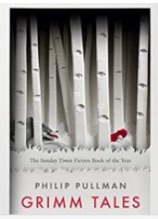
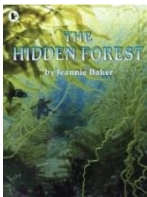





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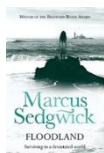
	Autumn	Spring	Summer
<b>Theme</b>	<b>WERE THE VIKINGS REALLY VICIOUS?</b>	<b>FARAWAY PLACES</b>	<b>DYNAMIC DURHAM</b>
<b>National and whole school events</b>	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance 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.
<b>Experiential opportunities</b>	Theatre Visit Gurdwara Potential Visitor/ VISIT for RE: Cloud Singh North East Sikh Service <a href="mailto:northeastsikhservice@hotmail.com">northeastsikhservice@hotmail.com</a>		<b>Visit to Redhills Miners Hall, Durham</b>
<b>Parental involvement</b>	Times tables Spellings Reading	Times tables Spellings Reading Class assembly- The Shang Dynasty	Times tables Spellings Reading Class assembly- Marvellous mathematicians
<b>English</b>	<b>Characterisation and story structure- Grimm Fairy Tales.</b> <b>Floodland- story telling and art work.</b>	<b>Research and information texts-The Hidden Forest</b> <b>Poetry and school visit to London- Overheard in a Tower Block.</b>	Diaries, letters, memory maps- Some Places More Than Others. Journalistic writing- The Three Little Pigs Project.
<b>Quality texts</b>	<b>Grimm Tales for Young and Old: Phillip Pullman.</b> 	<b>The Hidden Forest: Jeannie Baker.</b> 	<b>Some Places More Than Others: Renee Watson</b>  This novel explores the question 'What makes you you?' Opportunities for writing include diaries, letters, memory maps,



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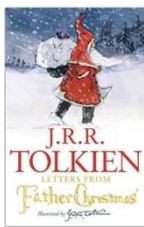
This novel will guide the children through a range of Grimm tales and look closely at the common characteristics. We will analyse the language, characterisation and common story structure across the many tales. Children will eventually work towards creating their own Grimm tale, planning a balance of dialogue and narrative. These stories will be used to create a class book.

### Floodland : Marcus Sedgwick



The novel will be used to encourage children to engage with a story with which they will empathise. They will explore themes and issues, responding with drama, story telling and art work. The children will also become familiar with the characters and write with confidence for an audience.

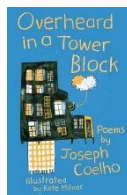
### Letters to father Christmas J.R.R. Tolkien



Every December an envelope bearing a stamp from the North Pole would arrive for J.R.R.Tolkien’s children. Inside would be a letter in strange spidery writing and a beautiful colour drawing. They were from Father Christmas telling tales of life at the North Pole. We will explore the features of these letters and research some of the information provided. Children will also have the opportunity to write their own letters.

Children start their exploration of this novel by creating a collage based upon the author’s art work. They will also create an advertisement for the book. They then move on to explore and record the main character’s feelings. After the receipt of a letter, they research ‘Giant Sea Kelp using the information to write a letter. A second letter results in an opposing view which leads to a debate involving Thought Tapping and modelled writing.

### Overheard in a Tower Block: Joseph Coelho



Recounting the childhood of a child living in a city block, many of these poems are sad or angry. This collection deals with a variety of current issues so that children can identify with issues which particularly resonate. Children will identify poetic and figurative language. Children will be taught the skill of summarising and look at words in context to identify meanings in detail.

recipe instructions, leaflets, poems and a biography. Children will also have the opportunity to mirror the Suitcase Project completed by Amara in the book.

### The Three Little Pigs Project.



We will use the 2012 Guardian ‘Three Little Pigs’ advert. This will give the children the opportunity to explore journalistic writing by identifying viewpoint and bias. It also looks at other writing requiring a stance or point of view from a particular angle. This will include a debate and a defence case for a lawyer. We will explore the role of active and passive in reported events.



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<p><b>Maths</b></p>	<p>See White Rose Overview : Autumn Term</p> <p>Place Value Addition and Subtraction Statistics Multiplication and Division Area and Perimeter The world's tallest buildings (Measures) (DT link) Mass and weight (Science link) Measurement of forces to overcome friction (Science link) Parachutes- Measures of time /area (Science link) Line graph of area against time (Science link) Populations (Geography link) Time zones (Geography link)</p>		<p>See White Rose Overview Spring Term</p> <p>Multiplication and Division Fractions Decimals and Percentages Consolidation Measures-cooking and nutrition (DT link)</p>		<p>See White Rose Overview Summer Term</p> <p>Decimals Properties of Shape Position and Direction Measurement- Converting Units Measurement Volume. Outdoor Maths Project.</p> <p>Distance of planets from the sun (Science link) Time - day and night (Science link) Lengths of rivers / heights of mountains (Geography link)</p>	
<p><b>Science</b></p>	<p><b><u>Animals inc. Humans</u></b></p> <p>- Describe the changes which occur as humans develop to old age.</p> <p>■ <b>Autumn 2.</b></p> <p><b><u>Living things and their habitats</u></b></p> <p>- Recognise that living things can be grouped in a variety of ways (moved from Year 4, Covid-19 Response)..</p> <p>- Explore and use classification keys to group, identify and name living things in the local and wider environment (moved from Year 4, Covid-19 Response).</p> <p>- Recognise that environments can change and that this can sometimes pose dangers to living things (moved from Year 4, Covid-19 Response).</p> <p>- Describe the life cycles of different animal groups.</p>	<p><b><u>Animals inc. Humans</u></b></p> <p>- Describe the changes which occur as humans develop to old age.</p> <p>■ <b>Autumn 2.</b></p>	<p><b><u>Properties and changes of materials</u></b></p> <p>- Compare and group materials on the basis of their properties.</p> <p>- Know that some materials will dissolve to form a solution and how to recover the substance.</p> <p>- Decide how mixtures might be separated.</p> <p>- Give reasons, based on fair testing, for the particular use of materials.</p> <p>- Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>- Explain that some changes (irreversible) result in the formation of new materials.</p> <p>■ <b>Autumn 2 and Spring 1.</b></p>	<p><b><u>Forces and Magnets (moved from Year 3, Covid-19 Response)</u></b></p> <p>- Compare how things move on different surfaces.</p> <p>- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>- Observe how magnets attract some materials and not others.</p> <p>- Compare and group materials based on whether they are magnetic.</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> <p>■ <b>Spring 2.</b></p>	<p><b><u>Forces and motion</u></b></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>■ <b>Summer 1.</b></p>	<p><b><u>Earth and beyond</u></b></p> <p>- 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>■ <b>Summer 2.</b></p>



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	<p>- Describe reproduction in plants and animals.</p>					
	<p><b>Autumn 1.</b></p> <p><b>Skills</b>  <b>Discussing and Questioning:</b> Recognise why it is important to collect data to answer questions. Use their experience to construct questions that can be investigated.  <b>Observing and Measuring:</b> Take accurate measurements.  <b>Predicting:</b> Predict outcomes, giving reasons based upon everyday experiences.  <b>Planning:</b> Decide upon an appropriate approach.  <b>Interpreting Results:</b> With help, start to identify simple patterns in results and graphs.  <b>Health and Safety:</b> 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><b>Skills</b>  <b>Discussing and Questioning:</b> Show awareness that there may be a variety of ways to find the answer to a question. Identify questions that cannot be investigated.  <b>Choosing an Approach:</b> Decide upon an appropriate approach to answer a scientific question.  <b>Fair Testing:</b> Begin to realise that not all investigations involve fair testing. Identify which factors to keep the same.  <b>Interpreting Results:</b> With help, start to identify simple patterns in results and graphs. Explain patterns using everyday language and knowledge.</p>	
<p>History</p>	<p>NEW <b>Were the Vikings really vicious? NEW</b></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><b>Skills</b>          Begin to produce structured work, with some reference to historical vocabulary and some dates.          Describe events and people.</p>	<p><b>Who was making history in faraway places in the year 1000 (Mayans)?</b></p> <p>The study of a non-European society that provides contrast with British history - Ancient Civilizations - (Mayans), and the achievements of this civilization.          Understand that the past is represented and interpreted in different ways and give reasons for this.          Begin to offer explanations about why people in the past acted as they did and use a greater depth of historical knowledge.</p> <p><b>Skills</b>          Begin to select information from different historical sources to form an investigation.          Use characteristics to identify changes within and across periods.          Understand how some aspects from the past have been subject to different interpretations.</p>	<p><b>Local History Study - Who was Tommy Armstrong?</b></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><b>Skills</b>          Use skills gained to describe characteristic features of past societies and eras.          Describe events and people.</p>			



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<p><b>Geography</b></p>	<p><b>Where could we go? Fantastic Journeys around the world.</b></p> <p><b>Geographical knowledge of locations, places and their features</b> physical geography at global scale including climate zones, biomes. Local knowledge - Longitude and Latitude, Equator, Time zones. <b>Understanding of similarities and differences, interaction of people, processes and places:</b> Interaction of climate with landscape and development. Role of climate in vegetation. <b>Working like a geographer, use of geographical information from maps, atlases, globes:</b> 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. <b>Working like a geographer, use of fieldwork and observational skills to observe, measure and record:</b> Not a focus but supported by mapwork. <b>Geographical communication:</b> Annotation and description of photograph.</p>	<p><b>NEW- What shapes my world?</b> 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. <b>Understanding of similarities and differences, interaction of people, processes and places:</b> 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. <b>Working like a geographer, use of geographical information from maps, atlases, globes:</b> Use of atlases and globes. Use of a variety of sources of geographical information- text, photographs, satellite images. <b>Working like a geographer, use of fieldwork and observational skills to observe, measure and record:</b> 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. <b>Geographical communication:</b> annotation of photographs, geographical descriptions of features and places, using and referring to geographical resources in our writing.</p>	<p><b>Where has my food come from?</b> 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><b>Skills</b> <b>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</b></p>
<p><b>D.T.</b></p>	<p>To be expanded on/alterd by the Art Coordinator. <b>Skill:</b> 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><b>Skill:</b> 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><b>Skill:</b> 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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<b>Art and Design</b>	<b>Painting &amp; Printing -</b>		<b>Textiles &amp; Collage:</b> Research and design a Maya costume.		<b>Printing - fossils</b> <b>Drawing -</b> 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.	
<b>PE</b>	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
<b>Music</b>	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	
<b>R.E.</b>	<b>Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?</b> 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?	
<b>MFL</b>	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	
<b>PHSCE/S MSC</b>	<b>Within class</b> <b>A new adventure and team.</b> Classroom charters, rights and responsibilities/ aspirations and targets.		<b>Within class</b> Developing thinking skills and promoting fairness, equality and openness through P4C sessions Bike ability training. <b>Drugs Education</b>		<b>Within class</b> 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><b>Forgiveness and friendships</b>  <b>We've Got Rights!</b>  <b>It's up for debate!</b>  <b>Involvement:</b> working in secondary schools.  <b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>	<p>Legal and illegal drugs</p> <p><b>Involvement-</b> secondary liaison, inter and intra school sporting events, school council, after school clubs.  <b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>	<p>performance.</p> <p><b>Safety First</b>  Emergency aid &amp; services  Weighing up the risk  Is it safe?  <b>Money, Money, Money!</b>  How much could I earn?  What is debt? What is credit?  <b>Involvement:</b> secondary transfer, sporting events, after school clubs, Intergenerational Event.  <b>Assemblies-</b> see whole school assemblies programme 2018-2019</p>
<p><b>Computing</b></p>	<p><b>Computer Science:</b>  Use customisation to change a working program to change its effect, for instance backgrounds and sprite in Scratch.</p> <p><b>Scratch</b> - For Instance Build a Scene <a href="http://code-it.co.uk/goldscene">http://code-it.co.uk/goldscene</a> where code is modified to have different effects. Or Helicopter Game <a href="http://code-it.co.uk/goldgame/">http://code-it.co.uk/goldgame/</a></p> <p><b>Powerpoint-</b> For instance to take a simple working hyperlinked presentation and to customise it by adding additional content and navigation.</p> <p><b>Microbit</b> - For instance Snowflake Fall  Can write a simple program to control an object. (Micro bits - intermediate) <a href="https://makecode.microbit.org/lessons">https://makecode.microbit.org/lessons</a></p> <p>Rapid Router - Code for Life - Levels 13-18</p> <p><b>IT:</b>  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><b>Computer Science -</b>  Uses loops to achieve goals  Scratch - For instance Slug Trail  <a href="http://code-it.co.uk/scratch/slugtrail/slugtrailoverview">http://code-it.co.uk/scratch/slugtrail/slugtrailoverview</a></p> <p>Microbit- For Instance, Rock Paper Scissors lesson</p> <p>Rapid Router- Code for Life- Levels 19 to 32</p> <p><b>IT:</b>  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 <b>geographical data in a spreadsheet - inputting trade amounts.</b>  <b>Maths - collecting and inputting data.</b></p>	<p><b>Computer Science -</b>  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 <a href="http://code-it.co.uk/scratch/crabmaze">http://code-it.co.uk/scratch/crabmaze</a></p> <p><b>IT:</b>  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. <a href="#">The Vikings</a>, or a <a href="#">guided reading text</a>.</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><a href="#">Create a brochure on tourist attractions in London.</a></p> <p><a href="#">Create a flier about different cities in the world.</a></p>		<p>or sequence. For instance in Keynote, Powerpoint, iMovie.</p> <p><a href="#">Create and present a PowerPoint on the history of space travel.</a></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><b>Online Safety</b></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  <a href="https://www.thinkuknow.co.uk/professionals/resources/play-like-share/">https://www.thinkuknow.co.uk/professionals/resources/play-like-share/</a></p> <p>What is Cyberbullying? Common Sense Media  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/whats-cyberbullying">https://www.commonsense.org/education/digital-citizenship/lesson/whats-cyberbullying</a></p> <p>Livestreaming - good and bad attention  <a href="https://www.thinkuknow.co.uk/professionals/resources/livestreaming/">https://www.thinkuknow.co.uk/professionals/resources/livestreaming/</a></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  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices">https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</a></p> <p>Effectively use a search engine to find multiple criteria using AND/OR to refine searches</p> <p>Google Search Lessons  <a href="https://sites.google.com/site/gwebsearcheducation/lessonplans">https://sites.google.com/site/gwebsearcheducation/lessonplans</a></p>	<p>Know how to compare information from different websites and know that some sites may show bias</p> <p>Trust Me <a href="https://www.lgfl.net/online-safety/trust-me">https://www.lgfl.net/online-safety/trust-me</a></p> <p>Reliability of Websites <a href="http://www.allaboutexplores.com">www.allaboutexplores.com</a></p> <p>A Creators Rights and Responsibilities Common Sense Media  <a href="https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities">https://www.commonsense.org/education/digital-citizenship/lesson/a-creators-rights-and-responsibilities</a></p>