Washingwell Primary School Creative Curriculum Overview Years 5 and 6 Autumn term	
Science	**First year:** • 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 • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic **Working scientifically:** • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests **Second year:** • Describe movement of the Earth and other planets, relative to the sun in the solar system • Describe the movement of the moon relative to the Earth

	• Describe the Sun, Earth ad Moon as approximately spherical bodies • Use the ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Explain that unsupported objects fall towards Earth because the force of gravity acting between Earth and the falling object • Identify the effects of our resistance, water resistance and friction **Working scientifically:** • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Using test results to make predictions to set up further comparative and fair tests
Computing	**First year:** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

	Second year: • Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content • Select, use and combine a variety of software on a range of digital devices to design and create content that accomplishes a given goal
History	**First year:** • To describe and make links between the main events, situation and changes within different periods and societies studied • To recall, organise and select information through a research project • Communicate history through drama, drawing writing and ICT
Geography	**First year:** • To use maps, globes and atlases to locate countries sand describe features studied **Second year:** • To explain why places are like they are • To identify why and how places change • To describe and explain how and why places are similar to and different from other places elsewhere in the world • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To describe and understand key aspects of physical geography including climate zones, biomes ad vegetation belts, river, mountain, volcano and earth quakes

Design and Technology	**First year:** • To use research and develop design criteria to inform the design of products that are fit for purpose • To evaluate their designs and products against their own design criteria **Second year:** • To understand and use mechanical systems in their products – cams, pulley, gears, leavers
Art and Design	**First year:** • Evaluate and analyse creative works using the language of art, craft and design • To explore great artists, architects and designers in history **Second year:** • To improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Music	**First year:** • To appreciate live recordings and music from different artists and great composers • To develop an understanding of the history of music **Second year:** • To listen with attention to detail and recall sounds with increasing aural memory. • To use and understand staff and other musical notations.
RE	**Year Five** **Buddhism *(Autumn 1)*** • Symbols • Important artefacts • Places of worship

	Christianity*: (Autumn 2)* • Festivals and celebrations Why is Christmas an important time for Christians? What does Christmas symbolise to Christians? Discuss Jesus' birth as a gift for Christian people from God. Question relationship between God, Jesus and Christians. **Year Six** **Islam: *(Autumn 1)*** • Learn key beliefs to be able to compare and contrast with other religions • Places of worship and how they compare to other religions **Christianity*: (Autumn 2)*** • Festivals and celebrations Develop understanding of the true meaning of Christmas through discussion of related topics including media influence.
PSHE	**Self-Awareness and Aspirations** **Year Five** • To understand what makes people positive role models. • To share my wishes, hopes and dreams. • To recognise the role of voluntary, community and pressure groups. **Year Six** • To understand what an image is. To develop and share their own image

	• To identify different jobs and careers. (careers adviser • To understand higher education/next steps.
PE	**First & Second year:** • To develop flexibility, strength, technique, control and balance. • perform dances using a range of movement patterns
MFL	• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structure • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Describe people, places, things and actions orally* and in writing **Taught through: Spanish**