

WBJs Curriculum Coverage
Year 5



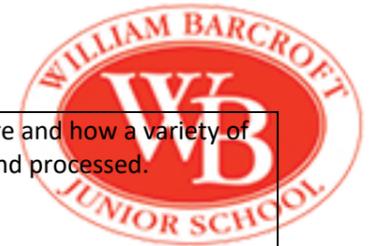
<u>Term</u>	<u>Autumn</u> <u>Making Discoveries</u>	<u>Spring</u> <u>Making Connections</u> <u>How did the Victorian Era push Britain into the Future?</u>	<u>Summer</u> <u>Making History</u>
History		A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. VICTORIANS	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. TUDORS
Geography		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Victorian Empire)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Science	<p><u>Earth and Space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><u>LINK FROM SPACE- FOCUS 2-3 WEEKS</u> <u>Y3 – Magnets</u> Notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</p>	<p><u>LINK FROM VICTORIANS – FOCUS 2-3 WEEKS</u> <u>y4 – Electricity</u> Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>y6 – electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><u>END OF TERM TOPIC 2-3 WEEKS</u> <u>Properties and changes of materials</u> 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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>

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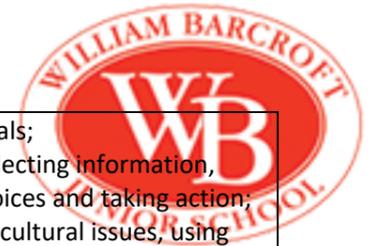
	<p>identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		
Art	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing.</p> <p>About great artists, architects and designers in history.</p> <p><u>Autumn 1 – skills focus</u> I can successfully draw 3D objects using marks and lines to produce texture and some simple shading I can use shading to create a mood or feeling I can express my emotions through my sketches</p> <p><u>Autumn 2 – artist focus and application of skills</u> I can use my sketchbook to adapt and improve my original ideas I can use my sketchbook to evaluate my own work I am discussing my work with my peers I am able to explain work from other periods of time I can explore and recognise work from other cultures</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including painting.</p> <p>About great artists, architects and designers in history.</p> <p><u>Spring 1 – skills focus</u> I can mix colours using only the primary colours I can create a range of moods in my painting I can express my emotions through my paintings</p> <p><u>Spring 2 – artist focus and application of skills</u> I can use my sketchbook to adapt and improve my original ideas I can use my sketchbook to evaluate my own work I am discussing my work with my peers I am able to explain work from other periods of time I can compare the work of different artists I am beginning to understand the different purposes behind art I can experiment with the styles of the different artists I have studied</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including sculpture.</p> <p>About great artists, architects and designers in history.</p> <p><u>Summer 1 – skills focus</u> I can use different materials to create a 3D model I can competently sculpt clay or other mouldable materials to create a 3D model I am beginning to understand, and make decisions about, the best choice of material for the effect I want to achieve</p> <p><u>Summer 2 – artist focus and application of skills</u> I can use my sketchbook to adapt and improve my original ideas I can use my sketchbook to evaluate my own work I am discussing my work with my peers I am able to explain work from other periods of time I am beginning to understand the different purposes behind art</p>
DT	<p><u>Electrical Systems</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-</p>	<p><u>Structures</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-</p>	<p><u>Food</u></p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>

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	<p>aided design. Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately . Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>aided design. Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately . Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<p>PSHE</p>	<p>E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>SEAL New Beginnings To work with and talk to everyone in my class; Know that I am valued at school; Understand how it feels to do or start something new, and why; Develop strategies to cope with uncomfortable feelings and to calm myself when necessary; Know how others may be feeling when they are in an unfamiliar situation and help them to feel valued and welcomed. Explain how I go about solving a problem and can give an example of a problem I have solved. Understand my rights and responsibilities in the school; Understand the need for rules in society and why we have the rules we do in school. CHIPS Lesson 1. New Beginnings: I know I am valued at school. I understand my rights and responsibilities at school</p> <p>SEAL Getting on and falling out Research, discuss and debate topical issues, problems and events; Reflect on spiritual, moral social and cultural issues, using imagination to understand other people’s experiences; Resolve differences by looking at alternatives, making decisions and explaining choices;</p>	<p>E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>SEAL Going for goals Recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Face new challenges positively by collecting information, looking for help, making responsible choices and taking action; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their points of view.</p> <p>SEAL Good to be me To talk and write about my opinions, and explain my views, on issues that affect myself and society; Recognise, as I approach puberty, how people’s emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way; Resolve differences by looking at alternatives, making decisions and explaining choices; Recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their point of view;</p>	<p>E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>SEAL Relationships Recognise my worth as individuals, by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals; Recognise, as I approach puberty, how people’s emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way (in the area of ‘embarrassment’); Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences; Know that my actions affect myself and others, to care about other people’s feelings and to try to see things from their points of view; To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships; To realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help; To recognise and challenge stereotypes.</p> <p>SEAL Changes To recognise my worth as an individual, by identifying positive things about myself and my achievements, seeing my mistakes,</p>

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	<p>Know that my actions affect myself and others, to care about other people's feelings and to try to see things from their points of view; Aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p> <p>CHIPS Lesson 2. Getting on and falling out: I know that sometimes difference can be a barrier to friendship I know how can feel to be excluded or treated badly because of being different in some way. Say no to bullying: I understand how rumour spreading and name calling can be bullying behaviours</p> <p>SEAL Say No To Bullying (13th -17th November 2017) Recognise my worth as an individual, by identifying positive things about myself and my achievements, mistakes, making amends and setting personal goals; Face new challenges positively; Realise the consequences of anti-social and aggressive behaviours; Reflect on spiritual, moral, social and cultural issues, using my imagination to understand other people's experiences; Resolve differences by looking at alternatives, making decisions and explaining choices; Recognise the different risks in different situations and then decide how to behave responsibly; Know that pressure to behave in an unacceptable or risky way can come from a variety of sources; Follow school rules about health and safety; Know that my actions affect myself and others, to care about other people's feelings and to try to see things from their points of view; Realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help; Recognise and challenge stereotypes; Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p> <p>CHIPS Lesson 3. Say no to bullying: I know some ways to encourage children who use bullying behaviours to make other choices</p>	<p>To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p>making amends and setting personal goals; To face new challenges positively by collecting information, looking for help, making responsible choices and taking action; To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; Know that my actions affect myself and others, to care about other people's feelings and to try to see things from their points of view; To think about the lives of people living in other places and times, and people with different values and customs; To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships; Know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Sex and Relationships Education wb: 11th June 2018 tbc To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p>
ICT	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and</p>

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	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	programs.	create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
RE (Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism)	<p>Explore how people express their beliefs through personal symbols and artefacts. Explain how artefacts and symbols express the beliefs of two different faith members.</p> <p>Be creative in showing how believers may express themselves through symbols and artefacts.</p> <p>Investigate the significance of religious festivals and rituals. Show understanding of the way participating in a festival may impact on the life of a faith member.</p> <p>Reflect and share how religious celebrations have an impact on the community.</p>	<p>Consider what motivates faith believers to get involved in different causes. Investigate the work of a religious charity.</p> <p>Explore the values that motivate people of faith to respond to a cause.</p> <p>Say why they think religions do charitable work.</p> <p>Give reasons why people may choose to make sacrifices to improve the lives of others.</p> <p>Explore commitment as demonstrated in the lives and work of significant people of faith. Explain why significant people of faith acted according to their commitments.</p> <p>Explain how people are inspired by actions of significant people of faith.</p>	<p>Explore how a person of faith may make a special journey. Compare key places of pilgrimage and identify why a faith member might go there.</p> <p>Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</p> <p>Reflect on the reasons a faith member may make a special journey.</p> <p>Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.</p> <p>Explore the diversity and significance of local religious places to faith groups and members of the community. Show understanding of what is sacred for believers in religious places.</p> <p>Explain the impact of a sacred place on believers.</p>
MFL	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Present ideas and information orally to a range of audiences*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally* and in</p>

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	<p>writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Describe people, places, things and actions orally* and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
PE	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Music	<p><u>Main Focus</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p><u>Ongoing Skills</u> .</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p><u>Main Focus</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p><u>Ongoing Skills</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p><u>Main Focus</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Develop an understanding of the history of music.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><u>Ongoing skills</u> Listen with attention to detail and recall sounds with increasing aural memory.</p>