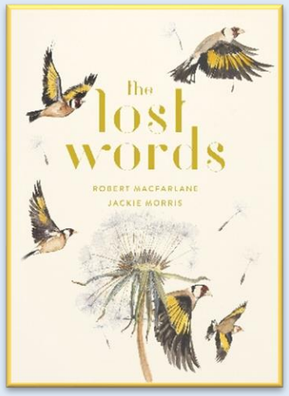
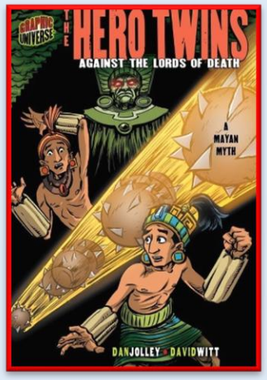
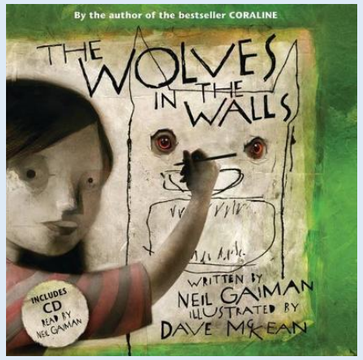
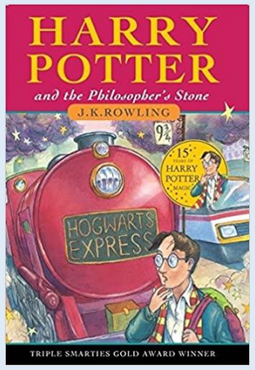
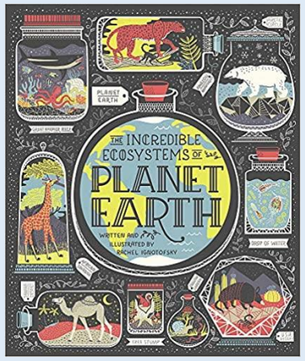
Warley Road Academy BELLs and Whistles Curriculum Long Term Plan

Year 5

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
Other texts	These whole class readers will be shared between the classes throughout the year: Clockwork by Philip Pullman, Street Child by Berlie Doherty, Wonder by R J Palacio, The Saga of Erik the Viking by Terry Jones and The Wolves of Willoughby Chase by Joan Aiken					
Trips and visitors	Malham Residential	Maya Archaeologist Workshop	Cooking Workshop		Jorvik Centre and Coppergate Dig Fire Safety Talk	Doe Park Coram Life Education visitor delivering the workshop 'Time for Change: Puberty'
Writing genres	**The Lost Words Poetry** Compose kennings, haiku, acrostic and rhyming poems that focus on endangered British animals. Skills focus: figurative language, bullet points, colons to introduce lists and vocabulary development. **Barn Owl Report** Skills focus: precising, adverbials, prepositions, expanded noun phrases and presentational devices.	**Persuasive Writing - Holiday Brochure** **A Tourist's Guide to Chichen Itza** Skills focus: notetaking, persuasive language, coordinating conjunctions and compound sentence punctuation, subordinating conjunctions and complex sentence punctuation. **Narrative: Myth** Setting descriptions of the six 'Houses' endured by the Hero Twins. Skills focus: relative clauses, multi-clause sentences.	**Diary Writing** The Wolves in the Wall diary entry Skills focus: multi-clause sentences, modal verbs and adverbs of possibility. **Narrative: Horror** The Wolves in the Wall Setting, character and atmosphere descriptions that include dialogue. Skills focus: inverted commas, parenthesis and multi-clause sentences.	**Narrative: Fantasy** The Philosopher's Stone Setting, character and atmosphere descriptions that include dialogue. Skills focus: inverted commas, parenthesis, figurative language and multi-clause sentences. **Diary Writing** Harry's 11th birthday diary entry Skills focus: modal verbs and adverbs of time.	**York Recount** Recount the trip to York **Viking Explanation** Jorvik Centre and Coppergate Dig – an explanation of the archaeological discoveries that were unearthed. **Balanced Argument** Should the Vikings stay in Denmark? **Biased Argument** Evil Monastery Raiding Vikings Skills focus: historical language, formal language, persuasive devices, adverbials, ENP and commas for clarity.	**Alfred the Great Biography** Skills focus: historical language, formal language, quotation marks and adverbials. **Biome Report** Presentation of the fauna, fauna and climate found in one of earth's biomes. Skills focus: geographical language, multi-clause sentences and commas for clarity.
Topics	**There's no place like home- Yorkshire**	**The Mysterious Maya**	**Hola Mexico**	**Anglo Saxon Invaders and Settlers**	**Vicious Vikings- A Force to be Reckoned With!**	**Biomes O'Plenty**

Academy

B.E.L.L 's curriculum = Broad Experiences for Loving Learning

Understanding the world	Geography	- Name and locate counties and cities of the United Kingdom, geographical regions (Yorkshire) and their identifying human and physical characteristics, key topographical features. - Use four-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. - 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.	- Name and locate counties and cities of Mexico and Central America.	- Locate the world's countries, using maps to focus on North America (Mexico) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America (Mexico).	- Locate the world's countries, using maps to focus on Europe.	- Study 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.	- Study physical geography, including: climate zones, biomes and vegetation belts.
	History	- Study History of Halifax and Toffee Town. - Understand how our knowledge of the past is constructed from a range of sources. - Make confident use of a variety of sources for independent research. Use evidence to support arguments.	- A non-European society that provides contrasts with British history. AD 900; Mayan civilization.		- Britain's settlement by Anglo-Saxons and Scots. - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Anglo-Saxon invasions, settlements and kingdoms: place names and village life. - Archaeological discoveries – Sutton Hoo. - Anglo-Saxon art and culture – Beowulf. - Christian conversion –Lindisfarne.	- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion, - Resistance by Alfred the Great, - Anglo-Saxon laws and justice, - Edward the Confessor and his death in 1066.	
	RE	Why are some journeys and places special?	What values are shown in codes for living?	Should we forgive others?		What do Christians believe about the old and new covenants?	

WARLEY ROAD Academy

Expressive arts and design	Art	- Drawing Skills - Use a range of pencils (including watercolour pencils) to create an observational drawing of a kingfisher in the style of Jackie Morris. - Experiment with shading techniques.	- 3D/Sculpture- Design, shape, form, join, engrave and paint clay (using acrylics) with confidence to create a Maya coil pot. - Painting Skills - Begin to use acrylic paints to create tints, tones and colour contrasts (considering their relationships e.g. hot and cold, night and day) to create a depiction of the Hero Twins. - Printing Skills - Make a print (oil pastel relief print, Styrofoam block print or string block print) of a Maya logogram. Modify and adapt. - print as work progresses.	Frida Kahlo - Drawing Skills - Study Frida Kahlo's self-portrait in order to create their own portrait of her in proportion using pencil and watercolours. Day of the Dead - Design Skills Research the Day of the Dead and design their own mask to improve their mastery of art and design drawing and painting techniques.			Collage/Textures /Digital Media - Use the techniques of folding, repeating and overlapping with a variety of different collage mediums to create a landscape of their chosen biome. - Use a digital camera to capture images for their biome and manipulate the image within an art software program.
	DT		<u>Maya Weaving</u> - Research Maya fabrics, culture, traditions and colours in order to design and make their own Maya pattern piece. Evaluate - Investigate and analyse a range of existing Maya cloth and evaluate their ideas and products against their own design. <u>Christmas Tree Festival</u> - Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. - Make: 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.	<u>Yorkshire 'Vs' Mexican traditional, savoury dishes.</u> - Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	<u>Anglo Saxon Village</u> - Technical knowledge Understand how to strengthen, stiffen and reinforce products using a mitre joint. - Design and Make Research different Saxon homes and villages (West Stow) and create annotated sketches (in groups). Make their village using a range of materials such as cardboard, clay, straw, hot-glue gun, colour mount boards lollipop and match sticks and applying the mitre joint. - Evaluate Evaluate their ideas and products against their original sketch justifying why certain buildings e.g. the Hall was placed in a strategic place. Consider the views of others to improve their work. <u>Prop-Making Year 5 Production</u> - Cut and join with accuracy to ensure a high-quality finish to his/her product	<u>Viking Longships Race Across the North Sea</u> - Technical knowledge, Design and Make Investigate the design of a Viking longship's: hull, sail, mast and rudder. Apply this knowledge to design, build and test their own Viking longships. - Evaluate Understand how Viking engineering has helped shape the ship building across the world today.	
	Music	To be developed with a music specialist as part of the school development plan →					
STEM	Science	<u>Properties and Changes of Materials</u>	<u>Earth and Space</u> - Describe the movement of the Earth and other planets relative to the sun in the solar system.	<u>Living Things and Their Habitats</u> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	<u>Forces</u> - Explain that unsupported objects fall towards the Earth because of	<u>Viking Science</u> - Learn about the science behind some Viking food	<u>Animals, Including Humans</u> - Describe the changes as humans develop to old age.

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		- Compare and group together everyday materials on the basis of their properties. - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. - Demonstrate that dissolving, mixing and changes of state are reversible changes. - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	- Describe the movement of the moon relative to the Earth - 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.	- Describe the life process of reproduction in some plants and animals.	the force of gravity acting between the Earth and the falling object. - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. - Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	production methods, and find out about the modern production of dairy foods. - Devise and conduct a test, including making their own glue, to test and compare the effectiveness of glue, reporting findings.	
		Working Scientifically					
	Computing	E-safety - Use technology respectfully and responsibly. - Identify a range of ways to report concerns about content and contact in and out of school.	<u>Using computers</u> - Select, use and combine a variety of software (including internet services) to design and create a Google slides presentation using content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information.	<u>Coding</u> - Use Scratch to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs, work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>Blogging</u> - Use Purple mash to study coding and blogging to produce a blog on the Anglo Saxons (blogging in Google Classroom). - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.		
Physical development	**PE**	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best			**Swimming and water safety (KS2)** Pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations		

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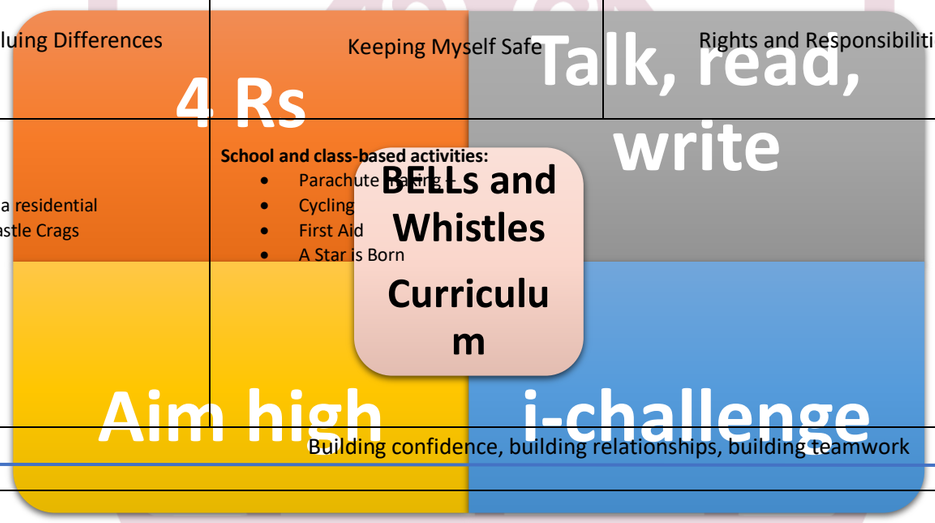
Whistles		**Outdoor**	Football	Sports Hall athletics	Hockey	Tennis	Cricket	Tag rugby/rounders
		Indoor	Swimming					
	PSHCE Following SCARF	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing Coram Life Education Session 'Time for Change: Growing Up and Moving on at Puberty.' Monday 19th July 2021.	
	i-challenge	**School and class-based activities:** • Residential two nights away from home • Outdoor Equipment – Pack your bag/ suitcase for a residential • Pond dipping and explore a fallen tree – at Hardcastle Crags • Bird Identification through poetry study • Natural shelters at Hardcastle Crags • Hikes – at the Crags and Malham • Map Reading • Learn OS Symbols • Forces - Build a run		**School and class-based activities:** • Parachute training • Cycling • First Aid • A Star is Born		**School and class-based activities:** • Fire Safety and Seat-belt Safety • Investigating special buildings • Biased and balanced arguments • Presentation of information about church visit		
		Building confidence, building relationships, building teamwork						



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