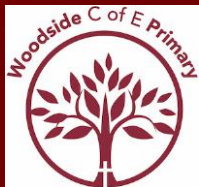


# Woodside C of E Primary School

'Together in God's love we inspire and grow through living life in all its' fullness'- John 10:10

Cherry Class- Year Five– 2023-24

|                 |             | Autumn 1                                                                                                                                                                 |                                                                                                                  | Autumn 2                                                                                                                                       |                                                                                                                                                                        | Spring 1                                                                                                                                                        |                                                                                                                                                                       | Spring 2                                                                                                                                                  |                                                                                                                                                                     | Summer 1                                                                                                                                      |  | Summer 2                                                                                                                                        |  |
|-----------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Vision & Values | Value       | Respect                                                                                                                                                                  |                                                                                                                  | Challenging Injustice                                                                                                                          |                                                                                                                                                                        | Love                                                                                                                                                            |                                                                                                                                                                       | Love                                                                                                                                                      |                                                                                                                                                                     | Forgiveness                                                                                                                                   |  | Hope                                                                                                                                            |  |
|                 | RE          | UC- 2b.3: How can following God bring Justice and Freedom?<br><br>What is the most significant part of the Nativity story for Christians today? (Discovery RE – Y4 unit) |                                                                                                                  |                                                                                                                                                |                                                                                                                                                                        | CWAS U2.6: What does it mean to be a Muslim in Britain today?<br><br>UC- 2b.6: What did Jesus do to save human beings?                                          |                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                                                                     | UC- 2b.5: What would Jesus do?<br><br>What is the best way for a Muslim to show commitment to God? (Discovery RE – Y6 unit)                   |  |                                                                                                                                                 |  |
|                 | PSHE        | Being me in my World<br><br> What do I like about me?                                   |                                                                                                                  | Celebrating Difference<br><br> How is difference important?   |                                                                                                                                                                        | Dreams and Goals<br><br> What is your dream?                                  |                                                                                                                                                                       | Healthy Me<br><br> Is it important to stay healthy?                    |                                                                                                                                                                     | Relationships<br><br> Should we love all?                  |  | Changing Me<br><br> What do I see when I look in the mirror? |  |
| English         | Core Texts: | Contemporary Fiction<br>Tuesday<br>David Wiesner<br>                                  | Non-Fiction<br>First News<br> | Traditional Tales<br>Just so Stories<br>Rudyard Kipling<br> | Contemporary Fiction<br>The Paperbag Prince<br>Colin Thompson<br>[Pathways 5]<br> | Story: Historical Setting<br>Cinderella of the Nile<br>Beverley Naidoo<br> | Non-Fiction<br>A Year Full of Celebrations and Festivals<br>Christopher Corr<br> | Shakespeare<br>A Midsummer Night's Dream<br>[extracts & version]<br> | NF: True Story<br>Queen of the Falls<br>Chris van Allsburg<br>[Pathways 1]<br> | Contemporary Fiction<br>Floodland<br>Marcus Sedgwick<br> |  |                                                                                                                                                 |  |



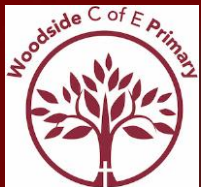
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**Cherry Class- Year Five– 2023-24**

|  |                                       |                                                             |                                                                                                                  |                                                                           |                                                                          |                                                          |                                                           |                                                                     |                                                                                         |                                                                                       |
|--|---------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  | <b>Incidental Writing Opportunity</b> | Writing to describe<br>Setting<br>Description               | Writing to inform<br>Information paragraph about the Battle of Bosworth                                          | Writing to narrate - <b>dialogue</b><br>Dialogue between characters       | Writing to recount <b>events</b><br>Letter in role as the man            | Writing to describe<br>Character Description – Rhodopis] | Writing poetry<br>Descriptive poem about a festival       | Writing to narrate<br>Retell section in role as a character         | Writing to recount events<br>Diary in role as Annie                                     | Writing to persuade<br>Persuasive speech in role as Dooby – 'join the gang'           |
|  | <b>Final Writing Outcome</b>          | Writing to narrate<br>Adventure story to accompany the book | Writing to recount <b>events – journalistic *</b><br>Newspaper article linked to school trip e.g. Bosworth Field | Writing to narrate<br>Alternative opening or ending to one of the stories | Writing to persuade<br>Persuasive leaflet about 'reduce, reuse, recycle' | Writing to narrate<br>Retell story in role as Rhodopis   | Writing to inform<br>Non-chronological report – festivals | Writing to narrate - <b>dialogue</b><br>Dialogue between characters | Writing to recount events – <b>journalistic *</b><br>Newspaper article about the events | Writing to narrate -<br>Dual narrative – same section of story told by two characters |









|             |              |                                                                                                                                     |                                                                      |                                                                                                                            |
|-------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>STEM</b> | <b>Maths</b> | Number and Place Value<br>Addition and Subtraction<br>Multiplication and Division<br>Measurements: area and perimeter<br>Statistics | Multiplication and division<br>Fractions<br>Decimals and percentages | Decimals<br>Geometry- properties of shapes<br>Position and direction<br>Measurements: converting units<br>Measures- volume |
|             |              |                                                                                                                                     |                                                                      |                                                                                                                            |

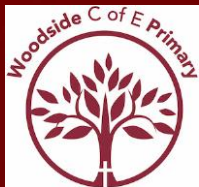


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|                   |                  |                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                            |                                                                                                                        |                                                                                                                                                                                                                                |                              |
|-------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|                   | <b>Science</b>   | What are the similarities and differences between the life cycles of living things?                                                      | How do forces affect the movement of an object?                                                                                                        | How does the Earth move in the solar system?                                                                                                               | How do materials react differently when mixed together?                                                                | How do humans change as they age?                                                                                                                                                                                              |                              |
|                   |                  |  <i>What connects you and other living things?</i>      |  <i>Can you feel a force /connection between you and your friend?</i> |  <i>How do you feel when you see a picture of the earth from space?</i> |  <i>Does a mix of friends work?</i> |  <i>What does that mean for the way we look after babies and young children? What does it mean for the way we think about older people?</i> |                              |
|                   | <b>Computing</b> | Computing Systems and Networks – Search engines                                                                                          | Programming Music                                                                                                                                      | Data Handling Mars Rover                                                                                                                                   | Programming Micro: bit                                                                                                 | Creating media Stop motion                                                                                                                                                                                                     | Skills showcase Mars Rover 2 |
| E Safety          |                  |                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                            |                                                                                                                        |                                                                                                                                                                                                                                |                              |
| <b>Humanities</b> | <b>History</b>   | How did Britain change between 1400 and 1600?                                                                                            | Why was Queen Elizabeth I's reign so significant for England?                                                                                          |                                                                                                                                                            | Ancient Civilisations: What significance do they have today?                                                           |                                                                                                                                                                                                                                |                              |
|                   |                  | Case Study: Battle of Bosworth                                                                                                           | Case Study: Spanish Armada                                                                                                                             |                                                                                                                                                            | Case Study: Cleopatra                                                                                                  |                                                                                                                                                                                                                                |                              |
|                   |                  |  <i>Do you think Henry VIII ever found true love?</i> |  <i>What would it feel like to be a first civilian?</i>           |                                                                                                                                                            |  <i>How are you cautious?</i>     |                                                                                                                                                                                                                                |                              |

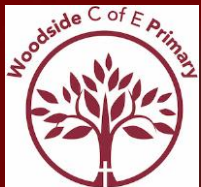


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|          |           |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                      |                                                                                                                                                                                                                     |                                                                                                                                                                |                                                                                                                                                                                                           |                                                                                                                                                                                |
|----------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | Geography | How do the physical features of mountains impact on locality?<br><br>Case study: Alps<br><br> <i>Why do people want to climb mountains? How does it feel to think about the size of a mountain?</i> |                                                                                                                                                                                      |                                                                                                                                                                                                                     |                                                                                                                                                                | Why is the Amazon rainforest important?<br><br>Case study: Amazon<br><br> <i>What amazes you about the rainforest?</i> |                                                                                                                                                                                |
|          | PE        | Gymnastics 1<br>Netball<br>Dance 1<br>Tag Rugby                                                                                                                                                                                                                                      |                                                                                                                                                                                      | Gymnastics 2<br>Hockey<br>Dance 2<br>Cricket                                                                                                                                                                        |                                                                                                                                                                | Rounders<br>Football<br>Athletics<br>OAA                                                                                                                                                                  |                                                                                                                                                                                |
| The Arts | Art       |                                                                                                                                                                                                                                                                                      | Formal elements of art- Architecture<br><br> <i>Would a bright coloured house bring happiness?</i> |                                                                                                                                                                                                                     | Every picture tells a story<br><br> <i>What message is being conveyed?</i> |                                                                                                                                                                                                           | Design for a purpose<br><br> <i>Why do people choose certain names for their children?</i> |
|          | DT        | Electrical systems<br>Doodlers<br><br> <i>Do all light sources symbolise God's presence?</i>                                                                                                      |                                                                                                                                                                                      | Mechanical systems<br>Making a pop up book<br><br> <i>Do you think a book with pop ups makes reading for pleasure more fun?</i> |                                                                                                                                                                | Food<br>What could be healthier?<br><br> <i>Does a healthy body create a healthy mind?</i>                           |                                                                                                                                                                                |



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|--|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Music | Ghost parade                                                                                                                                                                                                                                                                                        | Djembe drums                                                                                                                                                                                                                                                            | Eerie canal                                                                                                                                                                                                                                                                                                                  |
|  |       | <br><i>How can music improve our world?</i><br><br>You are the sparkle in my life<br><br><i>How does music bring us together?</i> | <br><i>What can music teach us?</i><br><br><br><i>How can I express how I feel through music?</i> | <br><i>How does music teach us about our community?</i><br><br>Look into the night<br><br><i>How does performing in front of others make you feel?</i> |