

# WGPS Termly Planner – Cycle B

Years 5 and 6

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
<b>Trips &amp; Visits</b>	Ancient Greece Workshop: One Day Creative  Year 5: District Councillor Year 6: Houses of Parliament virtual tour	Sea Museum, Southampton: Titanic	Significant local feature/area
<b>Special Events</b>			Residentials
<b>Community</b>	Remembrance Day		<u>Year 6:</u> Production; End of Year Show
<b>English</b>	See separate WGPS English long-term plan		
<b>Maths</b>	<u>Year 5:</u> Place value up to 100,000 Addition and subtraction – whole numbers with more than 4 digits Multiplication and division Statistics  <u>Year 6:</u> Place value up to 10,000,000 Addition and subtraction Multiplication and division – 4-digit numbers by 2-digit numbers Fractions Geometry - position and direction	<u>Year 5:</u> Multiplication and division – 4-digit numbers by 1-digit numbers/2-digit numbers by 2-digit numbers/3-digit numbers by 2-digit numbers/4-digit numbers by 2-digit numbers Measurement – Area and perimeter Fractions Decimals and percentages  <u>Year 6:</u> Decimals Percentages Algebra	<u>Year 5:</u> Decimals Geometry – properties of shape, position and direction Measurement – converting units, volume  <u>Year 6:</u> Geometry – properties of shape Statistics Problem solving

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
		Measurement – converting units, perimeter, area and volume Ratio	
<b>Science</b>	<u>Year 5:</u> Properties and Changes of Materials/Forces <u>Year 6:</u> Light/ Evolution and Inheritance	<u>Year 5:</u> Living Things and their Habitats/ Earth and Space <u>Year 6:</u> Electricity	<u>Year 5:</u> Animals, including Humans <u>Year 6:</u> Living Things and Their Habitats/Animals, including Humans
<b>Art &amp; Design</b>	<p>To create sketchbooks to record their observations.            To improve mastery of sculpture.            Learn about great designers in history.</p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>-Create with clay on hessian/ muslin</li> <li>-Add materials to provide interesting detail.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>-Produce more intricate patterns and textures.</li> <li>-Create detailed clay on hessian/ muslin.</li> <li>-Select appropriate tools independently.</li> <li>-Use techniques to represent movement.</li> <li>-Papier mache and clay sculptures are robust and stand up without support.</li> </ul>	<p>To create sketchbooks to record their observations.            To improve mastery of drawing            To improve mastery of painting            Learn about great artists, architects and designers in history (Lowry/ George Bellows)</p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>-Investigate primary, secondary and tertiary colours confidently</li> <li>-Explore warm and cold, complementary and contrasting colours.</li> <li>-Use a limited palette to create an artwork.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>-Demonstrate a secure knowledge about primary, secondary and tertiary colours, warm and cold, complementary and contrasting colours.</li> <li>-Create shades and tints using black and white independently.</li> </ul>	<p>To create sketchbooks to record their observations.            Develop their techniques, including their control and their use of materials with creativity, experimentation and an increasing awareness of different types of art and craft.            Learn about great artists, architects and designers in history</p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>-Know how to thread a needle, to tie a knot.</li> <li>-Continue to develop running, back stitch and overstitching.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>-Neatly create running, back stitch and overstitching.</li> <li>-Develop knotting, threading, independently.</li> <li>-Experiment with using batik and wax resist safely.</li> </ul>

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
<b>Computing</b>	<p><b>Year 5</b>  <b>Computing Systems and Networks</b>  <b>Sharing information:</b>            Identifying and exploring how information is shared between digital systems.</p> <p><b>Creating media</b>  <b>Vector drawing:</b>            Creating images in a drawing program by using layers and groups of objects.</p> <p><b>Year 6</b>  <b>Computing Systems and Networks</b>  <b>Internet communication:</b>            Recognising how the WWW can be used to communicate and be searched to find information.</p> <p><b>Creating Media</b>  <b>Webpage creation:</b>            Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p>-Work with acrylic, watercolour and mix powder paint.</p> <p><b>Year 5</b>  <b>Programming A</b>  <b>Selection in physical computing:</b>            Exploring conditions and selection using a programmable microcontroller.</p> <p><b>Data and information</b>  <b>Flat-file databases:</b>            Using a database to order data and create charts to answer questions.</p> <p><b>Year 6</b>  <b>Programming A</b>  <b>Variables in games:</b>            Exploring variables when designing and coding a game.</p> <p><b>Data and information</b>  <b>Introduction to spreadsheets:</b>            Answering questions by using spreadsheets to organise and calculate data.</p>	<p><b>Year 5</b>  <b>Creating media</b>  <b>Video editing:</b>            Planning, capturing, and editing video to produce a short film.</p> <p><b>Programming B</b>  <b>Selection in quizzes:</b>            Exploring selection in programming to design and code an interactive quiz.</p> <p><b>Year 6</b>  <b>Creating media</b>  <b>3D modelling:</b>            Planning, developing and evaluating 3D computer models of physical objects.</p> <p><b>Programming B</b>  <b>Sensing:</b>            Designing and coding a project that captures inputs from a physical device.</p>
<b>Design and Technology</b>	<p><u>Mechanisms: (Clocks and Water Clocks)</u></p> <p>Generate ideas through research and develop and communicate a simple design specification.</p>	<p><u>Textiles/ Structures: Textile Rooms</u></p> <p>Generate and communicate innovative ideas through research. • Produce detailed lists of equipment and fabrics and formulate step-by-step</p>	<p><u>Food and Nutrition</u></p> <p>Generate and explore innovative ideas through research and discussion to develop a design brief. • Write a step-by-step recipe, including</p>

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
	<ul style="list-style-type: none"> <li>• Select use a range of tools and equipment to make products that that are accurately assembled and well finished within the constraints of time, resources and cost.</li> <li>• Compare the final product to the original design specification and test the quality of the design, manufacture and functionality with the user.</li> <li>• Investigate famous manufacturing and engineering companies relevant to the project.</li> </ul>	plans for making. <ul style="list-style-type: none"> <li>• Investigate and analyse textile products linked to their final product and compare the final product to the original design specification.</li> <li>• Know that a 3-D textile product can be made from a combination of pattern pieces, fabric shapes and different fabrics and that fabrics can be strengthened, stiffened and reinforced.</li> </ul>	a list of ingredients, equipment and utensils. <ul style="list-style-type: none"> <li>• Using appropriate utensils and equipment accurately, make, decorate and present a food product for the intended user and purpose.</li> <li>• Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification.</li> <li>• Understand seasonality and the source of different food products.</li> </ul> Fiver Challenge: Apply DT skills.
<b>Geography</b>	<u>Human and Physical Geography</u> Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water: Ancient Greece	<u>Locational Knowledge</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  <u>Geographical Skills and Fieldwork</u> Use the eight points of a compass, four ( <b>Year 5</b> ) and six-figure ( <b>Year 6</b> ) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<u>Geographical Skills and Fieldwork</u> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use the eight points of a compass, four ( <b>Year 5</b> ) and six-figure ( <b>Year 6</b> ) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
<b>History</b>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history – the building and sinking of the	A local area history study - a study over time tracing how several aspects of national history are reflected in the locality

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
<b>Music</b>	<b>Composition</b> To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations	Titanic  <b>Notation, Listening &amp; Appreciating</b> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music To use and understand staff and other musical notations	<b>Singing Play</b> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To listen with attention to detail and recall sounds with increasing aural memory
<b>PE</b> <b>(See PE Hub Scheme of Work)</b>	<u><b>Year 5:</b></u> <b>Autumn 1</b> Swimming Dance <b>Autumn 2</b> Swimming Gymnastics  <u><b>Year 6:</b></u> <b>Autumn 1</b> Hockey Dance <b>Autumn 2</b> Football Gymnastics	<u><b>Year 5:</b></u> <b>Spring 1</b> Swimming Dance <b>Spring</b> Swimming Gymnastics  <u><b>Year 6:</b></u> <b>Spring 1</b> Netball Dance <b>Spring 2</b> Basketball Gymnastics	<u><b>Year 5:</b></u> <b>Summer 1</b> OAA Athletics <b>Summer 2</b> Rounders Tag Rugby  <u><b>Year 6:</b></u> <b>Summer 1</b> OAA Athletics <b>Summer 2</b> Rounders Tag Rugby
<b>PSHCE</b>	<u><b>Families and Friendships</b></u> <b>Year 5</b> - Managing friendships and peer influence <b>Year 6</b> - Attraction to others; romantic	<u><b>Belonging to a Community</b></u> <b>Year 5</b> - Protecting the environment; compassion towards others <b>Year 6</b> - Valuing diversity; challenging	<u><b>Physical Health and Emotional/Mental wellbeing</b></u> <b>Year 5</b> - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
	<p>relationships; civil partnership and marriage</p> <p><b><u>Safe Relationships</u></b>  <b>Year 5</b> - Physical contact and feeling safe  <b>Year 6</b> - Recognising and managing pressure; consent in different situations</p> <p><b><u>Respecting Ourselves and Others</u></b>  <b>Year 5</b> - Responding respectfully to a wide range of people; recognising prejudice and discrimination  <b>Year 6</b> - Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>discrimination and stereotypes</p> <p><b><u>Media Literacy and Digital Resilience</u></b>  <b>Year 5</b> - How information online is targeted; different media types, their role and impact  <b>Year 6</b> - Evaluating media sources; sharing things online</p> <p><b><u>Money and Work</u></b>  <b>Year 5</b> - Identifying job interests and aspirations; what influences career choices; workplace stereotypes  <b>Year 6</b> - Influences and attitudes to money; money and financial risks</p>	<p>and allergies  <b>Year 6</b> - What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b><u>Growing and Changing</u></b>  <b>Year 5</b> - Personal identity; recognising individuality and different qualities; mental Wellbeing  <b>Year 6</b> - Human reproduction and birth; increasing independence; managing transition</p> <p><b><u>Keeping Safe</u></b>  <b>Year 5</b> - Keeping safe in different situations, including responding in emergencies, first aid and FGM  <b>Year 6</b> - Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>
RE	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b> Diwali and Guru Nanak  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Sikhi            Expressions of Faith</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main themes:</b>            Core Beliefs, Ideas and Symbols of Buddhism</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b> Vaisakhi  <b>Main themes:</b>            Identity-daily life of a Sikh            Social Action – putting beliefs into action</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main festivals/celebrations:</b> Sangha Day and Losar  <b>Main themes:</b>            Identity-daily life of a Buddhist</p>	<p><b><u>Year 5 (Sikhi):</u></b>  <b>Main festivals/celebrations:</b> Gurburbs (throughout year)  <b>Main themes:</b>            Ask big questions and make connections</p> <p><b><u>Year 6 (Buddhism):</u></b>  <b>Main festivals/celebrations:</b> Wesak (Buddha Day) and Dharma Day  <b>Main themes:</b></p>

Subject Area	<u>Autumn</u> Far Away & Long Ago Ancient Greece	<u>Spring</u> Ingenious Engineering All Hands on Deck	<u>Summer</u> Wild Wisborough Our Local Area
	Expressions of Faith		Social Action – putting beliefs into action Ask big questions and make connections
<b>Languages:            French</b>	<ul style="list-style-type: none"> <li>To listen attentively to spoken language and show understanding by joining in and responding</li> <li>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> </ul>	<ul style="list-style-type: none"> <li>To speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>To present ideas and information orally to a range of audiences</li> <li>To read carefully and show understanding of words, phrases and simple writing</li> <li>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</li> <li>To appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>To describe people, places, things and actions orally and in writing</li> </ul>