

Year 5 2020-2021						
Enrichment	All About Me Whole School Museum	What did they do for me?  Produce and publish a book	From Local to Global  Whole School Information Centre	Time Travellers  Performance	Show What You Grow  Whole School Picnic/Farmers Market	Heal the World
<p><b>Y4 CEW Catch Up:</b> Consider, difficult, experience, forward, forwards, occasion, occasionally, position, ordinary, regular.</p> <p><b>Autumn</b> Warrington Museum and local walk</p> <p><b>Spring</b> Jodrell Bank or Formby beach - field work.</p> <p><b>Summer</b> Synagogue or Gurdwara?</p>	<p><b>English:</b> Street Child</p> <p><u>Final Outcome</u> Fiction: Diary entry Non-Fiction: Non Chronological report: Victorian children</p> <p><u>Incidental writing:</u> Character description Setting description Discussion</p> <p><u>Mastery Focus</u> Relative clauses Modal verbs Sentence openers - ed clauses, prepositional clauses, ing verbs. Adverbials of time</p> <p><u>Incidental Focus</u> Expanded noun phrases Similes Fronted adverbials</p> <p><b>CEW:</b> accommodate, category, determined, forty, marvellous, programme, soldier, ancient, conscience,</p>	<p><b>English:</b> The Highwayman</p> <p><u>Final Outcome:</u> Fiction - Narrative (from another point of view) Non-Fiction - Discussion</p> <p><u>Incidental writing:</u> Persuasive Letter Setting description Diary entry</p> <p><u>Mastery Focus</u> Metaphors, similes and onomatopoeia. Adverbials of tense, time, place and number. Cohesion</p> <p><u>Incidental Focus</u> Emotive language Expanded noun phrases Figurative language</p> <p><b>CEW:</b> accompany, cemetery, develop, frequently, mischievous, pronunciation,</p>	<p><b>English:</b> The darkest dark</p> <p><u>Final Outcome:</u> Fiction - Recount Non-fiction: Biography</p> <p><u>Incidental writing:</u> Setting description Information texts Direct Speech</p> <p><u>Mastery Focus</u> Parenthesis Complex sentences Adverbials of time and place.</p> <p><u>Incidental focus</u> Noun Phrases Cohesion Relative clauses Inverted commas</p> <p><b>CEW:</b> according, committee, dictionary, government, muscle, queue, sufficient, appreciate, controversy, especially, immediately, opportunity, rhythm, twelfth, prejudice,</p>	<p><b>English:</b> There's a boy in the girls bathroom</p> <p><u>Final Outcome:</u> Fiction: Diary entry Non-Fiction: Play- script</p> <p><u>Incidental writing:</u> Character description x2 Instructions</p> <p><u>Mastery Focus</u> Adverbials of time and place. Adverbs of possibility Using commas to clarify meaning and avoid ambiguity.</p> <p><u>Incidental focus</u> Sentence openers - ing verbs, adverbs, similes Modal verbs Parenthesis</p> <p><b>CEW:</b> achieve, communicate, disastrous, guarantee, necessary, recognise, suggest, attached, convenience,</p>	<p><b>English:</b> Manfish</p> <p><u>Final Outcome:</u> Fiction: Biography using poetry Non-fiction: Non-Chronological report: Animals</p> <p><u>Incidental writing:</u> Interview Cartoon Setting description</p> <p><u>Mastery Focus</u> Parenthesis Similes, metaphors and onomatopoeia Relative clauses</p> <p><u>Incidental focus</u> Sentence types Cohesion Adverbials of number and tense Modal verbs</p> <p><b>CEW:</b> aggressive, community, embarrass, harass, neighbour, recommend, symbol, available, correspond, excellent,</p>	<p><b>English:</b> Lost Happy Endings</p> <p><u>Final Outcome:</u> Fiction: Retelling of a traditional tale Non-Fiction: Explanation text: fairy tale origins</p> <p><u>Incidental Writing:</u> Forest Poetry Poetry for performance Mini-fairy tale</p> <p><u>Mastery Focus</u> Adverbs of possibility Adverbials of tense, time, number and place. Text cohesion Personification</p> <p><u>Incidental Focus</u> Noun phrases Prepositions Similes, metaphors, personification and onomatopoeia</p> <p><b>Y5 objective - Perform a composition</b></p> <p><b>CEW:</b></p>

<p>equipment, identity, occupy, restaurant, temperature, awkward, curiosity, sincere.</p> <p><u>Whole class guided read:</u> Cogheart by Peter Bunzl.</p> <p><b>Oak Academy Units:</b> Mixed Outcomes: How to train your dragon (40 lessons) Reading: Street Child (5 lessons)</p>	<p>stomach, apparent, conscious, equipped, immediate, occur, rhyme, thorough, explanation, language, bruise.</p> <p><u>Whole class guided read:</u> Cogheart by Peter Bunzl</p> <p><b>Oak Academy Units:</b> Narrative: The Highwayman (25 lessons) Persuasion: School Uniform (10 lessons)</p>	<p>signature, desperate.</p> <p><u>Whole class guided read:</u> Cosmic - Frank Cottrell Bryce</p> <p><b>Oak Academy Units:</b> Narrative: Oliver Twist (30 lessons) Biographical Writing: Inspirational Figures (10 lessons)</p>	<p>exaggerate, individual, parliament, sacrifice, variety, yacht, bargain, foreign.</p> <p><u>Whole class guided read:</u> Cosmic - Frank Cottrell Bryce</p> <p><b>Oak Academy Units:</b> Narrative: The Piano (15 lessons) Narrative: Macbeth (20 lessons)</p>	<p>interfere, persuade, secretary, vegetable, definite, familiar, lightning.</p> <p><u>Whole class guided read:</u> The Explorer by Katherine Rundell</p> <p><b>Oak Academy Units:</b> NC Report: Wildcats (15 lessons) reading: The Witches (5 lessons)</p>	<p>amateur, competition, environment, hindrance, nuisance, relevant, system, average, criticise, existence, interrupt, physical, shoulder, vehicle, leisure, privilege, profession, sincerely.</p> <p><u>Whole class guided read:</u> The Explorer by Katherine Rundell</p> <p><b>Oak Academy Units:</b> Poetry: The Listeners (5 lessons) Reading: Holes (5 lessons)</p>
<p><b>Maths:</b> <b>Unit 1: Place value within 100,000</b> 8 Lessons WRM R: Place Value (3 lessons)</p> <p><b>Unit 2: Place value within 1,000,000</b> 8 Lessons</p> <p><b>Unit 3: Addition and subtraction</b> 10 Lessons WRM R: Add/Subtract (4 lessons)</p>	<p><b>Maths:</b> <b>Unit 4: Graphs and tables</b> 5 Lessons WRM R: Graphs and Tables (3 lessons)</p> <p><b>Unit 5: Multiplication and division (1)</b> 10 Lessons WRM R: Multiplication and Division (8 lessons)</p> <p><b>Unit 6: Measure - area and perimeter</b> 7 Lessons</p>	<p><b>Maths:</b> <b>Unit 7: Multiplication and division (2)</b> 11 Lessons</p> <p><b>Unit 8: Fractions (1)</b> 8 Lessons WRM R: Fractions (4 lessons)</p> <p><b>Unit 9: Fractions (2)</b> 12 Lessons</p>	<p><b>Maths:</b> <b>Unit 10: Fractions (3)</b> 7 Lessons</p> <p><b>Unit 11: Decimals and percentages</b> 12 Lessons</p>	<p><b>Maths:</b> <b>Unit 12: Decimals</b> 15 Lessons</p> <p><b>Unit 13: Geometry - properties of shapes (1)</b> 7 Lessons WRM R: Shape (3 lessons) WRM R: Angles (4 lessons)</p> <p><b>Unit 14: Geometry - properties of shapes (2)</b> 5 Lessons</p> <p><b>Unit 15: Geometry - position and direction</b> 4 Lessons WRM R: Position and Direction (2 lessons)</p>	<p><b>Maths:</b> <b>Unit 16: Measure - converting units</b> 10 Lessons WRM R: Measure (4 lessons)</p> <p><b>Unit 17: Measure - volume and capacity</b> 4 Lessons</p>
<p><b>Science:</b></p> <p><u>Forces</u></p> <ul style="list-style-type: none"> <li>Explain that unsupported</li> </ul>	<p><b>Science:</b></p> <p><u>Mechanisms</u></p> <p><a href="http://www.schoolsofkingedwardvi.co.uk/ks2-science-year-5-5c">/www.schoolsofkingedwardvi.co.uk/ks2-science-year-5-5c</a></p>	<p><b>Science:</b></p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other</li> </ul>	<p><b>Science:</b></p> <p><u>Materials - properties:</u> <u>reversible/irreversible</u></p>	<p><b>Science:</b></p> <p><u>Life Cycles/Processes</u> <u>Missed Year 4</u> <u>Objective:</u></p>	<p><b>Science:</b></p> <p><u>Animals and humans - changing bodies</u></p>

	<p>objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul> <p><u>Working scientifically</u> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p><u>Type of enquiry - Comparative and fair testing</u></p> <p><u>Links to prior learning</u> Link to Y3 Forces and magnets Observation and grouping of magnets and the understanding of what a force is and how forces connect with two objects.</p>	<p>forces-simple-machines/</p> <ul style="list-style-type: none"> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><u>Working scientifically</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><u>Type of enquiry - Identifying and classifying</u></p> <p><u>Links to prior learning</u> Link to Y5 Forces Science topic. Pulleys and gears DT topic.</p>	<p>planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><u>Working scientifically</u> Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><a href="http://www.bbc.com/bitesize/articles/z9brcw">www.bbc.com/bitesize/articles/z9brcw</a></p> <ul style="list-style-type: none"> <li>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</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul> <p><u>(Use the above objectives as a hook/starter lesson)</u></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><u>Working Scientifically</u> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><u>Type of enquiry - Research - life cycles of animals, Jane Goodall</u></p> <p><u>Identifying and Classifying - similarities and</u></p>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><u>Working Scientifically:</u> SPEAK TO LISA J ABOUT WORKING WITH CHICKS</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><u>Type of enquiry - Pattern Seeking, Observation over time</u></p> <p><u>Links to prior learning</u> Link to Y2 Humans How offspring grow into adults.</p>
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	<p><b>Oak Academy Unit:</b> <b>Forces (6 lessons)</b></p>		<p><i>Type of enquiry - Pattern seeking</i></p> <p><i>Links to prior learning</i>  <a href="#">Link to Y2 Significant people</a>  Neil Armstrong  <a href="#">Link to Y3 Light and sound</a>  Light and dark  How shadows are formed  <a href="#">Link to Y5 The darkest dark English topic</a></p> <p><b>Oak Academy Unit:</b> <b>Earth and Space (6 lessons)</b></p>	<p>including through filtering, sieving and evaporating.</p> <ul style="list-style-type: none"> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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</li> </ul>	<p><i>differences in life cycles.</i></p> <p><i>Links to prior learning</i>  <a href="#">Link to Y2 Humans - lifecycles.</a>  How offspring grow to adults.  <a href="#">Link to Y3 Plants</a>  Life cycle of plants including pollination, seed formation and seed dispersal.</p>	
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burning and the action of acid on bicarbonate of soda.

Working scientifically

Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs

Take measurements, using a range of scientific equipment, with increasing accuracy and precision.

Type of enquiry -  
Observation over time

Links to prior learning

Link to Y1 Everyday materials

Identifying and grouping of everyday materials. Describing simple properties.

Link to Y2 Identifying and classifying everyday materials.

Suitability of materials for different uses

Link to Y3 Rocks and Fossils

Comparing and

				<p>grouping of rock by properties as well as magnetic forces.  <a href="#">Link to Y4 States of matter.</a>          Conductors and insulators. Solids, liquids and gases, the water cycle and reversible changes.</p> <p><b>Oak Academy Unit:</b>  <b>Physical and Chemical Changes (6 lessons)</b>  <a href="#">Located in Y6</a></p>		
<p>See <a href="#">bbc bitesize</a> for coastal erosion</p>	<p><b>History/Geography:</b>  <u>'How Warrington has changed since the Victorian times.'</u>  <u>Bridge Street from 1066 in the Victorian Period to Bridge Street now.</u> (This extends children's chronological knowledge beyond 1066)</p> <p><u>How has Warrington changed since the Victorian times?</u></p> <ul style="list-style-type: none"> <li>• Use sources of evidence</li> <li>• Identify continuity and change in the history of the location of school</li> </ul>	<p><b>History/Geography:</b>  <u>Crime and Punishment- Changes in society to modern day</u></p> <p><u>What do we mean by crime and punishment and what have been some of its main features over time?</u></p> <ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Describe the main changes in a period of history</li> <li>• Understand the concepts of</li> </ul>	<p><b>History/Geography:</b>  <u>Regional Geography: Coastal Erosion - Formby/Crosby</u></p> <p><u>What problems might we face from living near Formby and Crosby beach?</u></p> <p><a href="https://www.nationaltrust.org.uk/formby/features/shifting-shores-at-formby#">https://www.nationaltrust.org.uk/formby/features/shifting-shores-at-formby#</a></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around</li> </ul>	<p><b>History/Geography:</b>  <u>Mayan Civilisation: A study to contrast the history of Mayan culture with that of Britain</u></p> <p><u>Are the Maya just like us?</u></p> <ul style="list-style-type: none"> <li>• To investigate and interpret the past</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to</li> </ul>	<p><b>History/Geography:</b>  <u>Also see Creative Steps Dance South America Year 5</u>  <u>South American Comparisons</u></p> <p><u>What are the similarities and differences in features across South America?</u></p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Human geography - settlements, land use, economic activity.</li> <li>• Understand geographical similarities and differences.</li> </ul>	<p><b>History/Geography:</b>  <u>Global Issues - interconnections and interdependence</u></p> <p><u>How are we connected to and dependent on others across the world?</u></p> <ul style="list-style-type: none"> <li>• Describe how countries of a geographical region are interconnected and interdependent.</li> </ul> <p><u>Cross Curricular: News Report - interviews etc (written evidence needed alongside)</u></p> <p><u>Links to prior learning</u>  <a href="#">Link to Y1 continents</a></p>

	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (Social/religious/technological)</li> <li>Identify periods of rapid change and contrast</li> <li>Understand concepts of continuity and change over time</li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past</li> <li>Use original ways to present information and ideas.</li> </ul> <p><u>Cross Curricular:</u> Letter - Living in Bridge Street then</p> <p><u>Links to prior learning</u> <a href="#">Link to Y1 Homes</a> Types of housing in local area <a href="#">Link to Y2 Local area</a> Geography of school area and local area walk. <a href="#">Link to Y3</a> Geography - Our changing town.</p>	<p>continuity and change over time, representing them, along with evidence, on a time line</p> <ul style="list-style-type: none"> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> </ul> <p><u>Cross Curricular:</u> <u>Explanation text of the different punishments.</u></p> <p><u>Links to prior learning</u> <a href="#">Link to Y4</a> Roman Empire Anglo-Saxons Vikings</p>	<p>the world are changing and explain some of the reasons for change.</p> <ul style="list-style-type: none"> <li>Identifying human and physical characteristics, and understand how some of these aspects have changed over time.</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul> <p><u>Cross Curricular:</u> <u>Comparative text</u></p>	<p>questions about the past.</p> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>Cross Curricular:</u> <u>Persuasive writing - Advertisement</u> <a href="#">Link to DT.</a></p> <p><u>Links to prior learning</u> <a href="#">Link to Y2 Rainforests</a> Human and physical features and weather. <a href="#">Link to Y5</a> <a href="#">Link to Art and DT</a> topics. <a href="#">Science link - Plants and animals</a></p> <p><b>Oak Academy Unit:</b> <b>North America (4 lessons)</b> <b>South America (4 lessons)</b></p>	<p><u>Cross Curricular:</u> <u>South American food - instructional writing</u></p> <p><u>Links to prior learning</u> <a href="#">Link to Y2</a> Rainforests - physical features and weather. <a href="#">Link to Y4 Rivers</a> Amazon river <a href="#">Link to Y5</a> Maya</p>	<p>Capital cities, continents and oceans <a href="#">Link to Y2 and Y3</a> Comparison of EU and non-EU countries. <a href="#">Link to Y3 Recycling</a> How recycling affects the world. <a href="#">Link to Y4 Climate change</a> Effects of climate change. Biomes, vegetation belts, equator, hemispheres and tropic of cancer. How to use compasses.</p> <p><b>Oak Academy Unit:</b> <b>Hemispheres and tropics (3 lessons)</b> <b>Energy and Sustainability (6 lessons)</b></p>
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	Importance of River Mersey, Industrial Revolution and Manchester Ship Canal.		<p><u>Links to prior learning</u>  <a href="#">Link to Y3 Fossils and rocks</a> Types/properties of rocks.  <a href="#">Link to Y4 Rivers</a> Water cycle, rivers eroded into valleys.</p> <p><b>Oak Academy Unit:</b>  <b>Local Fieldwork(10 lessons)</b></p>			
	<p>RE: <a href="#">Islam</a> - Should religious teachings affect our laws today?  <b>Oak Academy Unit:</b>  <b>Islam (10 lessons)</b>  <i>Located in Y4</i></p>	<p>RE: <a href="#">Christianity</a> - What different types of writing and stories are important to Christianity?</p>	<p>RE: <a href="#">Christianity</a> - What guidance should we follow?</p>	<p>RE: <a href="#">Christianity</a> - Jesus - What do religious texts and teachings say about God and human lives?</p>	<p>RE: <a href="#">Judaism</a> - What can we learn from the way Jews treat their scriptures?</p>	<p>RE: <a href="#">Sikh</a> - Why do people follow sacred books?</p>
	<p>Art/DT:</p> <p>Drawing <u>skills</u></p> <ul style="list-style-type: none"> <li>Victoria Buildings</li> </ul>	<p>Arts/DT:</p> <p>Pulleys and Gears</p> <p>DT Project (Cross- curricular link with Science)</p>	<p>Arts/DT:</p> <p>Painting</p> <p>Peter Thorpe key artist link with space topic.</p> <p>PAN - 'Same but different'</p>	<p>Art/DT:</p> <p>Food</p> <p>Celebrating culture and seasonality- history link</p> <p>Art Digital media linked to DT/History</p>	<p>Art/DT:</p> <p>Key artist- Beatriz Milhazes Collage unit</p>	<p>Art/DT:</p> <p>Textiles art and DT Joining materials</p>
	<p>Computing:</p> <p>Online Safety Concept Maps</p>	<p>Computing:</p> <p>Statistics</p>	<p>Computing:</p> <p>Game Creator</p>	<p>Computing:</p> <p>Spreadsheets</p>	<p>Computing:</p> <p>Databases</p>	<p>Computing:</p> <p>Logo</p>
	<p>PE:</p> <p>Real PE Unit 6</p> <p>Striking and fielding - Kwik Cricket</p>	<p>PE:</p> <p>Real PE Unit 5</p> <p>Invasion games - Quicksticks</p>	<p>PE:</p> <p>Real PE Unit 2</p> <p>Dance - Creative steps: Push, pull, go</p>	<p>PE:</p> <p>Real PE Unit 1</p> <p>Net and wall - Badminton</p>	<p>PE:</p> <p>Real PE Unit 4</p> <p>Athletics.</p>	<p>PE:</p> <p>Real PE Unit 3</p> <p>Gymnastics</p>
	<p>PSHE:</p>	<p>PSHE:</p> <p>Feelings</p>	<p>PSHE:</p>	<p>PSHE:</p> <p>Drug Awareness</p>	<p>PSHE:</p>	<p>PSHE:</p>



	<i>Respect for the community</i>	<i>Anti-Bullying Week (Nov)</i> <i>Safety and Wellbeing</i>	<i>Difference and Diversity</i>	<i>Exercise and Diet</i>	<i>Global environment issues</i>	<i>Life changes and reproduction</i>
	<i>French:</i>	<i>French:</i>	<i>French:</i>	<i>French:</i>	<i>French:</i>	<i>French:</i>