



# St Philip Westbrook C of E Aided Primary School

<p><b>Religious Education</b> What is the Bible? Who uses the Bible? Why do people read the Bible? How is the Bible structured? Stories from the Old and New Testament. Miracles of Jesus in the Gospels.</p>	<p><b>Personal, Social &amp; Health Ed</b> Health and Well Being: getting on and falling out. How to handle different social situations in a positive way. Who do we ask for help?</p>	<p><b>Physical Education</b> Danish Longball: striking and fielding; throwing, catching, hitting accurately.  Tennis: hitting, moving on a court, power shots.</p>	<p><b>Science</b> Exploring materials and their properties. Looking at conductors, magnetism, solubility and hardness. Do they mix and change state? Explore differences in solids, liquids and gases.</p>
	<p><b>Computing</b> Coding: combining sequences of instructions. Programme: playground.</p>		<p><b>Design Technology</b> Designing and making our own totem poles. Linked to project, exploring nature of different animals and colours used. Produce detailed step by step plans and evaluate function against criteria.</p>
<p><b>English</b> Diary writing – using personal thoughts and feelings. Writing informal letters based on our topic. Narratives and descriptions. Information Texts – web pages and instructions linked to DT project.</p>	<p><b>Year 5 Autumn 1 Project: Native Americans</b></p>		<p><b>Mathematics</b> Place value to 1,000,000. Rounding to the nearest 10,000 and 100,000. Greater than/less than to 1,000,000. Adding and subtracting by counting on/back. Adding and subtracting using the vertical method.</p>
<p><b>Spanish</b> Counting to 100. Emotions – related to emojis.</p>	<p><b>History</b> Native Americans – contrasting locality from outside Europe. Where and why did they settle and what was daily life like?</p>	<p><b>Wow Experiences</b> Dramatisation of solids, liquids and gases.  Chemistry with Cabbage – experiments.</p>	<p><b>Music</b> 'Livin' on a Prayer' from Charanga. Looking at the structure of rock songs and the instruments in the band.</p>
<p><b>Visit or Visitors</b> Chemistry with Cabbage – Science experiments.</p>	<p><b>Cultural Appreciation</b> Prepare a presentation about someone British who they admire, from a given list.</p>		<p><b>British Values Debate</b> Is war stupid?</p>



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<p><b>Religious Education</b></p> <p>Jesus as Teacher: Stories: Lost sheep, Good Samaritan, beatitudes, lost son. Nativity – how different countries celebrate Christmas. Why did Jesus tell this story? What can we learn from this story? How does this story help us to understand Christian beliefs? How does this story impact on the lives of believers?</p>	<p><b>Computing</b></p> <p>Programming. Can children write simple code to make an object perform a simple algorithm? Can children debug a code a complex code? Can children write a code to create their own program?</p>	<p><b>Physical Education</b></p> <p>Invasion games – tag rugby and netball.</p> <p>A main focus will be on tactical skills. We will also be working on accuracy and power of striking. During games, children will work on attacking and defending whilst creating a tactic</p>	<p><b>Science</b></p> <p>Forces – pushes and pulls, resistance, balanced and unbalanced forces. Making parachutes. We will look for patterns in our results, take accurate measurements using a range of scientific equipment and make a prediction and begin to think about what will take place.</p>
<p><b>English</b></p> <p>Poetry – looking at form and structure. Narratives – descriptions, dialogue and action. Grammar – model verbs, word classes, spelling patterns. Reading – comprehension, inference skills.</p>	<p><b>Year 5 Autumn 2 Project: The Maya</b></p>		<p><b>Art</b></p> <p>South American clay monkeys. Look at local artisans and copy their techniques. Can children create all the colours they need, can children draw shapes using marks and lines to produce texture?</p>
<p><b>Mathematics</b></p> <p>Multiplication and Division – long methods. Word problems – look at the language for the four operations and unpick what the problems are asking us to find out. Use of RUCSAC to order thinking in word problems.</p>	<p><b>Spanish</b></p> <p>Christmas shopping. Names of gifts and presents. Prices. Buying in Spain. Christmas in Spain.</p>	<p><b>History</b></p> <p>Maya – Can children use dates and historical language in their work? Can children draw a timeline showing different period in time?</p>	<p><b>Music</b></p> <p>Composing a Christmas song. Composing music to meet a specific criteria, using a diary to record process of composing, structure of melody.</p>
<p><b>Personal, Social &amp; Health Ed</b></p> <p>Health and well-being: healthy living, risk and personal safety, drugs.</p>	<p><b>Wow Experiences</b></p> <p>Making parachutes which will carry an egg safely down from the red bridge.</p>	<p><b>British Values Debate</b></p> <p>As a multi-cultural society, should we still celebrate Christmas?</p>	<p><b>Cultural Appreciation</b></p> <p>Christmas in different countries – Jamaica, Australia, etc.</p>
<p><b>Visit or Visitors</b></p> <p>Museum of Science and Industry – forces and flight workshops.</p>			



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<p><b>Religious Education</b></p> <p>Easter Victory: What does having victory mean? How does it feel to be victorious? What does it mean to be victorious? In what way is Christ's death and resurrection a victory? Why do Christians believe that Easter is a celebration of victory?</p>	<p><b>Personal, Social &amp; Health Ed</b></p> <p>Relationships: How to respond appropriately to a wide range of feelings in others.</p>	<p><b>Physical Education</b></p> <p>Dance – interpreting different elements of dance. Poise, elevation and co-ordination. Gymnastics – creating sequences and patterns using linking skills. Jumping, rolling, balancing, leaping and different shapes. Working on speed and tension.</p>	<p><b>Science</b></p> <p>Earth in Space: Identify and explain the movement of the Earth and other planets relative to the Sun. Describe the movement of the Moon relative to the Earth. Explain how day and night occur with reference to the rotation of the Earth.</p>
<p><b>English</b></p> <p>Diary writing – using feelings and emotions to write in the style of a 1<sup>st</sup> person narrative. Non-fiction – use formal language and note-taking skills to link ideas and present facts. Newspaper reports – use biased language and reported speech to report a known event.</p>	<p><b>Computing</b></p> <p>Creating and Publishing: use a range of tools to format and edit non-fiction work.</p>	<p><b>Art</b></p> <p>Van Gogh – organise line, tone, shape and colour to match the work of a famous artist.</p>	<p><b>Mathematics</b></p> <p>Comparing and ordering fractions, decimals and percentages. Can we find parts of numbers and shapes? Problem solving. Using mathematical reasoning to solve everyday problems.</p>
<p><b>Spanish</b></p> <p>New Year celebrations, healthy eating and shopping at the market. Explore Spanish culture. Speak clearly and with increased confidence. Maintain correct emphasis and pronunciation.</p>	<p><b>Geography</b></p> <p>Explaining why cities are situated by rivers; why water is a valuable commodity and describe locations using compass points.</p>	<p><b>Wow Experiences</b></p> <p>Space Port Planetarium. Looking at the universe and how it fits together. Hands on exploration of Scientific experiments related to the Earth and the Moon.</p>	<p><b>Music</b></p> <p>Make You Feel My Love: Breathing in the correct place when singing. Improvise within a group of melodic phrases. Describe and compare music using musical vocabulary.</p>
<p><b>Visit or Visitors</b></p> <p>Visit the Mersey to look at use of rivers. Visit Space Port as part of our Science project.</p>	<p><b>Cultural Appreciation</b></p> <p>Chinese New Year – colours and customs. Why do they celebrate. What do children do?</p>		<p><b>British Values Debate</b></p> <p>Should England continue to contribute to space exploration – cost, pollution, space debris, etc.</p>



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<b>Religious Education</b> Women in the Old Testament: What can I learn from the stories of Ruth and Esther. What the significant moments in their lives? Why are they important women? Is which values and beliefs are the actions of these women rooted? Did they do the right thing – Ruth followed Naomi, Esther requested an unauthorised audience with the king?	<b>Personal, Social &amp; Health Ed</b> Relationships: How our actions can affect others. Who is responsible for our behaviour. Can I say, 'No,' without losing face?	<b>Physical Education</b> Multi-skills: control skills, linking into creating progressive tactics. Netball: developing rules and sanctions on skills learnt; sending, receiving, avoiding and chasing.	<b>Science</b> Living Things and their Habitats – Describe the life cycles of mammals, amphibians, birds and insects. Describe the life cycles of common plants.
<b>English</b> Letters – using formal language to persuade. Use of rhetorical questions, emotive language and repetition. Diary – writing in character, using feelings, thoughts and emotions. Non-chronological reports – use visits to write a guide book.	<b>Computing</b> Using the Internet: using a search engine; compare results of searches; deciding which material is appropriate.	<b>Year 5 Spring 2 Project: Tudors</b>	<b>Art</b> George Blair Imrie – Tudor artist. Look at designs of Tudor houses and use sketching skills to replicate these.
<b>Spanish</b> Carnival, clowns and clothes. Understanding basic grammar and vocabulary. Exploring and consolidating knowledge of adjectives in a target language sentence.	<b>History</b> Tudors – appreciate significant events and how they have shaped the country today. Understanding crime and punishment in Tudor times.		<b>Mathematics</b> Decimals – reading, writing and comparing decimals and fractions. Percentages – finding and comparing percentages.
<b>Visit or Visitors</b> Speke Hall. Visiting author – Curtis Jobling/Ian Bland.	<b>Cultural Appreciation</b> A comparison of modern houses and Tudor houses. Is this the same in Europe?	<b>Wow Experiences</b> Speke Hall visit – look at Tudor house exterior decorations. Use sketching skills to invent their own versions. Experience life in a Tudor house.	<b>Music</b> Samba – performing their own individual part, as part of a group performance. Rhythmical composition using notation.
			<b>British Values Debate</b> How does studying History help with our lives in 2018?



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<p><b>Religious Education</b></p> <p>Pentecost: When did Pentecost happen? Why did it happen? Why is it an important event? Conversion of Saul: How does this link to the events of Pentecost and the early church? How did Paul become a missionary? What do missionaries do? What did Eric Liddell do?</p>	<p><b>Personal, Social &amp; Health Ed</b></p> <p>Human Rights: everyone has rights and that children have their own set of human rights – UN Conventions of the Rights of the Child.</p> <p><b>Computing</b></p> <p>iMovie and Pic Collage: can children take different shots and video for different contexts? Alter speed, crop and split films.</p>	<p><b>Physical Education</b></p> <p>Dance: Tudor/Elizabethan dance – explore square dance styles to traditional music from this era. Athletics: understanding the correct technique of different events, such as javalin, shot put, discus, and jumping.</p>	<p><b>Science</b></p> <p>Animals Including Humans: describe the changes as humans develop from babies to old age. Time lines to indicate stages of growth and development. Explore timelines of frogs and butterflies.</p> <p><b>Design Technology</b></p> <p>Explore ingredients used in Elizabethan bread-making. Design own recipe and make bread rolls, using traditional ingredients. Evaluate products.</p>
<p><b>English</b></p> <p>Non- chronological Reports – ‘old English’ guidebook to Windsor Castle. Plays – write a scene for a play in the style of Shakespeare; create their own Shakespearean insults. Instructional Texts – writing recipes for Elizabethan bread.</p>	<p><b>Year 5 Summer 1 Project: Shakespeare</b></p>		<p><b>Mathematics</b></p> <p>Geometry: knowing, measuring, drawing and investigating angles. Solving problems. Position and Movement: Naming and plotting points; describing translations, movements and successive reflections. Measurements: converting units of length, mass, time and temperature.</p>
<p><b>Spanish</b></p> <p>Travelling in Spain: ask and answer questions on simple topics; express simple opinions. Create a journey; use survival phrases to get help from a native speaker.</p>	<p><b>History</b></p> <p>1603 – 1837: Can they create timelines which outline the development of specific features, such as weaponry, medicine and transport</p>	<p><b>Wow Experiences</b></p> <p>London Trip – Globe Theatre, Windsor Castle Drama – acting out parts of Shakespearean plays.</p>	<p><b>Music</b></p> <p>Madrigals: listen to some Elizabethan madrigals; develop and write their own music. Create a small dance to accompany their music.</p>
<p><b>Visit or Visitors</b></p> <p>Residential to London – visiting the Globe and Windsor.</p>	<p><b>Cultural Appreciation</b></p> <p>The impact of the theatre on Tudor/Elizabethan England and how that affects us now.</p>		<p><b>British Values Debate</b></p> <p>Why does Parliament make all of our decisions for us?</p>



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<b>Religious Education</b>  Loss, Death and Hope: What is death? What does it mean when something or something dies? Is death an end or a beginning? What happens when we die? Where do we go? Where is Heaven and what is it like?	<b>Personal, Social &amp; Health Ed</b> <b>Living in the Wider World:</b> Responsibilities, rights and duties. Does growing up mean taking on more responsibility? Are we responsible for others as well as ourselves? Warrington Food Bank, etc.	<b>Physical Education</b>  Athletics: running, cross-country, hurdles and endurance. Striking and fielding: simplified versions of games, such as rounders and cricket. Sending and returning a moving object with power and accuracy.	<b>Science</b>  Changes to Materials: demonstrate that dissolving, mixing and changes of state are reversible changes; explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible; use the terms 'reversible' and 'irreversible'
<b>English</b> Warrington Newspaper Project: each child will – <ul style="list-style-type: none"><li>• Write a local news report on an event.</li><li>• Interview a local person – food bank.</li><li>• Sports Report – Sports Day.</li><li>• Puzzles Page – crossword of HFW and numbers quiz.</li></ul>	<b>Year 5 Summer 2 Project: Our Home Town</b>		<b>Design Technology</b> Textiles: design pencil cases for Operation Christmas Child (PSHE). Use a range of joining techniques. Think about the user, when designing their product.
	<b>Computing</b> Databases: use Excel to create charts and graphs. Create spreadsheets for real purposes. Use a variety of formula.		<b>Mathematics</b>  Area and Perimeter: finding and measuring. Volume: converting units of volume. Finding the volume of solids. Roman Numerals: converting Roman numerals up to thousands.
<b>Spanish</b>  The Beach: understand basic grammar. Develop accurate pronunciation and intonation. Descriptive sentences.	<b>Geography</b> Local Geography: collect information about a place and use it in a report; map land use; make detailed sketches/plans.	<b>Wow Experiences</b>  Park Rangers tour of Sankey Valley Park. Sketching Old Hall and compare with Speke Hall from last half-term.	<b>Music</b>  Dancing in the Street: improvise within a group, using melodic and rhythmic phrases. Perform using simple notations.
<b>Visit or Visitors</b> Visit to Warrington Food Bank or Visitor from Food Bank. Park Rangers.	<b>Cultural Appreciation</b> Links to Masizani. Eid Celebrations.		<b>British Values Debate</b>  Why in a rich world do we need Food Banks?