

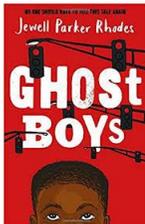
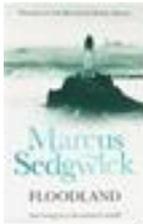
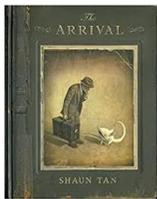


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	Autumn	Spring	Summer
Theme	WERE THE VIKINGS REALLY VICIOUS?	FARAWAY PLACES	DYNAMIC DURHAM
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community; caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
Experiential opportunities	Theatre Visit Gurdwara Potential Visitor/ VISIT for RE: Cloud Singh North East Sikh Service northeastsikhservice@hotmail.com		Visit to Redhills Miners Hall, Durham
Parental involvement	Times tables Spellings Reading	Times tables Spellings Reading Class assembly- The Shang Dynasty	Times tables Spellings Reading Class assembly- Marvellous mathematicians
English	Explanations- Life cycles (Science link) Non chronological report writing- Plastics (Science link) Non-chronological report Vikings Fact files on different beetles, creating glossaries for new terminology(Science link). Poetry - slam poetry Classic poetry	Report writing- Global Warming (Geography link) Persuasive letter writing Fair Trade (Geography link) Recount - Diary of a day in Maya (History link) Descriptive writing Mayan artefacts (History link) Report writing Mayan beliefs (History link) Poetry- poetic style	Explanations The route of a river (Geography link) Explanation text -Air resistance (Science link) Comparative reports Earth, Sun and Moon. (Science link) Biography -Neil Armstrong (Science/history link) Diary writing Tim Peake (Science) Debate Was space travel worth the cost? (Science link) Biography- Tommy Armstrong (history link)



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			Poetry Debate poems
<p>Quality texts</p>	<p>Ghost Boys</p> <p>In the current climate of youth, this is a timely novel for us to study. The story is narrated by Jerome, who has died after being shot by a police officer who thought he was holding a gun. The novel alternates between sections where Jerome is a ghost and sections where he is still alive. In this novel, we have the opportunity to study verb tenses. We can also look at first, second and third person. Children will develop their use of noun phrases. We will also compare and contrast the character of Jerome in the different phases of his life. We can also explore the idea of bullying and racial bias.</p>  <p>Characterisation Points of view Biography writing- Rosa Parks Writing in role Persuasive speeches- analyse Martin Luther King for persuasive writing. Links to Black History month</p> <p>The Boy in the Tower</p> 	<p>Floodland</p>  <p>To engage children with a story with which they will empathise</p> <ul style="list-style-type: none"> To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters To write with confidence for real purposes and audiences <p>Writing Outcomes</p> <ul style="list-style-type: none"> Letter writing Writing in role Poetry Persuasive speeches Free writing opportunities 	<p>Everything at Once</p> <p>This is a novel of humour and the atmosphere of school cloakrooms, corridors and classrooms. This encourages the children to relate to the real life experiences of school and their feelings and aspirations. We will investigate poetic form and the messages the poems convey. Children will also look at the deeper meaning of the poems using quotations as evidence. The children will listen to author reading his poems and consider how stylistic devices are used. The poet also uses different text types for impact. These poems are lively and imaginative using everyday experiences. We will aim to produce our own form of this book.</p> <p>The winner of the CLiPPA 2019</p>  <p>The Arrival</p>  <p>Outcomes: Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides Main Outcome: Extended own version narrative</p>



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	<p>Outcomes: Journalistic writing, formal letters, non-chronological reports</p> <p>Own version narrative (past and present tense)</p>				
Maths	<p>Lancashire Grid for Learning Curriculum 14 <i>The world's tallest buildings (Measures) (DT link)</i> <i>Mass and weight (Science link)</i> <i>Measurement of forces to overcome friction (Science link)</i> <i>Parachutes- Measures of time /area (Science link)</i> <i>Line graph of area against time (Science link)</i> <i>Populations (Geography link)</i> <i>Time zones (Geography link)</i></p>		<p>Lancashire Grid for Learning Curriculum 14 <i>Measures-cooking and nutrition (DT link)</i></p>		
Science	<p>Living things and their habitats I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals. Beetle Boy provides a nice way to link to work on classification of invertebrates</p>	<p>Properties and changes of materials I can 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 I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Animals including humans I can describe the changes as humans develop to old age. I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Science Stories Kensuke's Kingdom Pig Heart Boy Skills Discussing and Questioning: Identify what may be changed in an investigation. Use scientific vocabulary during discussions. Recording Charts and Graphs: Record results using stick and line graphs, with whole-number scales. Use a sensible range of results. Planning: Plan an investigation in detail, including what to measure/observe, how to record. When a fair test is involved, they identify the key factors to be considered. Evaluating Results: Make further predictions and test them. Scientists: looking at the part science has played in the</p>	<p>Forces and Motion I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Science through stories - See stem website</p> <p>The Tin Snail by Cameron McAllister provides a context for learning about forces and mechanisms, including levers, pulleys and gears.</p> <p>Skills Discussing and Questioning: Show awareness that there may</p>	<p>Earth and Beyond I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can 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>Science through stories - See stem website</p> <p>George's Secret Key to the Universe is a fun read and contains lots of factual sections for help with teaching about the solar system.</p>



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	<p>Recognise why it is important to collect data to answer questions. Use their experience to construct questions that can be investigated.</p> <p>Observing and Measuring: Take accurate measurements.</p> <p>Predicting: Predict outcomes, giving reasons based upon everyday experiences.</p> <p>Planning: Decide upon an appropriate approach.</p> <p>Interpreting Results: With help, start to identify simple patterns in results and graphs.</p> <p>Health and Safety: recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.</p>	<p>development of many useful things.</p>	<p>be a variety of ways to find the answer to a question. Identify questions that cannot be investigated.</p> <p>Choosing an Approach: Decide upon an appropriate approach to answer a scientific question.</p> <p>Fair Testing: Begin to realise that not all investigations involve fair testing.</p> <p>Identify which factors to keep the same.</p> <p>Interpreting Results: With help, start to identify simple patterns in results and graphs.</p> <p>Explain patterns using everyday language and knowledge.</p>
History	<p>NEW Were the Vikings really vicious? NEW</p> <p>Develop an awareness of the key features of the past, use dates and key terms as appropriate with increasing accuracy. Reinforce chronological knowledge. Ask questions about primary sources, make inference.</p> <p>Skills</p> <p>Begin to produce structured work, with some reference to historical vocabulary and some dates.</p> <p>Describe events and people.</p>	<p>Who was making history in faraway places in the year 1000 (Mayans)?</p> <p>The study of a non-European society that provides contrast with British history - Ancient Civilizations - (Mayans), and the achievements of this civilization.</p> <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Begin to offer explanations about why people in the past acted as they did and use a greater depth of historical knowledge.</p> <p>Skills</p> <p>Begin to select information from different historical sources to form an investigation.</p> <p>Use characteristics to identify changes within and across periods.</p> <p>Understand how some aspects from the past have been subject to different interpretations.</p>	<p>Local History Study - Who was Tommy Armstrong?</p> <p>To know key features of a local historic environment. To develop knowledge of a significant local individual. To introduce the role of mining in the community and examine the key features of an event (mining disaster).</p> <p>Skills</p> <p>Use skills gained to describe characteristic features of past societies and eras.</p> <p>Describe events and people.</p>



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<p>Geography</p>	<p>Where could we go? Fantastic Journeys around the world.</p> <p>Geographical knowledge of locations, places and their features physical geography at global scale including climate zones, biomes. Local knowledge - Longitude and Latitude, Equator, Time zones. Understanding of similarities and differences, interaction of people, processes and places: Interaction of climate with landscape and development. Role of climate in vegetation. Working like a geographer, use of geographical information from maps, atlases, globes: Use of world maps and globes to locate fantastic places via lines of longitude and latitude, use of photographs. Atlas use - with index and clear location markings. Working like a geographer, use of fieldwork and observational skills to observe, measure and record: Not a focus but supported by mapwork. Geographical communication: Annotation and description of photograph.</p>	<p>NEW- What shapes my world? Geographical knowledge of locations, places and their features, human and physical processes and key terminology: Locations, and places showing evidence of physical and human processes in shaping the landscape. Understanding of similarities and differences, interaction of people, processes and places: That physical processes have shaped and continue to alter the landscape and affect the lives of the people who live in different places. Examples could include weather, ice, coastal processes, human activity. Working like a geographer, use of geographical information from maps, atlases, globes: Use of atlases and globes. Use of a variety of sources of geographical information- text, photographs, satellite images. Working like a geographer, use of fieldwork and observational skills to observe, measure and record: not a focus of this unit but schools may want to pick up coastal, rivers or climate enquiry depending on prior learning of pupils. Ideas for river, coast and micro climate fieldwork is in the Durham planning guidance units. Geographical communication: annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in our writing.</p>	<p>Where has my food come from? Knowledge of locations, places and their features, human and physical processes and key terminology. Knowledge of land use patterns for farming in the UK and another area of the world. Distribution of natural resources including food. Economic activity including food production.</p> <p>Skills Begin to understand how physical and human processes can change the geographical and economic features of a location. Begin to comprehend how these changes can change the lives of people living there. Apply understanding, skills and knowledge acquired to study a range of places and environments</p>
<p>D.T.</p>	<p>To be expanded on/alterd by the Art Coordinator. Skill: Strengthening, Stiffening and Reinforcing Previous Learning: Shell structures and some strengthening techniques (eg. corrugating). Explore different buildings around the world, making observational sketches, and use these as inspiration to create a frame structure for a building of your design. Geography Link: Around the world. Art Link: Develops observation skills, sculpture and understanding of architects and designers in history. Math Link: Measuring angles of materials.</p>	<p>Skill: Weaving and Embroidery Previous Learning: Weaving (Yr1), 2D Shape to 3D Product Series of lessons on Mayan clothing/jewelry/costume design and craft. Use weaving techniques to combine materials. Use finishing techniques to add detail (embroidery using cross stitch and slip stitch [also, stem stitch, satin stitch, chain stitch and lazy daisy stitch, adding beads). Use tacking as a way to test a final design. History Link: Ancient Mayans</p>	<p>Skill: Pulleys, Gears and Levers Previous Learning: Sliders, Levers and Linkages. Explore how lever, pulley and gear mechanisms can be used to increase the effects of a force as part of the Squished Tomato challenge which looks at how food is grown by farmers on mountainsides in Nepal and makes a dangerous journey to get to community food markets. Suggested Workshop: CO2 Car Race - using aerodynamics, computer aided design and 3D printing to make race cars. Science Link: Forces, levers and pulleys. Geography Link: Where has my food come from? DT Link: Food - Know where and how a variety of ingredients are grown, reared, caught and processed.</p>



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Art and Design	Painting & Printing -		Textiles & Collage: Research and design a Maya costume.		Printing - fossils Drawing - observational drawings and develop section details. Peter Thorpe - space rocket art work. Learn about his work technique and methods. Screen print/chalk/paint Evaluate and analyse work.	
PE	Games Calling the Shots QCA Gymnastics Acrobatic Gymnastics QCA	Games Fives and Threes Durham Dance	Dance What's So Funny? Durham Gymnastics Assessing Level 3 / 4 Unit 5 Tasks 1 and 2 Durham	Games Runners Durham Gymnastics	Games What a Racket! Durham Athletics 3 Jump Challenge QCA	Dance OAA Crystal Star Challenge QCA
Music	Charanga Unit 1 and 2 Unit 1: Don't Stop Believin' (ROCK) Unit 2: Five Gold Rings (CHRISTMAS)		Charanga Unit Springs 1 : Classroom Jazz Charanga Unit Spring 2 : Benjamin Britten (Western Classical Music)		Charanga Summer 1 Stop! Charanga Summer 2 Reflect, Rewind and Replay	
R.E.	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue? What are the themes of Christmas?		What do Christians believe about God? Why is the Last Supper so important to Christians?		How are Jewish beliefs expressed in the home? Why do people use rituals today?	
MFL	Unit 10 Light Bulb Languages En route pour l'école On the way to school Unit 11 Bon appétit Food and drink Understanding instructions Giving instructions		Unit 12 Light Bulb Languages The planets Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs Unit 13 The Four Seasons		Unit 14 Light Bulb Languages Beach scene * Responding to a painting * Writing and performing a poem	
PHSCE/S MSC	Within class A new adventure and team. Classroom charters, rights and responsibilities/ aspirations and targets.		Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Bike ability training. Drugs Education		Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions Community - caring for others, social responsibility- promoting good manners and positivity- Cathedral Leaver's event and	



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	<p>Developing thinking skills and promoting fairness, equality and openness through P4C sessions Macmillan coffee afternoon</p> <p>Forgiveness and friendships We've Got Rights! It's up for debate! Involvement: working in secondary schools. Assemblies- see whole school assemblies programme 2018-2019</p>	<p>Legal and illegal drugs</p> <p>Involvement- secondary liaison, inter and intra school sporting events, school council, after school clubs. Assemblies- see whole school assemblies programme 2018-2019</p>	<p>performance.</p> <p>Safety First Emergency aid & services Weighing up the risk Is it safe? Money, Money, Money! How much could I earn? What is debt? What is credit? Involvement: secondary transfer, sporting events, after school clubs, Intergenerational Event. Assemblies- see whole school assemblies programme 2018-2019</p>
<p>Computing</p>	<p>Computer Science: Use customisation to change a working program to change its effect, for instance backgrounds and sprite in Scratch.</p> <p>Scratch - For Instance Build a Scene http://code-it.co.uk/goldscene where code is modified to have different effects. Or Helicopter Game http://code-it.co.uk/goldgame/</p> <p>Powerpoint- For instance to take a simple working hyperlinked presentation and to customise it by adding additional content and navigation.</p> <p>Microbit - For instance Snowflake Fall Can write a simple program to control an object. (Micro bits - intermediate) https://makecode.microbit.org/lessons</p> <p>Rapid Router - Code for Life - Levels 13-18</p> <p>IT: I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Computer Science - Uses loops to achieve goals Scratch - For instance Slug Trail http://code-it.co.uk/scratch/slugtrail/slugtrailoverview</p> <p>Microbit- For Instance, Rock Paper Scissors lesson</p> <p>Rapid Router- Code for Life- Levels 19 to 32</p> <p>IT: I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. I can analyse and evaluate information and data. Is able to enter data into a pre-prepared spreadsheet to answer simple questions. Look at geographical data in a spreadsheet - inputting trade amounts. Maths - collecting and inputting data.</p>	<p>Computer Science - Uses variables, conditional sentences (when/then), external triggers and loops to achieve set goals (creating game in Scratch, an interactive slides in Powerpoint or Keynote for instance to create an interactive story)</p> <p>Microbit - For Instance, temperature activity lesson</p> <p>Powerpoint - Create an interactive story (without using a template) which has different endings depending on the choices made.</p> <p>Scratch - Crab Maze http://code-it.co.uk/scratch/crabmaze</p> <p>IT: I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Can independently create and show a simple presentation e.g. PowerPoint.</p> <p>Independently, prepare an effective presentation to show their learning to others which includes some elements of timing</p>



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	<p>To be able to share their work from their personal folder to work collaboratively with others.</p> <p>For instance to collectively generate a presentation with each pupil, or groups of pupils creating slides which are then sequenced together. This could be done by using a shared folder on a network or sharing Keynote slides through Air Drop. This should be linked to work in other curriculum areas e.g. The Vikings, or a guided reading text.</p> <p>I can combine a variety of software to accomplish given goals on a range of digital devices.</p> <p>Can independently use a software package e.g. word or publisher to create a brochure or flier.</p> <p>Create a brochure on tourist attractions in London.</p> <p>Create a flier about different cities in the world.</p>		<p>or sequence. For instance in Keynote, Powerpoint, iMovie.</p> <p>Create and present a PowerPoint on the history of space travel.</p> <p>I can present data and information.</p> <p>Using software know how to add data into a prepared spreadsheet to answer simple questions. For instance using Excel</p>
<p>Online Safety</p>	<p>Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are.</p> <p>Know that it is irresponsible to share images of friends on-line without their permission.</p> <p>Know how to report concerns on-line.</p> <p>Play Like Share - CEOP https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</p> <p>What is Cyberbullying? Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/whats-cyberbullying</p> <p>Livestreaming - good and bad attention https://www.thinkuknow.co.uk/professionals/resources/livestreaming/</p>	<p>Know that a balance of online and offline activities is important to maintain good health.</p> <p>Common sense media - my media choices https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</p> <p>Effectively use a search engine to find multiple criteria using AND/OR to refine searches</p> <p>Google Search Lessons https://sites.google.com/site/gwebsearcheducation/lessonplans</p>	<p>Know how to compare information from different websites and know that some sites may show bias</p> <p>Trust Me https://www.lgfl.net/online-safety/trust-me</p> <p>Reliability of Websites www.allaboutexplores.com</p> <p>A Creators Rights and Responsibilities Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</p>