








Boston West Academy Yearly Overview

Year 5 2022-23

‘Working together for success’	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Space 	Victorians 	Natural disasters 	Ancient Greece 	Journeys 	Pilgrim Fathers 
English	The Jamie Drake Equation	Kick	Screen time – persuasive argument	Theseus and the Minotaur Greek myths	The Arrival	Nowhere emporium
Maths Maths resources for teachers White Rose Maths	Place Value Addition & Subtraction Multiplication & Division	Multiplication & Division Fractions A	Multiplication & Division Fractions B Decimals & Percentages	Decimals & Percentages Perimeter & Area Statistics	Shape Position & Direction Decimals	Decimals Negative Numbers Converting Units Volume
Science Staff Team (Boston West) - Science - All Documents (sharepoint.com)	Earth and Space Describe the movements of the Earth and the Moon. Describe the Sun, Earth and Moon as approximately spherical bodies. Explain day and night in relation to the Earth’s rotation. Space race Hidden Figures Dr Maggie’s Grand Tour of the Solar System Counting On Katherine Beyond the Sky: You and the Universe	Forces Know that unsupported objects fall due to gravity. Identify effects of air and water resistance and friction. Recognise some mechanisms, including levers, pulleys and gears allow smaller forces to have a greater effect. Scientist Study: Galileo Galilei and Emma England	Properties and changes of materials Compare materials by properties including hardness, solubility, transparency, conductivity and response to magnets. Know some materials will dissolve to form a solution. Decide how mixtures might be separated through filtering, sieving or evaporating. Reason, form comparative and fair tests, for uses of different materials. Demonstrate that dissolving, mixing and changes of state are reversible. Explain that some changes result in new materials. The Usborne Library of Science: Materials	Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Scientist Study: David Attenborough Project Bugs Things That Grow Super Scientists: David Attenborough	Animals, including Humans Describe the changes as humans develop into old age	
Computing Key Stage 2 (teachcomputing.org)	Creating media Video editing Planning, capturing, and	Programming B Selection in quizzes	Creating Media Vector drawing	Data and information Flat-file databases	Computing systems and networks Sharing information	Programming A Selection in physical computing

	editing video to produce a short film.	Exploring selection in programming to design and code an interactive quiz.	Creating images in a drawing program by using layers and groups of objects.	Using a database to order data and create charts to answer questions.	Identifying and exploring how information is shared between digital systems.	Exploring conditions and selection using a programmable microcontroller
<p style="text-align: center;">Geography</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Geography</p>	<p>Mapwork</p> <p>Use maps, atlases and globes to locate continents, oceans and countries around the world.</p>		<p>Volcanoes & Earthquakes</p> <p>Understand volcanoes and earthquakes. Consider impact on people's lives focusing on Iceland and compare with Vesuvius and Pompeii in Italy. Kids: Everything Volcanoes and Earthquakes</p> <p>Earth Shattering Events</p> <p>A Really Short History of Nearly Everything</p>		<p>Ireland</p> <p>Study a region of the UK describing settlements, land use and economic activity. Use maps and atlases.</p> <p>The Big Book of Facts about the UK</p>	<p>Compare Boston, Massachusetts with Boston, Lincolnshire</p> <p>Compare Boston, Lincolnshire, England, and Boston, Massachusetts, USA. Understand key aspects of settlements, land use and economic activity. Use maps, atlases and globes.</p> <p>Fieldwork: Boston</p> <p>Investigate land use, and changes over time in Boston UK. Plan and draw a route map through Boston. Use compass directions (8 points).</p>
<p style="text-align: center;">History</p> <p style="text-align: center;">https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/History</p>	<p>Remembrance</p> <p>What happens on Remembrance Sunday/ November 11th? (see progression document in history file)</p> <p>World War One by Richard Brassey</p>	<p>Victorians</p> <p>Using History Association schemes of learning</p> <p>How did Britain change whilst Victoria was queen?</p> <p>Who were the Victorians and when did they live?</p> <p><u>Children's lives</u></p> <p>What was life like for Victorian children? (Consider schooling, leisure and work, rich and poor)</p> <p>Who helped improve the lives of Victorian children? How did life change for children during the Victorian period?</p> <p>What changed in factories, transport and social and medical care?</p>		<p>Ancient Greece</p> <p>How can we find out about the civilisation of Ancient Greece?</p> <p>Who were the Ancient Greek?</p> <p>What can artefacts and archaeological sites tell us about what life was like in Ancient Greece?</p> <p>Can we learn anything from Greek myths and legends?</p> <p>What do we know about the achievements of Alexander the Great?</p> <p><u>Can we thank the Ancient Greeks for anything in our lives today?</u></p> <p>What can we learn from our language about Ancient Greece?</p>	<p>Journeys</p> <p>Ireland to America</p> <p>Windrush generation</p> <p>War torn countries - Ukraine</p> <p>Local History and Pilgrim Fathers</p> <p>Colonists -investigating and interpreting the past using source materials</p> <p>Native Americans and settlers Knowledge and understanding.</p> <p>Historical communication</p> <p>Why did migrants come to Britain?</p> <p>What were the experiences of migrants in Britain?</p> <p>What was the impact of migration to Britain?</p> <p>Who were the Pilgrim Fathers and how do we know about them?</p>	

		<p>What was the effect on people's lives because of these changes?</p> <p>V and A introduces: Queen Victoria 100 Facts: Victorian Britain Eyewitness: Victorians The Victorian Scrapbook</p>		<p>What do some of our buildings tell us about how we view Ancient Greece today? How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic Games changed since they were first held in Ancient Greece? So You Think You've Got it Bad: A kid's Life in Ancient Greece See Inside: Ancient Greece Visitor's Guide to Ancient Greece Greek Myths by Marcia Williams You Wouldn't Want to be a Slave in Ancient Greece</p>	<p>Boston by Neil Wright Coming to England by Floella Benjamin A World Full of Journeys and Migrations</p>
<p>RE Lincolnshire-Agreed-Syllabus-for-Religious-Education-2018-2022-FINAL.pdf (lincIndiocesaneducation.com)</p>	<p>Being Human Christianity In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?</p>	<p>Being human Hinduism How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</p>	<p>Being human Islam What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act? How are Muslim beliefs expressed in practice? How do beliefs impact on action?</p>	<p>Pilgrimage What is a pilgrimage? What does pilgrimage involve? E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges</p>	
<p>DT Staff Team (Boston West) - Religious Education - All Documents (sharepoint.com)</p>	<p>Mechanical Use unit 5c - Designing & making a cam toy Design/Make/Evaluate Children know that many toys have mechanisms to allow moving parts Children know the purpose of cogs, levers, pulleys and cams Children know that different shaped cams produce a different movement</p>	<p>Structures Bridges Design/Make/Evaluate Children know how to reinforce a beam to improve it's strength Children know how to build a truss bridge structure (use doweling for final bridge, spaghetti, straws for mock ups) Children know about the influence of Isambard Kingdom Brunel Super Structures Fabulous Bridges Structures: Bridges</p>	<p>Textiles Design/Make/Evaluate Bag or pouch Children know when to use and apply a range of different stitching techniques previously learnt Children know how to sew a back stitch Children know how to create objects that employ a seam allowance (such as a bag) Children know how to join textiles with a combination of stitching techniques such as back stitch for seams and running stitch to add decoration</p>	<p>Food Design/Make/Evaluate Fruit or vegetable kebabs Children know how to follow simple instructions independently Children know how to cut high resistance food with a vegetable knife using the claw grip Children know how to thread vegetables onto a kebab stick safely Children know how to fold ingredients together carefully</p>	

<p>Art</p> <p>Preview of revised Art and Design Scheme KS1 and KS2 (kapowprimary.com)</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/Art</p>	<p>Drawing</p> <p>How imagery was used in the space race.</p> <p>Explore drawing, collage and printing.</p>		<p>Painting & Mixed Media</p> <p>Explore creating self-portraits using a variety of painting, photography and mixed media techniques.</p>	<p>Sculpture & 3D</p> <p>Inspired by historical monuments and modern inspirations looking at scale</p> <p>13 Sculptures Children Should Know</p>		
<p>Music</p> <p>English Model Music Curriculum/Home – Lincolnshire Music Service (lincsmusicservicedigital.org)</p>	<p>Getting started with music tech – How does music bring us together?</p>		<p>Emotions and musical styles – How does music connect us with our past?</p>		<p>Identifying important musical elements – How does music connect us with the environment?</p> <p>Singing</p> <p>Perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	
<p>PE</p> <p>Get Set 4 PE: Lesson Plans and Schemes of Work</p>	<p>Tag rugby</p> <p>Develop key skills and principles such as defending, attacking, throwing, catching, running and dodging.</p> <p>Orienteering</p> <p>Take part in outdoor and adventurous challenges both individually and within a team.</p>	<p>Netball</p> <p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game.</p>	<p>Swimming</p> <p>Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. More advanced pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</p>		<p>Gymnastics</p> <p>Create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring.</p>	<p>Rounders</p> <p>Pupils will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.</p>
<p>PSHE</p> <p>PSHE and RSE scheme of work for primary pupils - Kapow Primary</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/PSHE & RSE/Year 5</p>	<p>Relationships</p> <p>Families and friendships</p> <p>Managing friendships and peer influence</p> <p>Safe relationships</p> <p>Physical contact and feeling safe</p> <p>Respecting ourselves and others</p> <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>		<p>Living in the wider world</p> <p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p> <p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p> <p>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>		<p>Health and wellbeing</p> <p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid</p> <p>Perfectly Imperfect Stories</p> <p>From Armpits to Zits : The Book of Yucky Body Bits</p>	

<p align="center">MFL</p> <p>Home (languageangels.com)</p> <p>https://anthemtrust.sharepoint.com/sites/BOS-Team-Staff/Shared Documents/General/MFL</p>	<p>Phonetics lesson 1 -3 (Core) Learning to pronounce French phonemes</p> <p>Presenting myself (Intermediate) Learning about French speaking countries, numbers 0-20, how are you? Saying your name and age asking what your name is, where do you live?</p>		<p>Vegetables (Early) Learning a range of vegetables vocabulary and how to add a weight for role play shopping at a French market. Extending phrases into longer sentences.</p> <p>Bon appetit, Monsieur Lapin</p>		<p>Family (Intermediate) Family members vocabulary, possessive adjectives, siblings, numbers and age.</p> <p>Qui vit ici? – Alain Crozon</p>	
<p align="center">Outdoor Learning</p> <p>Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</p>						
<p align="center">Y5 Entitlement</p>	Planetarium visit	Southwell workhouse	PGL day Mosque visit	Greek day Bikability	Year 5 play to parents	Field trip into Boston Sports day

Red indicates books from the year group reading spine to support teaching and learning.