

Washingwell Primary School
Creative Curriculum Overview
Years 5 and 6
Spring term



Science

First year:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Second year:

- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working scientifically

- Identify scientific evidence that has been used to support or refute ideas or arguments.
- Use test results to make predictions to set up further comparative and fair tests
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Report and present 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
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

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| Computing | <p>First year:</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software on a range of digital devices and create an app • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content <p>Safer Internet Day.</p> |
| History | <p>First year:</p> <ul style="list-style-type: none"> • To place people and events in the correct time period |
| Geography | <p>First year:</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Second year:</p> <ul style="list-style-type: none"> • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality |
| Design and Technology | <p>First year:</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups |

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| | <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| Art and Design | <p>Second year:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas |
| Music | <p>Second year:</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory develop an understanding of the history of music |
| RE | <p>Year 5</p> <p>Spring 1: Buddhism</p> <ul style="list-style-type: none"> Beliefs and how they impact on lives <p>What are the key beliefs in Buddhism? How do Buddhist's beliefs impact their daily lives? Identify and discuss significant moments/times in a Buddhist's life. Learn about festivals and traditions.</p> <p>Spring 2: Christianity</p> <ul style="list-style-type: none"> Festivals and celebrations (Easter story) <p>Recap then retell the Easter Story. What do Jesus' actions tell us about him as a man, a leader and in relation to God and Christian beliefs? How does Judas compare?</p> <p>Year 6</p> <p>Spring 1: Islam</p> |

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| | <ul style="list-style-type: none"> • How do the beliefs of a Muslim impact their daily lives? <p>Spring 2: Christianity:</p> <ul style="list-style-type: none"> • Festivals and celebrations (Easter story) <p>Debate the events of the Easter Story. What do Jesus' actions tell us? Why did he decide not to punish Judas? Why is this an important message to Christians?</p> |
| <p>PSHE</p> | <p>Year 5:</p> <p>Health and Wellbeing</p> <p>To identify put-down and possible conflict. To realise the nature and consequences of racism, teasing, bullying and aggressive behaviour and how to respond to them and ask for help.</p> <p>Relationships</p> <p>To identify some basic facts about puberty, reproduction and pregnancy. To encourage and deal with unwelcome change. To explore the emotional and physical changes occurring in puberty. (female and male physical hygiene) To understand ways to deal with or ending friendships.</p> <p>Year 6:</p> <p>Health and Wellbeing</p> <p>To appreciate a range of risks and how to deal with pressure. To know the difference between legal and illegal drugs. To understand why smoking is bad for your health.</p> <p>Relationships</p> <p>To explore the process of conception and pregnancy. To consider reproduction in the context of a relationship. To appreciate what being a parent involves. To understand there are different types of relationships.</p> |

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| | To consider stereotyping and judgement. |
| PE | <p>First & Second year:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities. • Perform dances using simple movement patterns. <p>Taught through: Gymnastics/Dance</p> |
| MFL | <ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |