

WPS Curriculum Plan



Year Group: 5

Term: Summer 2

Subject	Learning
History	<ul style="list-style-type: none"> ● Investigate and Interpret the past ● Children can begin to use, interpret and analyse evidence that they have gathered about the past. ● Children continue to develop an understanding of the difference between primary and secondary sources of evidence and the impact that this has on reliability. ● Children begin to evaluate the usefulness of different sources. <p>World history Places</p> <ul style="list-style-type: none"> ● Children can begin to discuss and interpret the social, ethnic, cultural and religious diversity of past societies. <p>Understanding Chronology</p> <ul style="list-style-type: none"> ● Pupils place key events of the area being studied in order. ● Pupils use dates to order and place events on a timeline. ● Pupils can begin to describe the main changes in a period of history using the terms social, religious, political, technological and cultural. <p>Key Vocabulary Werrington, community, time period, village green, houses, civil parish, work house, changes</p>
Geography	<p>Local History- Local area study (linked to History)</p> <ul style="list-style-type: none"> ● Select a type of map for a specific purpose and follow a route ● Use four-figure grid references to navigate around a map <p>Key Vocabulary Map, route, grid reference, four-figure grid reference, navigate</p>
MFL	The Planets (PR)
Art	Taught in Summer 1
RE	<p>Buddhism</p> <p>How did Buddha teach his followers to find enlightenment</p> <p>Key Vocabulary Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation</p>
Science	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> ● Describe the differences in the life cycles of a mammal, an amphibian, a bird and an insect ● Describe the life process of reproduction in some plants and animals <p>Key Vocabulary life process, reproduction, offspring,</p>
Working Scientifically	<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 ● 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

	<p>written forms such as displays and other presentations (TAPS 'Research Review' – Lifecycles)</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Key Vocabulary conclusions, casual relationships, explanations, degree of trust, oral and written display and presentation</p>
PE	<p>Swimming</p> <p>The following statements are from the Star Swimming Award Scheme Level 4:</p> <ul style="list-style-type: none"> Answer 2 questions on pool safety Enter the pool correctly Push and glide prone, rotate 180 degrees to supine and swim across the pool in a streamlined position Swim 5 metres under water passing through a submerged hoop Float on their back for 10 seconds Hold a tucked floating position for 10 seconds Swim 25 metres front crawl Swim 25 metres backstroke Swim 25 metres breaststroke Swim 25 metres butterfly Perform a safe self-rescue <p>All of the children are swim tested at the beginning of the unit and may be assessed on other statements. The statements range from Level 1-5.</p> <p>Key vocabulary continuously, inhale, outstretched, exhale, personal best, endurance and retrieved.</p> <p>School games value: self-belief</p>
PE with Total Sports	<p>Rounders</p> <ul style="list-style-type: none"> 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. 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: pressure, backing up, support, overtake, tracking, outwit, tactics</p> <p>School games value: self-belief</p>
Computing	NO COMPUTING THIS HALF TERM
Music	<p>Title of unit: Dancing in the Street Style of main song: Motown Unit theme: Motown Performance focus: Playing their own compositions on their instruments.</p>

	<p>Listening: Discuss and recognise the structure of the song (Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3). Identify instruments/sounds they can hear (Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). Find the pulse as they are listening. Identify/discuss whether the tempo is fast, slow or in-between, dynamics and texture. Know the song is an example of Motown music and be able to describe the style indicators of Motown music.</p> <p>Rhythms: Play and copy back rhythms, on a glockenspiel using up to 3 notes (F, G + A).</p> <p>Sing: In two parts.</p> <p>Play instruments: Play with the song by ear, or from notation. Using complex rhythms with up to 2 notes (F + G). Know the difference between pulse and rhythm and be about to keep an internal pulse.</p> <p>Improvise: using the up to 3 notes (D, E + F).</p> <p>Compose: a simple melody using simple rhythms choosing from the notes C, D, E, F + G. Children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Key Vocabulary Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, Motown, musical dimensions, style indicators.</p>
PSHE and RSE	<ul style="list-style-type: none"> ● R26. about seeking and giving permission (consent) in different situations ● R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret ● L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes ● L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation ● H43 about what is meant by first aid; basic techniques for dealing with common injuries
DT	<p>Food technology</p> <ul style="list-style-type: none"> ● know that seasons may affect the food available ● how food is processed into ingredients that can be eaten or used in cooking ● prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source ● how to use a range of techniques <p>Key Vocabulary ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality, utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p>
British Values	<p>Protected characteristics</p> <ul style="list-style-type: none"> ● What is discrimination? ● Understanding different types of discrimination. ● We are all different – linked to the protected characteristics within Werrington Primary School
SMSC	<p>Residential – awe and wonder The Workhouse, child labour – Local History</p>