



Wellesbourne Curriculum Map

Living to Learn, Learning to Live

Year 5 Autumn We will learn about the Ancient Egyptian. We will learn about mountains, valley and volcanoes

RESPECT

As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.

EFFORT

We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.

ATTEND

We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.

COOPERATE

As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.

HONEST

We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

As Historians we will

describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.
understand why some civilisations have been successful and others have not.
be able to identify and describe key features and their impact on today's society.
use evidence to find answers to enquiry-based questions with structured support.
produce pieces of writing linked to historical eras/events using age appropriate expectations.
begin to make use of dates to structure our work.

As Artists we will....

explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.
selects and uses materials to achieve a specific outcome.
use a range of materials to produce line, tone and shade.

Class Novel
Kensuke's Kingdom
WOW Starter
Trip to the World
Museum

As Geographers we will

describe and begin to explain geographical patterns and a range of physical and human processes.
recognise that these interact to affect the lives and activities of people living there.
understand how people can both improve and damage the environment.
use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
know more about the features of a variety of places around the world.
describe and begin to explain geographical patterns and a range of physical processes.

As Musicians we will....

Sing in unison with clear diction, controlled pitch and with a sense of phrase.
practice, rehearse and present performances with an awareness of audience.
improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.
suggest improvements to own and others work and comment on how this has been achieved.

As Designers we will....

know how to prepare and cook a range of predominantly savoury dishes.
apply the rules of basic food hygiene and learn safe practise. We will weigh and measure dry and liquid food accurately
use a wider range of appropriate material, tools and techniques e.g. kits, textiles, food ingredients, mechanical.
use skills in using different tools and equipment safely and accurately.
evaluate how learning from science and Mathematics can help design and make products that work.