be extended by comparing it to other civilizations they know of. • Extract and interpret sources to answer a specific learning question related to Baghdad's function as a centre of learning or trade. - The achievements of the civilization including Baghdad's role as an educational and trading centre. <p>In addition to subject related vocabulary – legacy and period.</p>		<p>Produce a scaled timeline focusing on key events in the Early Islamic timeline. Then identify events which are linked or where cause and effect can be seen.</p> <p>Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</p>
Geography	Rivers	<ul style="list-style-type: none"> • Describe and understand key aspects of the water cycle – list the main events. • Describe and understand key aspects of rivers, comparing the features at different points along its course. • Locate key topographical features including rivers. • Use fieldwork to observe, measure, record and present physical features. • Use 6 figure grid references. • Describe how water erodes a riverbank. • Describe how deposition changes the shape of a river. • Explain how meanders form. Identify them on a map/photographs. • Describe how waterfalls are formed. • Compare the length of rivers. • Research the major rivers of the world. • List some ways that rivers are used and consider the impact of this on the environment. 		<p>Create an annotated water cycle.</p> <p>Create a presentation on the parts of a river and how water travels to the sea.</p> <p>Conduct a study of the river and write a report.</p> <p>Visit either Lealholm river school or Danby Moors Centre.</p>

		<p>Documentaries</p> <ul style="list-style-type: none"> Use your camera's manual controls to change focus and exposure 	<ul style="list-style-type: none"> Use tools to crop, straighten, and improve your clips' colour and exposure. Set up and record an interview. Put together a rough edit of your story with transitions and slides. 	Create a documentary
Science	Living things and their habitats	<ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. 	<ul style="list-style-type: none"> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments. 	AFL will be used to gather a range of evidence from practical work and reporting including: <ul style="list-style-type: none"> Present an understanding of the life cycles of a range of animals (pictorially, drama or by creating a game)
Music				
PE		<p><i>Swimming.</i></p> <p><i>Outdoor adventurous activities on the beach.</i></p>	<p>See above.</p> <p>Activities to complete on the beach.</p> <ul style="list-style-type: none"> Catch a wild creature. Play beach rounders. Make beach bread (fire box). To identify the different types of waves. Be inspired for writing/write on the beach. Lay in the sea. Photograph the beach from different viewpoints. How has this place changed over time? Can you take salt out of the sea? 	<p>To work towards swimming a distance of 25 metres and/or work towards the next stage certificate.</p> <p>Beach school activities.</p>

		<i>Dance – Y5/6 summer term.</i>	<ul style="list-style-type: none">• Beginning to exaggerate dance movements and motifs (using expression when moving)• Demonstrates strong movements throughout a dance sequence.• Combines flexibility, techniques and movements to create a fluent sequence.• Moves appropriately and with the required style in relation to the stimulus.• <i>e.g using various levels, ways of travelling and motifs.</i>• Beginning to show a change of pace and timing in their movements.• Uses the space provided to his maximum potential.• Improvises with confidence, still demonstrating fluency across their sequence.• Modifies parts of a sequence as a result of self and peer evaluation.• Uses more complex dance vocabulary to compare and improve work.	Practise and perform a dance routine with dance teacher.
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