

WPS Curriculum Plan



Year Group: 5

Term: Autumn 1

Subject	Learning
History	Taught in Spring term
Geography	<p>Europe</p> <ul style="list-style-type: none"> ● To name and locate a number of European countries ● To recognise shapes of countries (including countries in the UK). ● To name and locate a number of European capital cities ● To understand the human features and culture of the countries in the United Kingdom and Europe. ● To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) - To explore the similarities and differences between the countries in the United Kingdom in further detail ● To locate a number of UK counties, major cities and seas around the UK. <p>Key Vocabulary Prime/Greenwich Meridian, Time zone Countries: Russia, Spain, Germany, Italy, Greece, Romania, Sweden, Norway, Denmark, Finland, Cities: Moscow, Madrid, Berlin, Rome, Athens, Bucharest, Stockholm, Oslo, Copenhagen, London, Leeds, Manchester, Birmingham, Counties: Staffordshire, Greater London, Yorkshire, Lancashire, West Midlands, Stoke on Trent</p>
MFL	<p>Phonetics 1-3 (XT) My Family (IN)</p>
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To experiment with different styles that artists have used. ● To learn about the work of others by looking at artists work in books, the internet, visits to galleries and other sources of information. ● Artist: Klimt ● Skills ● To identify and draw simple objects and use marks and lines to produce texture. ● Use shading to create mood and feeling. ● Organise line, tone shape and colour to represent figures and forms in movement. ● Show reflections and explain why they have chosen a specific material to draw with. <p>Key Vocabulary Classical, commission, confiscated, decorative, ornamental, patron</p>
RE	<p>Islam</p> <ul style="list-style-type: none"> ● What does the Qur'an reveal about Allah and his guidance? <p>Key vocabulary Qur'an, Allah , Revelation, Hira, Gabirel, recite, Hafiz, Madrassah</p>

<p>Science</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> ● Describe the movement of the Earth and other planets relative to the sun in the solar system and know the relative distances away from each other. ● Describe the movement of the Moon relative to the Earth and the different phases of the Moon. ● Describe the sun, Earth and Moon as approximately spherical bodies ● Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Key Vocabulary Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> ● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (TAPS 'Do' – Craters) ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key Vocabulary measurements, accuracy, precision, repeat readings, predictions, further comparative and fair test, identify, classify and describe, patterns, systematic, quantitative measurement</p>
<p>PE</p>	<p>Tag Rugby:</p> <ul style="list-style-type: none"> ● Use dribbling to change the direction of play with some control under pressure. ● Use a variety of throwing techniques with some control under increasing pressure. ● Catch and intercept a ball using one and two hands with some success in game situations. ● Use a variety of techniques to change direction to lose an opponent. ● Create and use space for self and others with some success. ● Understand the need for tactics and can identify when to use them in different situations. <p>Key Vocabulary tactics, offside, control, foul, support, pressure, obstruction and onside.</p>
<p>PE with Total Sports</p>	<p>Hockey:</p> <ul style="list-style-type: none"> ● Use dribbling to change the direction of play with some control under pressure. ● Strike a ball using a wider range of skills. Apply these with some success under pressure. ● Use a variety of techniques to change direction to lose an opponent. ● Create and use space for self and others with some success. ● Understand the need for tactics and can identify when to use them in different situations. <p>Key vocabulary tactics, offside, foul, support, pressure, obstruction and onside.</p>
<p>Computing</p>	<p>Discovery Coding 1 To write increasingly complex programmes.</p> <ul style="list-style-type: none"> ● To control external hardware from within my programmes ● To use loops to repeat tasks in a programme ● To use if statements to alter the way my programmes run ● To explain how increasingly complex algorithms solve a given problem <p>Key vocabulary</p>

	<p>run, code, action, execute, program and algorithm</p> <p>PIXL E-Safety Introduction to E-Safety: What do we enjoy using the internet for? What do we already know about managing online risks? Summarise the SMART rules. report and block.</p>
Music	Classroom Jazz 1
PSHE and RSE	<ul style="list-style-type: none"> ● H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (PiXL session 1 and 2) ● L13. about some of the different ways information and data is shared and used online, including for commercial purposes ● L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information (E-safety PiXL session 4 and 5) ● R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them ● R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on other
DT	AUTUMN 2
British Values	<p>Rule of Law - Set school rules</p> <ul style="list-style-type: none"> ● 4S lines (silent, straight, smart, smiling) ● 4Bs (Be kind, Be respectful, Be responsible, Be Your Best) ● We walk everywhere in school <ul style="list-style-type: none"> ● Class Rules (individual to classrooms/pupils)
SMSC	<p>Space topic, Space centre trip</p> <ul style="list-style-type: none"> ● Pupils develop an enjoyment and fascination in learning about themselves, others and the world around them