



Curriculum Information

Year Five

“Tell me and I forget, teach me and I may remember, involve me and learn.”

B Franklin



WESTFIELD PRIMARY

This document provides details of the curriculum covered in a given year group. The statements for each curriculum subject are the knowledge and skills we would expect a child to master during the course of the academic year. We hope that this will provide families with detailed and clear information regarding what their children will be learning in school and develop home – school links.

Our curriculum is carefully designed to ensure that children meet the National Curriculum 2014 and Early Years Curriculum goals. Classes have either a termly or half termly “topic” and the majority of their subject work is linked to this theme. We write our own English Framework to ensure that reading, writing and topic work links together coherently. Throughout the year, we use specialist coaches for PE and the teaching of French in KS2. Educational visits and visitors enhance work in the classroom and bring learning alive. In addition, we enjoy whole school themed events and days such as Literacy Week, Creative Writing Days and subject themed days.

Parents are informed of the curriculum through this document and Topic Webs; both of which are available on the school website. Additional information is gained through Parent Consultation Evenings, annual pupil reports and Curriculum Information Evenings where appropriate. Parents are most welcome to speak with either the Head or Deputy Headteacher if they require further information about any aspect of the curriculum.

Our Literacy Framework ensures that reading is taught in a comprehensive and thorough way. In EYFS and KS1, pupils take part in a daily phonics session and teaching is based around “Letters and Sounds”. We use a range of resources including the “Jolly Phonics” scheme.

Our reading scheme, “Bug Club” runs throughout the school. The school has a non-fiction library and children have access to a wide range of fiction texts in every classroom. Achievement and commitment to reading is celebrated half termly.

In mathematics, we use the Early Years and National Curriculum 2014 frameworks to ensure pupils are taught the necessary and essential skills. In addition, we use the “Power Maths” online scheme.



Curriculum Intent Statement

September 2019

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

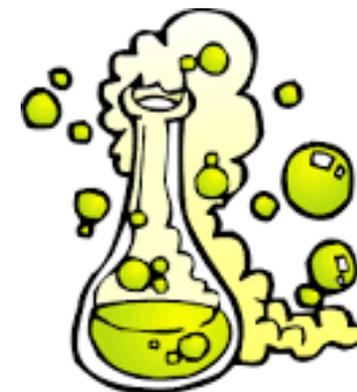
Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



Westfield's Year Five Scientists

- Know the life cycle of different living things e.g. mammal, amphibian, insect and bird
- Know the differences between different life cycles
- Know the process of reproduction in plants
- Know the process of reproduction in animals
- Create a timeline to indicate stages of growth in humans
- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know and explain how a material dissolves to form a solution
- Know and demonstrate how some materials can be separated through filtering, sieving and evaporating
- Know how to demonstrate that some changes are reversible and some are not
- Know how some changes result in the formation of a new material and that this is usually irreversible
- Know what gravity is and its impact on our lives
- Identify and know the effect of air and water resistance
- Identify and know the effect of friction
- Explain how levers, gears and pulleys allow a smaller force to have a greater effect
- Know about and explain the movement of the Earth and other planets relative to the Sun
- Know about and explain the movement of the Moon relative to the Earth
- Know and demonstrate how night and day are created
- Describe the Sun, Earth and Moon (using the term spherical)
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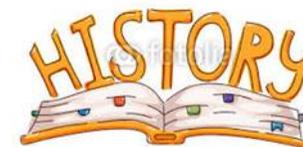
Westfield's Year Five Geographers

- Know the names of a number of European capitals
- Know the names of and locate a number of South American and North American countries
- Know how the geography of an area has changed over time (WW2)
- Know how major events have affected the geography of an area Know why industrial areas and ports are important
- Know how to use graphs to record features such as temperature or rainfall across the world
- Use Google Earth to locate a country or place and to follow the journey of rivers etc.
- Know what most of the ordnance survey symbols stand for
- Know how to use six-figure grid references



Westfield's Year Five Historians

- Know where the Viking originated from and show on a map
- Know that the Anglo-Saxons and Vikings were often in conflict
- Know that the Vikings were traders as well as raiders
- Know about some of the Viking gods
- Know that the main protagonists in WW2 were UK and Germany and initially that these countries had allies
- Know what the life was like on the Homefront in the UK
- Know that some children were evacuated and explain why
- Know that some children from the local area were evacuated and explain why





Westfield's Year Five Linguists

- Hold a simple conversation with at least four exchanges
- Use knowledge of grammar to speak correctly
- Understand a short story or factual text and note the main points
- Use context to work out unfamiliar words
- Write a paragraph of 4 – 5 sentences
- Substitute words and phrases



Westfield's Year Five Computing Technologists

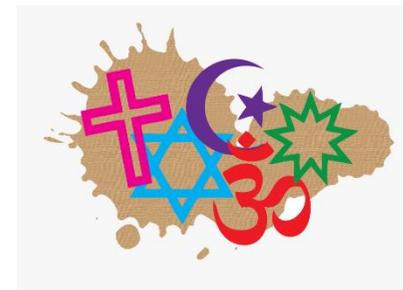
- Use technology to control an external device
- Develop a program that has specific variable identified
- Analyse and evaluate information reaching a conclusion that helps with future developments
- Understand how search results are selected and ranked
- Combine sequences of instructions and procedures to turn devices on and off
- Understand that they have to make choices when using technology and that not everything is true or safe





Westfield's Year Five Theologists

- Know about how a religious building expresses belief – windows, noticeboard, logos, Apostles Creed God as Father, Son and Holy Spirit
- Know how a person of faith expresses their beliefs through what they do / wear
- Know about the work of some Religious charities – Royal British Legion, Christian Aid, Cafod
- Know about some people of faith – disciples, contemporary 'disciples' – celebs, sportspeople of faith
- Know about local people/groups who demonstrate commitment to the community
- Describe which important places might people visit locally
- Know which places people travel to for religious reasons
- Understand what people do at a pilgrimage
- Know what makes a place sacred



Westfield's Year Five Artists

- Experiment by using lines and marks to produce texture
- Experiment with shading to create mood and feeling
- Experiment with media to create emotion in art
- Know how to use images created; altering them where necessary to create art
- Know how to use shading to create mood and feeling
- Know how to organise line, tone, shape and colour to represent figures and forms in movement
- Know how to express emotion in art
- Know how to create an accurate print design following given criteria
- Research the work of an artist and use their work to replicate a style





Westfield's Year Five Design Technologists

- Come up with a range of ideas after collecting information from a range of different sources
- Produce a detailed step by step plan
- Explain how a product will appeal to a specific audience
- Design a product that requires pulleys or gears
- Use a range of tools and equipment competently
- Make a prototype before making a final version
- Make a product that relies on pulleys or gears
- Suggest alternative plans; outlining positive features and drawbacks
- Evaluate appearance and function against original criteria Links scientific to design by using gears or pulleys
- Uses more enhanced IT program to help enhance the quality of the product produced
- Be both hygienic and safe in the kitchen
- Know how to prepare a meal by collecting the ingredients in the first place
- Know which season various foods are available for harvesting



Westfield's Year Five Musicians

- Maintain own part, while others are maintaining their part
- Compose music which meets specific criteria
- Choose the most appropriate tempo for a piece of music
- Repeat a phrase from music after listening intently
- Increase use of notation to record and interpret sequences of pitches
- Describe, compare and evaluate music using musical vocabulary
- Explain why they think music is successful or unsuccessful
- Contrast the work of a famous composer with another and explain preferences





Westfield's Year Five Athletes

- Show control when taking off and landing
- Throw with increasing accuracy
- Combine running and jumping
- Gain possession by working as a team and pass in different ways
- Choose a specific tactic for defending and attacking
- Use a number of techniques to pass, dribble and shoot
- Combine action, balance and shape on their own and with others
- Perform consistently to different audiences
- Perform sequences to specific timings
- Compose own dances in a creative way choosing own music and style
- Perform dance to an accompaniment with a specific style
- Dance shows clarity, fluency, accuracy and consistently
- Follow a map to an unknown location
- Use clues and a compass to navigate a route
- Change route to overcome a problem
- Use new information to change a route
- Pick up on something a partner does well and also something that can be improved
- Know why their own performance was better or not as good as their last

