

# The Whitchurch CE Federation

## Year 5



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Adventurous America	Savage Saxons	Vicious Vikings	Welcome Earthlings	Love Our Planet	On The Move

This is Me			
	SMSC Links	British Values Links	Christian Values Focus
Autumn Term 1	<p><b>Spiritual:</b> Reflect on Academy Christian Values RE lessons reflecting spiritual development throughout units, e.g., reflect on how the teachings about God's Kingdom relate to the issues, problems or opportunities in their own lives / the importance of sacrifice in the build up towards Easter and how it affects them.</p>	<p><b>Rule of Law</b> Following the Golden Rules Class Charter Living our Values / link to SBMAT PEACE values Following our rules for safety Coding activities (Computing) Fair tests – Science Rules around keeping the planet clean - greenhouse emissions, fly tipping etc. Mock trial for a character from the book 'The Hunter'. Discuss the criminal justice system.</p>	<p><b>CORE VALUE: Compassion</b></p> <p><b>BIG QUESTION:</b></p> <p><b>If you show someone kindness and care how does that make them feel? How do you think you would feel?</b></p>
Autumn Term 2	<p>Learning about different peoples' faiths, feelings and values - Christianity and Islam Participation in Collective Worship. Music lessons Performance in assemblies, Church services PSHE - mindfulness The wonder of nature – Niagara Falls</p>	<p><b>Individual liberty</b> Valuing views / opinions through pupil voice Reflecting during worship and at other times</p>	<p><b>CORE VALUE: Love</b></p> <p><b>BIG QUESTION:</b></p> <p><b>What did Jesus teach about love?</b></p>

	Response to art work – Hepworth Using imagination and creativity in art, English, DT- The Creative Me. Through comprehension activities, children will empathise with characters and compare to their own experiences.	Being listened to – ideas are acted on, opinions are taken into account Discuss what it means to 'have a voice' in the classroom. Discuss children's rights and why we have them. Children to come up with rights that they think they should have and why Choice of class reward, lunch choices, play mates and play based activities. E Safety –age appropriateness of apps. Freedom to take part in organised activities PSHE work – understand how to exercise rights safely Choice of extra-curricular activities	
<b>Spring Term 1</b>	<b>Moral:</b> Participation in Collective Worship reflecting on themes Food donations – link to food poverty. Create class charter of rules and behaviour for Good to Be Green. Discuss Golden Rules. Understanding consequences of behaviour Debate moral issues: explore and debate the moral implications of hunting/ What does being responsible for our environment mean? Was it right for women and girls to be responsible for the home and boys and men to be warriors in Viking times?	<b>Democracy</b> Voting to elect school council, house captains, pupil voice members. Democracy through history – Romans Behaviour rewards system based on votes Pupil voice questionnaires Curriculum voice group Restorative justice is used as part of our Behaviour policy Debate on moral and global issues	<b>CORE VALUE: Perseverance</b> <b>BIG QUESTION: Can failure ever be a good thing?</b>
<b>Spring Term 2</b>	Discuss space travel and what it would mean to meet intelligent life from another world. Explore whether humans should be spending money on reaching to the stars while earth is under threat of climate change and pollution, or whether we should be focusing on protecting and conserving our planet. Discuss conspiracy theories about the moon landings and how this could have a moral and cultural impact on the space race both in the 60s and now. The importance of recycling. Who is responsible for recycling? Should it be up to the people paid to deal with	<b>Mutual Respect and tolerance of those with different faiths and beliefs</b> Respecting each other's achievements e.g. observing each other during performances – gymnastics, dance Paired reading Talk partners Restorative justice through our behaviour policy Working in pairs / groups Sharing resources Discussing friendships, how we treat each other	<b>CORE VALUE: Responsibility</b> <b>BIG QUESTION:</b> <b>How do people in school show responsibility?</b>
<b>Summer Term 1</b>			<b>CORE VALUE: Creativity</b> <b>BIG QUESTION:</b> <b>What do you think is God's greatest creation?</b>
<b>Summer Term 2</b>			<b>CORE VALUE: Courage</b> <b>BIG QUESTION:</b> <b>Why do you think it is important to face up to what we find difficult?</b>

	<p>waste or is it up to everybody? Why do some people not recycle?  Social:  Plan recycling projects in their local community - meeting local residents and persuading them to support the school in recycling efforts.  Eco council  Anti-bullying - consequences of bullying  Shoe Box appeal to support our global community.  Railway safety  Opportunities for teamwork and inclusion  Fairtrade  Healthy Choices – looking after themselves</p> <p><b><u>Social</u></b>  Participate in community harvest festival, Christmas service, Easter Working with our Infant Academy and High School  Resolving conflict – PSHE, Behaviour Rules.  Participate in a range of class and school based activities with different pupils to aid their social skills development.  Group activities – English, Drama, PE, Dance, Music  E-safety – social networks  Christian Aid  Visits by PCSO  Enterprise Week</p> <p><b><u>Cultural:</u></b>  Christingle Service  Leading the Christmas Service  Remembrance Service  Cultural differences through History units – Saxons, Vikings.</p>	<p>RE lessons – Christianity and Islam  Discussing how Britain is an about multi-faith society and importance of respect of other people’s beliefs.  English texts and topic work  Celebrating Easter, Christmas  Consider the ‘Space Race’, could mutual respect could have helped USA and Russia meet a common goal faster, rather than competing against each other.</p> <p>Tolerance of those of different faiths and beliefs:</p> <p>-Children will explore themes of sacrifice and resurrection through RE. Links to other faiths will be explored and children will be encouraged to see similarities to our own beliefs, but that no single belief is the best option. Pupils will explore the tolerance of those of different faiths and beliefs. This will be combined with our RE unit of Islam.</p> <p>Pupils will discuss the importance of tolerance in a multi-faith society by exploring their own feelings and how they would react to being judged for their beliefs.</p> <p>During history unit of Baghdad, class discussion on similarities and differences of Islamic faith to Christianity.</p>	
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	Study of Baghdad in the early Islamic era. Study of North America.		
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<b>The Creative Me</b>			
	<b>Art &amp; Design</b>	<b>Music</b>	<b>Dance</b>
<b>Autumn Term 1</b>	<b>Typography &amp; Maps</b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<b>Charanga – model music curriculum</b> <b>Getting Started with Music Tech</b> How does music bring us together?	<b>America</b> Use famous landmarks to generate ideas, then focus on the South of this amazing continent –America. Colourful traditions, rich landscape and varied wildlife inspire all kinds of movement... (Dance Notes)
<b>Autumn Term 2</b>		<b>Charanga – model music curriculum</b> <b>Emotions and Musical Styles</b> How does music connect us with the past?	<b>Anglo Saxons</b> Learn how the Anglo Saxons lived. Imagine what their dwellings, work and pastimes were like. Then become warriors, defending your King and paying tribute to your many gods... (Dance Notes)
<b>Spring Term 1</b>	<b>Fashion Design</b> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	<b>Charanga – model music curriculum</b> How does music make the world a better place?	<b>The Vikings</b> Arriving on these shores in longships, the Vikings raided villages & worshiped many gods. Sure to evoke dramatic, dynamic and contrasting ideas, this topic will really get your pupils moving! (Dance Notes)
<b>Spring Term 2</b>		<b>Charanga – model music curriculum</b> How does music teach us about our community?	<b>Outer Space</b> What do we know about outer space? If we created a planet, what would it be like? How do aliens move? Pupils collaborate to physically explore these and other

			ideas... (Dance Notes)
<b>Summer Term 1</b>	<b>Architecture: Dream Big or Small?</b> Explore the responsibilities architects have to design us a better world. Make your own architectural model.	<b>Charanga – model music curriculum</b> How does music shape our way of life?	<b>Dance Through The Ages</b> Exploring dancing from the 1920s right up to the 1970s, using key music from each era.(Primary PE Passport)
<b>Summer Term 2</b>		<b>Charanga – model music curriculum</b> How does music connect us with our environment?	<b>Baghdad</b> Built on the river Tigris, in Iraq, Baghdad has a rich and exciting history. Children first represent the rivers Tigris and nearby Euphrates. They then explore how the city grew and subsequently came under attack. (Dance Notes)

<b>The Independent Me</b>				
<b>English</b>		<b>Geography</b>	<b>History</b>	<b>Languages</b>
<b>Autumn Term 1</b>	<p><b>Core text:</b> Queen of the Falls by Chris Van Allsburg Shared Reading texts: The boy who swam with piranhas by David Almond</p> <p><b>Writing outcome:</b> Recount writing To write a series of diaries about significant events in Annie Edson Taylor's life</p> <p><b>Greater depth writing outcome:</b> To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters e.g. Frank Russell or Fred Truesdale</p> <p><b>Linked text:</b> The boy who swam with piranhas by David Almond</p> <p><b>Pathways to Read:</b> Goodnight Stories for Rebel Girls by Elena Favilli</p> <p><b>Mastery focus:</b></p>	<p>Understand key geographical similarities and differences through the study of human and physical geography – a region in a European country, and a region within North or South America.</p> <p>North America -Niagara Falls and a European country.</p> <p>-Name and locate the countries of North and South America and compare to a European country.</p> <p>- Land use of Niagara Falls over time and a European country (Orienteering 6 figure grid references, symbols,</p>		<p><b>Pronouns and regular verbs</b> Create a regular verb booklet. Creating verb stem and look at endings. Regular verb endings.</p>

	Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Make comparisons within and across books	keys – Outdoor Adventurous Learning)		
<b>Autumn Term 2</b>	<p><b>Core text:</b> The Lost Happy Endings by Carol Ann Duffy</p> <p><b>Shared Reading texts:</b>Jinnie Ghost by Jane Ray and Berlie Doherty Hansel and Gretel by Neil Gaiman</p> <p><b>Writing outcome:</b> Fiction – Traditional Tale To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</p> <p><b>Greater depth writing outcome:</b> To write the traditional tale from a woodland creature's point of view who is also scared by the witch</p> <p><b>Linked text:</b> The Last Wild by Piers Torday</p> <p><b>Pathways to Read:</b> Hansel and Gretel by Neil Gaiman</p> <p><b>Mastery focus:</b> Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions Summarise main ideas from more than one paragraph, identifying key details</p>		<p>Britain's settlements by Anglo-Saxons and Scots. Scots invasion from Ireland to North Britain (now Scotland) Anglo-Saxon invasion, settlements and kingdoms: place names and village life</p> <p>The Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the confessor. Viking raids and invasion</p>	<p><b>The date</b> Months listening exercise Birthday reading exercise Birthday diary written exercise</p>
<b>Spring Term 1</b>	<p><b>Core text:</b> Arthur and the Golden Rope by Joe Todd-Stanton To write a myth: to create characters (heroes, villains and monsters) and settings</p> <p><b>Greater depth writing outcome:</b> To write a myth from a different character's point of view</p> <p><b>Linked text:</b> Myths of the Norsemen by Roger Lancelyn Green</p> <p><b>Pathways to Read:</b></p>	<p>Map work -Countries of Europe (where did they come from?) Use the eight points of a compass, four and six-figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the</p>		<p><b>Do you have a pet?</b> Oral class survey / interview on pets. Create pet ID card. Gender and changing an indefinite article to a definite</p>

	<p>Odd and the Frost Giants by Neil Gaiman</p> <p><b>Mastery focus:</b> Make comparisons within and across books Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Unites Kingdom and the wider world. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Aut1), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		<p>article.</p>
<p><b>Spring Term 2</b></p>	<p><b>Core text:</b> The Darkest Dark by Chris Hadfield <b>Writing outcome:</b> To write a formal biography about Chris Hadfield <b>Greater depth writing outcome:</b> To write a formal biography about Chris Hadfield including an extra section in informal first person <b>Linked text:</b> Cosmic by Frank Cottrell-Boyce <b>Pathways to Read:</b> Exploring Space by The Literacy Company Planet Unknown by Shawn Wang (film) <b>Mastery Focus:</b> Summarise main ideas from more than one paragraph, identifying key details Distinguish between fact and opinion Identify how language, structure and presentation contribute to meaning</p>		<p>Ancient Greece: A study of Greek life and achievements and their influence on the western world</p>	<p><b>Planets</b> Oral presentation on a planet/s. Create written piece on a planet/s Rules of adjectival agreement with planets and particularly colours.</p>
<p><b>Summer Term 1</b></p>	<p><b>Core text:</b> The Paperbag Prince by Colin Thompson <b>Writing outcome:</b> To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to</p>	<p>Identify and describe the physical and human features of regions of the UK  Name and locate</p>		<p><b>Me in the world</b> Activities encouraging the children to say what they are called, where</p>

	<p>home and schools)</p> <p><b>Greater depth writing outcome:</b> To write an oral presentation for a TV or online broadcast (vlog) as an expert</p> <p><b>Linked text:</b> The Last Wild by Piers Torday</p> <p><b>Pathways to Read:</b> The Last Wild by Piers Torday Rubbish - a look behind the scenes by The Literacy Company</p> <p><b>Mastery focus:</b> Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify how language, structure and presentation contribute to meaning</p>	<p>countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>Local field work study of Whitchurch land use, use of map skills.</p>		<p>they live, where they are from and what their favourite feast day is. Plus, what they do to protect the environment.</p> <p>Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..."</p> <p>Introduction to near future</p>
<b>Summer Term 2</b>	<p><b>Core text:</b> The Hunter by Paul Garaghty</p> <p>Outcome: Fiction – Adventure story <b>Writing outcome:</b> To write a narrative based on the structure of The Hunter by changing the characters, animal and setting</p> <p><b>Greater depth writing outcome:</b> To re-tell the story from the animal's point of view</p> <p><b>Linked text:</b> The Child's Elephant by Rachel Campbell-Johnston</p> <p><b>Pathways to Read:</b> African Tales: A Barefoot Collection by Gcina Mthlophe and Rachel Griffin</p> <p><b>Mastery focus:</b> Evaluate authors' language choice, including figurative language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify and discuss themes and conventions</p>		<p>Early Islamic civilization, including a study of Ancient Baghdad</p>	<p><b>Habitats/progressive</b></p> <p>Present orally on an animal, their adaptation and their habitat.</p> <p>Written presentations on an animal, their adaptation and their habitat.</p> <p>Verbs 'to grow' and 'to live' in full (fully conjugated) in the present tense</p>

The Inquisitive Me			
Maths	Science	Design Technology	Computing

<b>Autumn Term 1</b>	Number: Place value Number: Addition and subtraction Statistics	<b>Earth and Space</b> Describe movement of Earth, planets and moon. Explain day and night. Understand seasons and hemispheres of Earth		Online Safety Databases
<b>Autumn Term 2</b>	Number: Multiplication and division Measurement: Perimeter and area	<b>Chemistry</b> <b>Properties and changes of materials</b> Solids, liquids and gases Reversible and irreversible changes Understand difference between solution and mixture Separate solutions and mixtures Comparative and fair testing	<b>STRUCTURES:</b> Design and make a small-scale bird hide using simple joining methods to create frameworks using art straws, dowel and wood.  <i>Projects on a Page: Frame structures</i>	Coding
<b>Spring Term 1</b>	Number: Multiplication and division Number: Fractions	<b>Biology</b> <b>Living things and their habitats</b> 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.		Spreadsheets
<b>Spring Term 2</b>	Number: Fractions Number: Decimals and percentages	<b>Physics</b> <b>Harnessing Forces</b> Levers and pulleys Pushes and pulls Balanced and unbalanced forces	<b>MECHANISMS:</b> Use cams to make a space themed toy or model to explain an aspect of space.  <i>Projects on a page: Cams</i>	Games Creator
<b>Summer Term 1</b>	Number: Decimals	<b>Physics</b>		3D Modelling

	Geometry: Properties of shape	Gravity Air resistance Water resistance Friction		
<b>Summer Term 2</b>	Geometry: Position and direction  Measurement: Converting units  Measurement: Volume	<b>Biology</b> Understand animals and humans Investigate living things Work Scientifically Describe the changes as humans develop to old age Human reproductive organs Understand life cycles	<b>FOOD:</b>  Link visit to Sir John Talbot High School to complete a mini-topic, design and cook a meal.  <i>Projects on a Page:</i> <i>Celebrating culture and seasonality</i>	Concept Maps

<b>The Healthy Me</b>			
	<b>PE</b>	<b>RE</b>	<b>PSHE – Relationships Education</b>
<b>Autumn Term 1</b>	Games – Invasion games team building Outdoor Adventurous Activity (Orienteering 4 figure grid references, symbols, keys)	Understanding Christianity- God - What does it mean if God is holy and loving?  (RQ 9) What do people believe about God?	<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
<b>Autumn Term 2</b>	Games – Invasion games ball handling skills Gymnastics - floor	How do people express their faith through the arts?  (RQ 10) How is belief expressed through symbols and action?	<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

<b>Spring Term 1</b>	Gymnastics - apparatus Games – Striking and fielding	What are the five pillars of Islam?  (RQ 14) Why do people's belief and practice differ?	<b>Dreams and 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
<b>Spring Term 2</b>	Games – Net and Wall Dance – Outer Space	Understanding Christianity -Salvation - What did Jesus do to save human beings?  (RQ 7) How do people make sense of hardship and suffering? (RQ 12) How do people make sense of life and death?	<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
<b>Summer Term 1</b>	Athletics Swimming 1	What is the worldwide church?  (RQ 14) Why do people's practice and beliefs differ?	<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 SMARRT internet safety rules
<b>Summer Term 2</b>	Swimming 2 Dance - Baghdad	Understanding Christianity - Kingdom of God - What kind of king is Jesus? (RQ 13) Where do people's beliefs come from?	<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