



Winnington Park Primary School and Nursery

Half Termly Planning

Year 5 Summer 1

| Ancient Greece / Space | | | | |
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| Value | | Kind | | |
| No Outsiders | | Rose Blanche – Justify my actions | | |
| Educational Visits and Enrichment Experiences | | Northwich Sings | | |
| Mental Health and Wellbeing | | Take Notice – Others around me | | |
| Subject | | National Curriculum Objective | Knowledge | Skills |
| English | 2 | <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - précising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - ensuring the consistent and correct use of tense throughout a piece of writing. - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - using passive verbs to affect the presentation of information in a sentence. - using expanded noun phrases to convey complicated information concisely. - using commas to clarify meaning or avoid ambiguity in writing. - using hyphens to avoid ambiguity. - using brackets, dashes or commas to indicate parenthesis. - using semi-colons, colons or dashes to mark boundaries between independent clauses. -proof-read for spelling and punctuation errors <p><i>Use a wide range of drama strategies to explore complex issues e.g. Conscience Alley and Forum Theatre.</i></p> | <p>Non-fiction: biography</p> <p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount is an experience revealing the writer's perspective.</p> | <p>Use varied length in sentence structure.</p> <p>To write with Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Incorporate expanded noun phrases.</p> <p>Use modal verbs.</p> <p>Convert adjectives into verbs using suffixes; ate, ise, ify.</p> <p>Choose appropriate adjectives.</p> <p>Change tense according to the features of the genre.</p> <p>To use adverbial phrases, fronted adverbials, commas after fronted adverbials, and adverbials of time, place and number.</p> |



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| | <p><i>Listen to complex information and identify key elements and make relevant, related comments e.g. 'Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</i></p> <p><i>Use follow up questions linked to answers that have just been given e.g. 'When did you ...?', 'What happened ...?', 'Why did you ...?'</i></p> <p><i>Begin to select information carefully to ensure that explanations are more succinct.</i></p> | | |
| | <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own. <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - précising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - ensuring the consistent and correct use of tense throughout a piece of writing. - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - using passive verbs to affect the presentation of information in a sentence. - using expanded noun phrases to convey complicated information concisely. - using commas to clarify meaning or avoid ambiguity in writing. - using hyphens to avoid ambiguity. - using brackets, dashes or commas to indicate parenthesis. - using semi-colons, colons or dashes to mark boundaries between independent clauses. -proof-read for spelling and punctuation errors | <p>Poetry: Tetractys</p> <p>Secure understanding of poem structure.</p> <p>Knowledge of syllables.</p> <p>Vocabulary should provoke emotion.</p> | <p>Use varied length in sentence structure.</p> <p>Choose appropriate adjectives.</p> <p>Change tense according to the features of the genre.</p> <p>Perform their poem with correct expression, intonation and volume.</p> |



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| | | <p><i>Perform a scripted scene making use of dramatic conventions to enhance performance.</i></p> <p><i>Perform across a range of styles and genres.</i></p> <p><i>Evaluate performances by others.</i></p> | | |
| | | <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - précising longer passages. - using a wide range of devices to build cohesion within and across paragraphs. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - ensuring the consistent and correct use of tense throughout a piece of writing. - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - using passive verbs to affect the presentation of information in a sentence. - using modal verbs or adverbs to indicate degrees of possibility. - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. - using commas to clarify meaning or avoid ambiguity in writing. - using hyphens to avoid ambiguity. - using brackets, dashes or commas to indicate parenthesis. | <p>"The Darkest Dark" by Chris Hadfield.</p> <p>Fiction: dilemma story (balanced argument)</p> <p>Developed introduction and conclusion using all the argument features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both viewpoints are transparent for the reader.</p> <p>Emotive language is used throughout to engage the reader.</p> | <p>Active and passive voice are used to deliberately heighten engagement e.g the café chairs were broken.</p> <p>Wide range of subordinate conjunctions are used e.g whilst, until, despite.</p> <p>Complex sentences that use well known economic expression e.g because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p> <p>Persuasive statements are used to change the reader's opinion e.g you will never need to.</p> |



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| | | <p>- using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>- proof-read for spelling and punctuation errors</p> <p><i>Listen to complex information and identify key elements and make relevant, related comments e.g. 'Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</i></p> <p><i>Identify increasingly adventurous vocabulary used by authors from their reading and use it appropriately in their spoken language.</i></p> <p><i>When describing people and characters, begin to use 'show not tell' techniques to infer emotional responses.</i></p> <p><i>Use relative pronouns to add further detail to oral descriptions.</i></p> <p><i>Begin to experiment with different ways to open narratives to engage the listener.</i></p> <p><i>Include details about events to engage the listener.</i></p> <p><i>Begin to use a wider range of conjunctions to link events e.g. meanwhile, since, yet.</i></p> <p><i>Begin to experiment with different ways to end narratives to engage the listener e.g. rhetorical question, cliff-hanger.</i></p> | | |
| SPaG / Phonics | 1 | <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p><i>Begin to relate new vocabulary to its etymology and discuss this with others.</i></p> | To know how to spell words from the Y5 National Curriculum. | To apply different strategies to spell words from the National Curriculum. |
| | 2 | <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p><i>Begin to relate new vocabulary to its etymology and discuss this with others.</i></p> | To know how to add different prefixes to root words and what the prefix means. | To spell words with different prefixes correctly. |
| | 3 | <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p><i>Become familiar with a wider range of academic vocabulary linked to the curriculum, responding to and using words appropriately.</i></p> <p><i>Secure phonological awareness skills.</i></p> | To know how to change nouns and adjectives to verbs by adding suffixes. | To add suffixes correctly when changing a noun or adjective to a verb. |
| | 4 | <p>Continue to distinguish between homophones and other words which are often confused.</p> <p><i>Begin to make comparisons between meanings of a range of homophones from the Y5/6 spelling curriculum.</i></p> | To know how to spell homophones and near homophones. | To spell homophones and near homophones. |
| | 5 | <p>Continue to distinguish between homophones and other words which are often confused.</p> <p><i>Begin to make comparisons between meanings of a range of homophones from the Y5/6 spelling curriculum.</i></p> | To know how to spell homophones and near homophones. | To spell homophones and near homophones. |



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| <p>Guided Reading</p> | <p>Weekly</p> | <p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>To develop positive attitudes to reading and understanding of what they read.</p> <p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p> <p><i>Listen to complex information and identify key elements and make relevant, related comments e.g. 'Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'</i></p> <p><i>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</i></p> <p><i>Identify increasingly adventurous vocabulary used by authors from their reading and use it appropriately in their spoken language.</i></p> | <ul style="list-style-type: none"> • 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text |
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| | | <p><i>Produce speech that is consistently clear and easy to understand.</i></p> <p><i>Able to say words of any length with accuracy.</i></p> <p><i>Secure phonological awareness skills.</i></p> | | |
| Maths | 1 2 | <p>Perimeter and Area</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</p> <p><i>Make a hypothesis on the outcome of a problem and justify with some evidence.</i></p> | <p>Perimeter and Area</p> <p>To know the difference between perimeter and area.</p> <p>To know how to find the perimeter of different shapes.</p> <p>To know how to find the area of different shapes.</p> | <p>Perimeter and Area</p> <p>To find the perimeter of different shapes.</p> <p>To find the area of different shapes.</p> <p>To estimate the area of different shapes.</p> <p>To compare the area of different shapes.</p> |
| | 3 4 | <p>Statistics</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables.</p> <p><i>Make a hypothesis on the outcome of a problem and justify with some evidence.</i></p> | <p>Statistics</p> <p>To know how to read and interpret line graphs.</p> <p>To know how to draw line graphs.</p> <p>To know how to read and interpret tables.</p> <p>To know what calculation is needed to solve a problem.</p> | <p>Statistics</p> <p>To be able to draw and interpret line graphs and tables.</p> <p>To identify the correct calculation needed to solve problems about the information in a line graph or table.</p> |
| | 4 5 | <p>Geometry – Properties of Shapes</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (°).</p> <p>Identify: Angles at a point and 1 whole turn (total 360°). Angles at a point on a straight line and half a turn (total 180°). Other multiples of 90°.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p><i>Make a hypothesis on the outcome of a problem and justify with some evidence.</i></p> | <p>Geometry – Properties of Shapes</p> <p>Know how to measure angles with a protractor.</p> <p>Know how many degrees are in a right angle, acute angle and obtuse angle.</p> <p>Recognise that two right angles are the equivalent of a straight line, or a straight line is half a turn. Know how to calculate angles on a straight line.</p> <p>Know that there is 360 in a full turn. Know how to calculate angles around a full turn.</p> <p>Know how to calculate the lengths and angles in a shape.</p> | <p>Geometry – Properties of Shapes</p> <p>Use a protractor to measure (in degrees) angles less than 90 degrees. Use knowledge of right angles to estimate the size of acute and obtuse angles. Use the inside and the outside scales of a protractor. Be able to decide which scale of the protractor to use. Use a protractor to measure the size of obtuse angles. Be able to draw lines correctly to the nearest millimetre. Use a protractor to draw angles of a given size. Use precise language to describe the types of angles they are drawing. Use part-whole models to calculate missing angles along a</p> |



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| | | | <p>Know that half a right angle is 45 degrees.</p> <p>Identify regular and irregular polygons.</p> <p>Identify different 3d shapes and their features.</p> | <p>straight line. Use given facts to deduce the size of an angle. Understand parallel and perpendicular lines and right angles in relation to squares and rectangles. Be able to distinguish between regular and irregular polygons. Calculate the size of missing angles and sides in polygons. Can identify 3D shapes (including cubes, cuboids) from their 2D nets. Identify faces, curved surfaces, vertices and edges in a shape.</p> |
| Science | 1 | <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p><i>Begin to select information carefully to ensure that explanations are more succinct.</i></p> <p><i>Use technical language accurately.</i></p> <p><i>Create explanations using language which shows causal relations between ideas or logical connections.</i></p> <p><i>Plan and manage a group task over time using different levels of planning and understanding of group roles.</i></p> <p><i>Understand different ways to take the lead and support others in groups.</i></p> <p><i>Understand the process of decision making.</i></p> | <p>To know that air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.</p> | <p>Can give examples of friction, water resistance and air resistance.</p> <p>Can give examples of when it is beneficial to have high or low friction, water resistance and air resistance. Investigate the effect of friction in a range of contexts.</p> <p>Investigate the effects of water resistance such as dropping objects in water. Investigate the effects of air resistance such as making spinners or parachutes.</p> <p>Measure taking repeat readings.</p> |
| | 2 | <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><i>Begin to select information carefully to ensure that explanations are more succinct.</i></p> <p><i>Use technical language accurately.</i></p> <p><i>Create explanations using language which shows causal relations between ideas or logical connections.</i></p> <p><i>Plan and manage a group task over time using different levels of planning and understanding of group roles.</i></p> <p><i>Understand different ways to take the lead and support others in groups.</i></p> <p><i>Understand the process of decision making.</i></p> | <p>To know that a mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting force moves a small distance, eg a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.</p> | <p>Can demonstrate how pulleys, levers and gears work. Make a product that involves a lever, pulley or gear.</p> |



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| | 3 | <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system.</p> <p><i>Begin to select information carefully to ensure that explanations are more succinct.</i></p> <p><i>Use technical language accurately.</i></p> <p><i>Create explanations using language which shows causal relations between ideas or logical connections.</i></p> <p><i>Plan and manage a group task over time using different levels of planning and understanding of group roles.</i></p> <p><i>Understand different ways to take the lead and support others in groups.</i></p> <p><i>Understand the process of decision making.</i></p> | To know that the Earth and the other planets in the solar system orbit the Sun. | Can show, using diagrams or models, the movement of the Earth and the other planets of the solar system. |
| | 4 | <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system.</p> <p><i>Begin to select information carefully to ensure that explanations are more succinct.</i></p> <p><i>Use technical language accurately.</i></p> <p><i>Create explanations using language which shows causal relations between ideas or logical connections.</i></p> <p><i>Plan and manage a group task over time using different levels of planning and understanding of group roles.</i></p> <p><i>Understand different ways to take the lead and support others in groups.</i></p> <p><i>Understand the process of decision making.</i></p> | To know that the Sun is a star at the centre of our solar system which is made up of eight planets. | Can create a voice over for a clip or animation of the solar system and planetary orbits. |
| | 5 | <p>Describe the movement of the moon relative to the Earth.</p> <p><i>Begin to select information carefully to ensure that explanations are more succinct.</i></p> <p><i>Use technical language accurately.</i></p> <p><i>Create explanations using language which shows causal relations between ideas or logical connections.</i></p> <p><i>Plan and manage a group task over time using different levels of planning and understanding of group roles.</i></p> <p><i>Understand different ways to take the lead and support others in groups.</i></p> <p><i>Understand the process of decision making.</i></p> | To know that the moon is a celestial body that orbits a planet. To know that the moon is seen in different phases due its orbit of the Earth. | Can explain the movement of the Earth and the moon using diagrams and models. |
| RE | 1 2 3 4 5 | <p>Christianity – How and why do Christians worship?</p> <p><i>Express and explain relevant ideas linked to topics, themes and texts with some elaboration.</i></p> <p><i>Support viewpoint with evidence.</i></p> | To understand how and why Christians worship. To think about the responsibilities of being part of a community. To know what the benefits of prayer are for believers. | Evaluate diverse Christian expressions of worship. Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. Explain the meaning of parables. |



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| | | <i>Modify own opinions where appropriate based on the views of others.</i> | | To evaluate the purpose of prayer for Christians. To understand the benefits of prayer for Christians. |
| PE | | <p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Tennis</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><i>Evaluate performances by others.</i></p> | <p>Athletics</p> <p>Pupils will apply the correct technique for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.</p> <p>Pupils will demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p> <p>Pupils will consolidate their ability to encourage and collaborate with other, communicating developmental feedback and showing respect.</p> <p>Pupils will strive to improve their own technique, ensuring they always apply maximum effort.</p> <p>Tennis</p> <p>Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.</p> <p>Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court. Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p> | <p>Athletics</p> <p>Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the hurdles.</p> <p>Tennis</p> <p>Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point</p> |

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| <p>Geography and History</p> | <p>1 2 3 4 5</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><i>Present a logically sequenced argument and defend viewpoint with evidence.</i></p> <p><i>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</i></p> | <p>To know that ancient Greece is located BC and that more recent periods in history are AD.</p> <p>To know the dates of the ancient Greek civilisation.</p> <p>To know the important features of life in ancient Greece, and the differences in life in different city states (Sparta and Athens)</p> <p>To know that Athens and Sparta were city states and governed themselves.</p> <p>To know that information about Sparta comes mostly from Athenian writers (and the implications on the reliability of the information)</p> <p>To know why the Greek states had armies and navies.</p> <p>To know some of the beliefs of the ancient Greeks and why they held them.</p> <p>To know some of the ancient Greek gods, and what they represented.</p> <p>To know Mount Olympus is the home of the Greek gods.</p> | <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>Make comparisons between different times in the past.</p> |
| <p>Art and Design (1 full afternoon fortnightly)</p> | <p>2 4 6</p> | <p>Artist – Jill Townsley</p> <p>Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p> <p><i>Express and explain relevant ideas linked to topics, themes and texts with some elaboration.</i></p> | <p>To describe the different qualities involved in modelling, sculpture and construction.</p> <p>To know a wide range of recycled, natural and man-made materials I can use and other artists have used to create sculpture.</p> <p>To demonstrate how to plan a sculpture through drawing and other preparatory work.</p> <p>To explain how to use slabs, coils, slips, etc.</p> <p>To know how to make a mould and explain how to use plaster safely.</p> | <p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay.</p> <p>Produce intricate patterns and textures in a malleable media</p> |
| <p>Design Technology</p> | | <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><i>Plan and manage a group task over time using different levels of planning and understanding of group roles.</i></p> <p><i>Understand different ways to take the lead and support others in groups.</i></p> <p><i>Understand the process of decision making.</i></p> | <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.</p> | <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail.</p> <p>Select appropriate materials, tools and techniques</p> <p>Measure and mark out accurately</p> <p>Weigh and measure accurately (time, dry ingredients, liquids)</p> <p>Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens.</p> |

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| PSHE | 1 2 3 4 5 | <p>Keeping and staying healthy</p> <p><i>Modify own opinions where appropriate based on the views of others.</i></p> | Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. | Explore how to manage pressures of smoking. |
| Music | 1 2 3 4 5 | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><i>Perform across a range of styles and genres.</i></p> <p><i>Evaluate performances by others.</i></p> | <p>Compose</p> <p>To compose melodies made from pairs of phrases in either C major or A minor or a key suitable for your chosen instrument.</p> <p>To work in pairs to compose a short ternary pieces.</p> <p>To know how to use chords to compose music to evoke a specific atmosphere.</p> <p>To compose music for a silent film or book.</p> <p>To use graphic symbols, rhythm notation, time signatures, staff notation</p> <p>And technology to compose music.</p> | <p>Compose</p> <ul style="list-style-type: none"> • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. <p>For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <ul style="list-style-type: none"> • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology. |
| Computing | 1 - 5 | <p>Interpret Code</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p><i>Become familiar with a wider range of academic vocabulary linked to the curriculum, responding to and using words appropriately.</i></p> | <p>To explain how to debug a program and organise the code into tabs.</p> <p>To demonstrate how to organise code into functions</p> | <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Debug and interpret code.</p> <p>Organise code.</p> |
| MFL | 1 2 | <p>To describe people, places, things and actions orally and in writing.</p> <p><i>Able to say words of any length with accuracy.</i></p> <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p><i>Explore more open-ended problems which have a range of possible solutions, with some guidance.</i></p> | <p>I can describe an outfit, including colours</p> <p>To say nouns for parts of the body.</p> | <p>Pupils read and understand some of the main points from a short text.</p> <p>Pupils read and understand some of the main points from a short text.</p> |



Winnington Park Primary School and Nursery

Half Termly Planning

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| | 3 | <p>To read carefully and show understanding of words, phrases and simple writing.</p> <p><i>Produce speech that is consistently clear and easy to understand.</i></p> | <p>To join in and create a body scan sequence.</p> | <p>Pupils follow a short text while listening and reading, saying some of the text.</p> |
| | 4 | <p>To present ideas and information orally to a range of audiences.</p> <p><i>Begin to organise and shape a formal presentation, both independently and in groups.</i></p> | <p>To join in a yoga sequence in French.</p> | <p>Pupils listen to and identify words and short phrases.</p> |
| | 5 | <p>To present ideas and information orally to a range of audiences.</p> <p><i>Begin to organise and shape a formal presentation, both independently and in groups.</i></p> | <p>To create a yoga sequence in French.</p> | <p>Pupils write some familiar words and phrases using a writing frame.</p> |