



## Year 5 Topic 6 Overview – Magnificent Materials

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Science</b> Properties and changes of material		To be able to compare and group material based on their properties	To know that some materials are soluble, and some are not	To know that some reactions are reversible, and mixtures can be separated	To know that some reactions are irreversible  To understand how a materials properties impact its uses	To use knowledge of materials to design an experiment to separate mixtures
<b>Vertical links</b>		To compare data and make conclusions		To know that some materials change state when they are heated or cooled	To identify different materials and their purpose	To be able to design an experiment
<b>Horizontal links</b>		To compare and group shapes			To be able to mix primary colours	To be able to design a piece of artwork
<b>History</b> Crime and Punishment: Anglo Saxons to present		To understand why rules and laws are necessary	To explore crimes and punishments in Anglo-Saxon	To identify changes in crime and punishment throughout the medieval and Tudor period  To investigate key features of the Victorian crime and punishment system		To understand the modern justice system  To evaluate different forms of punishment from Anglo Saxons to present
<b>Vertical links</b>		To describe how historical events effect or influence life today	To be able to place the Anglo-Saxons on a timeline To compare Viking houses, roads, settlements, trade, tools and laws to the Anglo-Saxons			To understand their rights and responsibilities as a citizen of their country
<b>Horizontal links</b>		To make choices about their own behaviour because they understand how rewards and consequences feel				To evaluate a piece of artwork



# Chestnuts Primary School

'Encourage, Enable, Empower'

<b>Geography</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						
<b>Art</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						
<b>Design</b> <b>Technology</b> Textiles	<p>To study an artist</p> <p>To explore a range of stitching and materials to design a textile</p> <p>To select and use a wide range of materials for joining fabrics</p> <p>To embellish a design</p> <p>To evaluate a design</p> <p>To create a group textile</p>					
<b>Vertical links</b>	<p>To identify simple stitches</p> <p>To evaluate a piece of DT work</p>					
<b>Horizontal links</b>	<p>To explore the work of an artist</p> <p>To understand how to weave</p> <p>To understand how to add embellishments to a textile</p> <p>To evaluate a piece of artwork</p> <p>To create a piece of land art in groups</p>					



# Chestnuts Primary School

'Encourage, Enable, Empower'

<b>Religious Education</b> Islam – behaving as a Muslim, religious practices and communities		To know how Muslims express their beliefs through the way they live their lives	To know what is expected of a Muslim who has committed themselves to Islam  To know what is expected of a Muslim who has committed themselves to Islam	To know what is expected of a Muslim who has committed themselves to Islam	To know what differences Muslims, make to their communities	To know how Muslims express their beliefs through the way they live their lives and what is expected of a Muslim who has committed themselves to Islam
<b>Vertical links</b>		To know how Muslims celebrate Ramadan To know what codes, rules and tradition Christians follow To know what is expected of a Hindu who has committed themselves to Hinduism	To know what is expected of a Hindu who has committed themselves to Hinduism	To know what is expected of a Hindu who has committed themselves to Hinduism	To know what differences Hindus make to their communities To know how Hinduism is practiced and passed on in their communities	To know how Hindus express their beliefs through the way they live their lives and what is expected of a Hindu who has committed themselves to Islam
<b>Horizontal links</b>					To understand why they are motivated to make a positive contribution to supporting others	
<b>Computing</b> Introduction to Vector Graphics		To identify that drawing tools can be used to produce different outcomes  To create a vector drawing by combining shapes	To use tools to achieve a desired effect	To recognise that vector drawings consist of layers	To group objects to make them easier to work with	To apply what I have learned about vector drawings
<b>Vertical links</b>						
<b>Horizontal links</b>		To be able to name shapes				



# Chestnuts Primary School

'Encourage, Enable, Empower'

<b>Physical Education</b> Rounders	To show the correct batting action for rounders	To learn 3 rules for bowling	To bat a bowled ball into a space	To throw from back stop to a post accurately	To decide when to stop running around the posts when batting	To catch a ball under pressure
Athletics	To sprint over short distances with a correct running style	To run at a sustained and consistent pace	To demonstrate a controlled shot-put throwing action	To demonstrate the discus throwing technique	To describe the triple jump combination correctly	To jump for distance taking off on one foot and landing on 2
<b>Vertical links</b>	To understand the correct batting technique  To be able to sprint over short distances and understand the correct running style	To understand how to bowl correctly  To understand how to run at a sustained pace	To bat a ball  To be able to perform an push throw	To able to throw accurately	To understand the rules in rounders  To be able to jump in a variety of ways	To be able to catch a ball  To be able to jump for distance
<b>Horizontal links</b>						
<b>PSHE</b> Changing Me		To be aware of their own self-image and how their body image fits into that	To explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally	To describe how boys' and girls' bodies change during puberty	To understand that sexual intercourse can lead to conception and that is how babies are usually made  To understand that sometimes people need IVF to help them have a baby	To identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
<b>Vertical links</b>		To have an accurate picture of who they are as a person in terms of their characteristics and personal qualities	To know how the circle of change works and to be able to apply it to changes they want to make in their lives To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby	To identify changes that have been and may continue to be outside of their control that they learn to accept	
<b>Horizontal links</b>		To understand puberty	To understand puberty	To explain the difference between sexual and asexual reproduction	To know the life cycle of a human	



# Chestnuts Primary School

'Encourage, Enable, Empower'

<b>Music</b> Reflect, Rewind and Replay	To introduce the djembe and play with an open and closed hand	To learn about the composer Rachel Portman  To revisit a chosen song to accompany the song	To revise musical terminology (semibreve)  To revise different styles of music and play up to 5 notes on the recorder to their chosen style	To revise musical terminology (treble and base clef, quavers and quaver rests)  To revisit a chosen from a previous unit and perform with voice or instruments	To revise musical terminology (dynamics, time signatures, bars and bar lines)  To learn about the composer Jason Yarde  To revisit a chosen song from a previous unit and perform with voice or instruments	To learn the musical terminology piano and forte  To revisit a chosen song from a previous unit and perform with voice or instruments
<b>Vertical links</b>				To know the songs learnt in previous units	To know the notes on the recorder or glockenspiel	To know their own strengths
<b>Horizontal links</b>						
<b>MFL</b> To the Seaside	To learn the names of beach items	To recall sentence starters to talk about the beach	To learn persuasive sentences about visiting the seaside	To create extended sentences about visiting the seaside	To read and understand facts about the seaside	To apply language skills to learn another language
<b>Vertical links</b>		To know the phrases "I am, I like, here is, there is/are"	To know the vocabulary for colours, colourful, big and small		To know numbers to 100	To know greetings, fruit and vegetables
<b>Horizontal links</b>			To know what persuasive language is	To know what an expanded noun phrase is		