

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
Trips & Visits	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
Special Events			Residentials
Community	Remembrance Day		<u>Year 6:</u> Production; End of Year Show
English	See separate WGPS What will my child learn in English?		
Maths	<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	<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	<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

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	Geometry - position and direction	Algebra Measurement – converting units, perimeter, area and volume Ratio	
Science	<u>Year 5:</u> Properties and Changes of Materials/Forces <u>Year 6:</u> Evolution and Inheritance	<u>Year 5:</u> Living Things and their Habitats/ Earth and Space <u>Year 6:</u> Electricity/Light	<u>Year 5:</u> Animals, including Humans <u>Year 6:</u> Living Things and Their Habitats/Animals. including Humans
Art & Design	<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"> -Create with clay on hessian/ muslin -Add materials to provide interesting detail. <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Produce more intricate patterns and textures. -Create detailed clay on hessian/ muslin. -Select appropriate tools independently. -Use techniques to represent movement. -Papier mache and clay sculptures are robust and stand up without support. 	<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"> -Investigate primary, secondary and tertiary colours confidently -Explore warm and cold, complementary and contrasting colours. -Use a limited palette to create an artwork. <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Demonstrate a secure knowledge about primary, secondary and tertiary colours, warm and cold, complementary and contrasting colours. -Create shades and tints using black 	<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"> -Know how to thread a needle, to tie a knot. -Continue to develop running, back stitch and overstitching. <p><u>Year 6</u></p> <ul style="list-style-type: none"> -Neatly create running, back stitch and overstitching. -Develop knotting, threading, independently. -Experiment with using batik and wax resist safely.

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Computing	<p>Year 5 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>Year 6 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>and white independently. -Work with acrylic, watercolour and mix powder paint.</p> <p>Year 5 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>Year 6 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>Year 5 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>Year 6 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	<p><u>Mechanisms: (Clocks and Water Clocks)</u></p> <p>Generate ideas through research and</p>	<p><u>Textiles/ Structures: Textile Rooms</u></p> <p>Generate and communicate innovative ideas through research. •</p>	<p><u>Food and Nutrition</u></p> <p>Generate and explore innovative ideas through research and discussion to</p>

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	develop and communicate a simple design specification. <ul style="list-style-type: none"> • 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. • Compare the final product to the original design specification and test the quality of the design, manufacture and functionality with the user. • Investigate famous manufacturing and engineering companies relevant to the project. 	Produce detailed lists of equipment and fabrics and formulate step-by-step plans for making. <ul style="list-style-type: none"> • Investigate and analyse textile products linked to their final product and compare the final product to the original design specification. • 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. 	develop a design brief. <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. Fiver Challenge: Apply DT skills.
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: 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 (Year 5) and six-figure (Year 6) 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 (Year 5) and six-figure (Year 6) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
History	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'	A local area history study - a study over time tracing how several aspects of national history are reflected in the

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	World War 2 - An aspect of British history that extends pupils' chronological knowledge beyond 1066.	chronological knowledge beyond 1066: a significant turning point in British history – the building and sinking of the Titanic	locality
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 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 5 (Sikhi):</u> Main festivals/celebrations: Vaisakhi Main themes: Identity-daily life of a Sikh Social Action – putting beliefs into action <u>Year 6 (Buddhism):</u></p>	<p><u>Year 5 (Sikhi):</u> Main festivals/celebrations: Gurpurbs (throughout year) Main themes: Ask big questions and make connections</p>

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	<u>Year 6 (Buddhism):</u> Main themes: Core Beliefs, Ideas and Symbols of Buddhism Expressions of Faith	Main festivals/celebrations: Sangha Day and Losar Main themes: Identity-daily life of a Buddhist	<u>Year 6 (Buddhism):</u> Main festivals/celebrations: Wesak (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

