

Westgate Primary School - Year 5 Topic Map

	<b>Autumn 1</b> 8 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 5 weeks	<b>Summer 1</b> 7 weeks	<b>Summer 2</b> 6 weeks
<b>Topic</b>	<b><u>Materials and their properties</u></b>	<b><u>Space</u></b>	<b><u>Titanic</u></b>	<b><u>The Lake District</u></b>	<b><u>Romans &amp; Britain's Settlement</u></b>	<b><u>Vikings</u></b>
<b>English</b>	<p>The Lion, the Witch and the Wardrobe – C.S.Lewis (4 week <b>narrative</b> unit)</p> <p><b>Non-chronological reports</b> – Mythological creatures (3 weeks)</p>	<p>Sci-Fi - The Time Spinner by Roy Apps (4 week <b>narrative</b>)</p> <p>Non- fiction: - <b>Magazine article</b> (3 weeks) (Instructions and non-chronological reports)</p> <p><b>Performance Poetry</b> (1 week)</p>	<p><b>Historical Narrative</b> - Death on the Water by (3 weeks)</p> <p><b>Poetry</b> with a structure – The Highwayman (2 weeks)</p>	<p><b>Story as a theme</b> <b>Older Literature</b> - Macbeth (3 weeks)</p> <p>Non-fiction: <b>explanation</b> (3weeks)</p>	<p>The Mystery of the Whistling Caves - Helen Moss(4 week <b>narrative</b>)</p> <p><b>Persuasive</b> letters summer fair (2 weeks)</p>	<p>Beowulf (4 week <b>narrative</b>)</p> <p>Debate and <b>discussion</b> text (3 weeks )</p>
<b>Science</b>	<p><b><u>Properties &amp; Changes in Materials</u></b></p> <ul style="list-style-type: none"> <li>• Planning and testing</li> <li>• Looking for patterns</li> <li>• Using equipment</li> <li>• Grouping and classifying</li> <li>• Explaining and trusting results</li> </ul>	<p><b><u>Earth &amp; Space</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Questioning</li> <li>• Modelling</li> <li>• Looking for patterns</li> </ul>	<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• Exploring and observing</li> <li>• Planning and testing</li> <li>• Using equipment and measuring</li> <li>• Communicating</li> <li>• Explaining &amp; trusting results.</li> </ul>	<p><b><u>Animals Including humans</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Communicating</li> </ul>		
	<p><b><u>Living things and their habitats (carried out throughout the year)</u></b></p> <ul style="list-style-type: none"> <li>• Exploring and observing</li> </ul>					

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	<ul style="list-style-type: none"> <li>Grouping and classifying</li> </ul>					
<b>Geography</b>				<b><u>The Lake District</u></b> <ul style="list-style-type: none"> <li>Locational &amp; place knowledge</li> <li>Asking geographical questions &amp; communicating ideas</li> <li>Human and physical geography</li> <li>Mapping</li> </ul>	<b><u>Romans and British Settlement</u></b> <ul style="list-style-type: none"> <li>Fieldwork</li> </ul>	
<b>History</b>			<b><u>Titanic</u></b> <ul style="list-style-type: none"> <li>Communication</li> <li>Chronology</li> </ul>		<b><u>The Romans and Britain's settlement</u></b> <ul style="list-style-type: none"> <li>Chronology</li> <li>Events people and changes</li> <li>Communication</li> </ul>	<b><u>Vikings</u></b> <ul style="list-style-type: none"> <li>Chronology</li> <li>Enquiry, interpretation and using sources</li> <li>Communication</li> </ul>
<b>Computing</b> (Purple Mash)	<b><u>Unit 5.1: Coding Programs: 2Code</u></b> <ul style="list-style-type: none"> <li>Programming</li> </ul>	<b><u>Unit 5.8: Word Processing Programs: MS Word</u></b> <ul style="list-style-type: none"> <li>Create, manage and manipulate digital content</li> <li>Digital research</li> </ul>	<b><u>Unit 5.2: Online safety Programs: Various (including sending an e-mail)</u></b> <ul style="list-style-type: none"> <li>Electronic communication</li> </ul>	<b><u>Unit 5.3: Spreadsheets Programs: 2Calculate</u></b>	<b><u>Unit 5.4 Databases Programs: Question, 2Investigate</u></b> <ul style="list-style-type: none"> <li>Create manage and manipulate digital content</li> </ul>	
<b>Art</b>	<b><u>Graffiti - Banksy</u></b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Printing</li> <li>Exploring, developing and</li> </ul>			<b><u>Embroidery</u></b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Textiles</li> <li>Exploring, developing and evaluating</li> </ul>	<b><u>Roman Landmarks</u></b> <ul style="list-style-type: none"> <li>Drawing</li> <li>Collage</li> <li>Exploring, developing and evaluating</li> </ul>	

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	evaluating					
<b>DT</b>		<u><b>Pulleys and Gears - (Moon Buggies)</b></u> <ul style="list-style-type: none"> <li>• Design</li> <li>• Functionality</li> <li>• Mechanical systems</li> </ul>	<u><b>Food Technology</b></u> <ul style="list-style-type: none"> <li>• Design</li> <li>• Functionality</li> <li>• Food</li> </ul>			<u><b>Combining Fabric Shapes - (Viking Purses)</b></u> <ul style="list-style-type: none"> <li>• Design</li> <li>• Functionality</li> <li>• Textiles</li> </ul>
<b>RE</b> (Lancashire SACRE scheme of Work)	<u><b>Christianity – Jesus Stories about Jesus: Miracles &amp; Pilgrimage</b></u> <ul style="list-style-type: none"> <li>• Shared human experiences</li> <li>• Beliefs and Values</li> <li>• Living religious traditions</li> <li>• Search for personal meaning</li> </ul>		<u><b>Islam: The Quran</b></u> <ul style="list-style-type: none"> <li>• Shared human experiences</li> <li>• Beliefs and Values</li> <li>• Living religious traditions</li> <li>• Search for personal meaning</li> </ul>		<u><b>Christianity – Church Guidance &amp; How do people decide what to believe?</b></u> <ul style="list-style-type: none"> <li>• Shared human experiences</li> <li>• Beliefs and Values</li> <li>• Living religious traditions</li> <li>• Search for personal meaning</li> </ul>	<u><b>Extra World Religion Sikhism: Guru Nanak The 10 gurus</b></u> <ul style="list-style-type: none"> <li>• Shared human experiences</li> <li>• Beliefs and Values</li> <li>• Living religious traditions</li> <li>• Search for personal meaning</li> </ul>
<b>PE</b> (Lancashire scheme of Work)	<u><b>Orienteering</b></u> <ul style="list-style-type: none"> <li>• OAA</li> </ul>	<u><b>Orienteering</b></u> <ul style="list-style-type: none"> <li>• OAA</li> </ul>				
<b>PSHE</b> (1Decision)	<u><b>Keeping / Staying Safe: Peer Pressure</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Critical Thinker</li> <li>• Resilience</li> </ul>	<u><b>Keeping / Staying Healthy: Smoking</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Listening and Speaking</li> <li>• Resilience</li> </ul> <u><b>The Working World: Enterprise</b></u> <ul style="list-style-type: none"> <li>• Critical Thinker</li> </ul>	<u><b>Being Responsible: Looking Out for Others</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Resilience</li> <li>• Understanding Self and Others</li> </ul>	<u><b>Feelings and Emotions: Anger</b></u> <ul style="list-style-type: none"> <li>• Understanding Self and Others.</li> <li>• Resilience</li> <li>• Communication</li> </ul>	<u><b>Computer Safety: Image Sharing</b></u> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Making Choices</li> <li>• Understanding Self and Others</li> </ul>	<u><b>A World Without Judgement: Inclusion and Acceptance</b></u> <ul style="list-style-type: none"> <li>• Making Choices</li> <li>• Communication</li> <li>• Critical thinker</li> </ul> <u><b>Growing and</b></u>

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		<ul style="list-style-type: none"> <li>• Communication</li> <li>• Understanding Self</li> </ul>				<p><b><u>Changing: Puberty</u></b></p> <ul style="list-style-type: none"> <li>• Understanding Growth and Change</li> <li>• Resilience</li> <li>• Communication</li> </ul>
<p><b>Music</b> (Charanga)</p>	<p><b><u>Charanga</u></b></p> <ul style="list-style-type: none"> <li>• Listening and appraising</li> <li>• Performing</li> <li>• Creating and composing</li> <li>• Dimensions</li> </ul> <p><b>In Music, ALL skills must be covered in each unit</b></p>		<p><b><u>Charanga</u></b></p> <ul style="list-style-type: none"> <li>• Listening and appraising</li> <li>• Performing</li> <li>• Creating and composing</li> <li>• Dimensions</li> </ul> <p><b>In Music, ALL skills must be covered in each unit</b></p>		<p><b><u>Charanga</u></b></p> <ul style="list-style-type: none"> <li>• Listening and appraising</li> <li>• Performing</li> <li>• Creating and composing</li> <li>• Dimensions</li> </ul> <p><b>In Music, ALL skills must be covered in each unit</b></p>	
<p><b>MFL -French</b></p>	<p><b><u>Les Sept Jours (Days of the week)</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Intercultural understanding</li> </ul>		<p><b><u>La Chenille qui fait des trous (The Very Hungry Caterpillar)</u></b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading</li> <li>• Intercultural understanding</li> </ul>			