

WGPS Termly Planner – Cycle A

Years 5 and 6

Subject Area	<u>Autumn</u> Time Riders Anglo-Saxons	<u>Spring</u> Extreme Survival The Americas	<u>Summer</u> Your Majesty Kingdom of Benin
Trips & Visits	Anglo-Saxon Workshop: One Day Creative <u>or</u> Weald & Downland Living Museum	Art Gallery	Benin Workshop: One Day Creative
Special Events			Residentials
Community	Remembrance Day		<u>Year 6:</u> Production: End of Year Show
Key text	<u>Year 5 & 6:</u> Beowulf Michael Morpurgo	<u>Year 6:</u> The Savage David Almond <u>Year 5:</u> Holes Louis Sachar	<u>Year 6:</u> Macbeth William Shakespeare <u>Year 5:</u> Children of Benin Dinah Orji
English	See separate WGPS What will my child learn in English?		
Maths	<u>Year 5:</u> Fractions Money Factors & multiples Multiplication and division <u>Year 6:</u> Number structures Money Fractions and percentages	<u>Year 5:</u> Fractions Decimals Area Converting units Multiplication and division <u>Year 6:</u> Multiplication and division	<u>Year 5:</u> Area Angles Negative numbers Multiplication and division Fractions <u>Year 6:</u>

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	Area Shape Statistics Multiples	Fractions and percentages Ration and proportion Order of operations	Numbers up to 10,000 Multiplication and division Multiples Shape Mean average
Science	<u>Year 5:</u> Properties and Changes of Materials/Forces <u>Year 6:</u> Electricity/Light	<u>Year 5:</u> Living Things and Their Habitats/Earth and Space <u>Year 6:</u> Evolution and Inheritance	<u>Year 5:</u> Animals, including Humans <u>Year 6:</u> Living Things and their Habitats/Animals, including Humans
Art & Design	To create sketchbooks to record their observations. To improve mastery of sculpture. Learn about great artists, architects and designers in history. <u>Year 5</u> -Create clay tiles on hessian/ muslin -Add materials to provide interesting detail. <u>Year 6</u> -Produce more intricate patterns and textures. -Create detailed clay tiles on hessian/ muslin. -Use mod-roc to create a piece of art. -Select appropriate tools independently. -Use techniques to represent movement. -Papier mache and clay sculptures are robust and stand up without support.	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. (Frida Kahlo) <u>Year 5</u> -Investigate primary, secondary and tertiary colours confidently -Explore warm and cold, complementary and contrasting colours. -Use a limited palette to create an artwork. <u>Year 6</u> -Demonstrate a secure knowledge about primary, secondary and tertiary colours, warm and cold, complementary and contrasting colours. -Create shades and tints using black	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. <u>Year 5</u> -Create resist and relief printings. -Use a variety of materials in collages. -Silk painting refined -Start using dip dyeing techniques. <u>Year 6</u> -Proficient in cutting and sticking. -Combine pattern, tone and shape -Begin to screen print. -Design and create motifs to print.

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		and white independently. -Work with acrylic, watercolour and mix powder paint.	
Computing	<p><u>Year 5</u> Computing Systems and Networks Sharing information: Identifying and exploring how information is shared between digital systems.</p> <p>Creating Media Video editing: Planning, capturing, and editing video to produce a short film.</p> <p><u>Year 6</u> Computing Systems and Networks Internet communication: Recognising how the WWW can be used to communicate and be searched to find information.</p> <p>Creating Media Webpage creation: Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p><u>Year 5</u> Programming A Selection in physical computing: Exploring conditions and selection using a programmable microcontroller.</p> <p>Data and information Flat-file databases: Using a database to order data and create charts to answer questions.</p> <p><u>Year 6</u> Programming A Variables in games: Exploring variables when designing and coding a game.</p> <p>Data and information Introduction to spreadsheets: Answering questions by using spreadsheets to organise and calculate data.</p>	<p><u>Year 5</u> Creating media Vector drawing: Creating images in a drawing program by using layers and groups of objects.</p> <p>Programming B Selection in quizzes: Exploring selection in programming to design and code an interactive quiz.</p> <p><u>Year 6</u> Creating media 3D modelling: Planning, developing and evaluating 3D computer models of physical objects.</p> <p>Programming B Sensing: Designing and coding a project that captures inputs from a physical device.</p>
Design and Technology	<u>Frame Structures (Anglo Saxon Village)</u> Research user needs and existing products and develop and model innovative ideas into a design	<u>Cooking and Nutrition (Seasonal Food)</u> Generate and explore innovative ideas through research and discussion to develop a design brief.	<u>Alarmed Electrical Systems/ Programmable Products</u> Develop a design specification for a functional product that responds

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	specification. <ul style="list-style-type: none"> Formulate a plan with a step-by-step list of tasks and resources. Use tools to accurately measure, mark out, cut, shape and join materials to make frameworks. Use finishing techniques suitable for the product and critically evaluate their products against a range of criteria. Research key events and individuals relevant to frame structures. 	<ul style="list-style-type: none"> Write a step-by-step recipe, including a list of ingredients, equipment and utensils. Using appropriate utensils and equipment accurately, make, decorate and present a food product for the intended user and purpose. Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification. Understand seasonality and the source of different food products. 	automatically to changes in the environment. <ul style="list-style-type: none"> Formulate a step-by-step plan to making, listing tools, equipment, materials and components. Use a computer control program to enable an electrical product to work automatically in response to changes in the environment. Test and evaluate the system to demonstrate its effectiveness for the intended user and purpose. Know and use technical vocabulary relevant to the project.
Geography	<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 <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.	<u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America , concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America	<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: Benin/Africa

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History	Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	n/a	A non-European society that provides contrasts with British history – Benin (West Africa) c. AD 900-1300.
Music	Composition 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	Notation, Listening & Appreciating 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	Singing Play 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
PE (See PE Hub Scheme of Work)	<u>Year 5:</u> Autumn 1 Swimming Dance Autumn 2 Swimming Gymnastics <u>Year 6:</u> Autumn 1 Hockey Dance Autumn 2 Football Gymnastics	<u>Year 5:</u> Spring 1 Swimming Dance Spring 2 Swimming Gymnastics <u>Year 6:</u> Spring 1 Netball Dance Spring 2 Basketball Gymnastics	<u>Year 5:</u> Summer 1 OAA Athletics Summer 2 Rounders Tag Rugby <u>Year 6:</u> Summer 1 OAA Athletics Summer 2 Rounders Tag Rugby

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PSHCE	<p><u>Families and Friendships</u> Year 5 - Managing friendships and peer influence Year 6 - Attraction to others; romantic relationships; civil partnership and marriage</p> <p><u>Safe Relationships</u> Year 5 - Physical contact and feeling safe Year 6 - Recognising and managing pressure; consent in different situations</p> <p><u>Respecting Ourselves and Others</u> Year 5 - Responding respectfully to a wide range of people; recognising prejudice and discrimination Year 6 - Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p><u>Belonging to a Community</u> Year 5 - Protecting the environment; compassion towards others Year 6 - Valuing diversity; challenging discrimination and stereotypes</p> <p><u>Media Literacy and Digital Resilience</u> Year 5 - How information online is targeted; different media types, their role and impact Year 6 - Evaluating media sources; sharing things online</p> <p><u>Money and Work</u> Year 5 - Identifying job interests and aspirations; what influences career choices; workplace stereotypes Year 6 - Influences and attitudes to money; money and financial risks</p>	<p><u>Physical Health and Emotional/Mental Wellbeing</u> Year 5 - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Year 6 - What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><u>Growing and Changing</u> Year 5 - Personal identity; recognising individuality and different qualities; mental Wellbeing Year 6 - Human reproduction and birth; increasing independence; managing transition</p> <p><u>Keeping Safe</u> Year 5 - Keeping safe in different situations, including responding in emergencies, first aid and FGM Year 6 - Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>
RE	<p><u>Year 5 (Sikhi):</u> Main festivals/celebrations: Diwali and Guru Nanak Main themes: Core Beliefs, Ideas and Symbols of Sikhi Expressions of Faith</p> <p><u>Year 6 (Buddhism):</u></p>	<p><u>Year 5 (Sikhi):</u> Main festivals/celebrations: Vaisakhi Main themes: Identity-daily life of a Sikh Social Action – putting beliefs into action</p> <p><u>Year 6 (Buddhism):</u> Main festivals/celebrations: Sangha</p>	<p><u>Year 5 (Sikhi):</u> Main festivals/celebrations: Gurburbs (throughout year) Main themes: Ask big questions and make connections</p> <p><u>Year 6 (Buddhism):</u> Main festivals/celebrations: Wesak</p>

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	Main themes: Core Beliefs, Ideas and Symbols of Buddhism Expressions of Faith	Day and Losar Main themes: Identity-daily life of a Buddhist	(Buddha Day) and Dharma Day Main themes: Social Action – putting beliefs into action Ask big questions and make connections
Languages: French	<ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	<ul style="list-style-type: none"> To speak in sentences, using familiar vocabulary, phrases and basic language structures To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases To present ideas and information orally to a range of audiences To read carefully and show understanding of words, phrases and simple writing 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 To appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary To write phrases from memory, and adapt these to create new sentences, to express ideas clearly To describe people, places, things and actions orally and in writing

