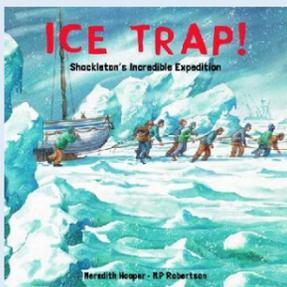
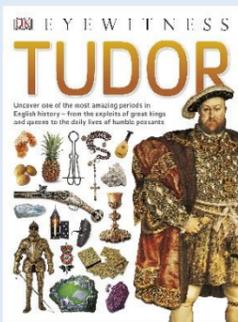
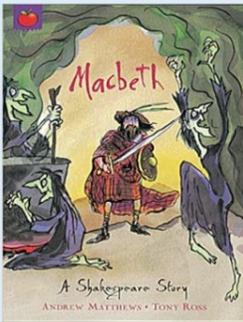
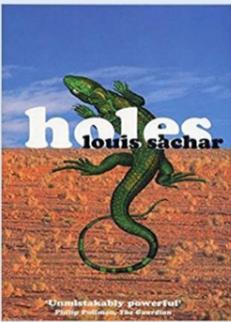


Warley Road Academy BELLS and Whistles curriculum long term plan

Year 6



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
Other texts	Historical texts focussing on Toffee Town and the local area	Rooftoppers – Katherine Rundell The Boy At the Back of the Class – Onjali Q Rauf The Explorer – Katherine Rundell	Rooftoppers – Katherine Rundell The Boy At the Back of the Class – Onjali Q Rauf The Explorer – Katherine Rundell	Rooftoppers – Katherine Rundell The Boy At the Back of the Class – Onjali Q Rauf The Explorer – Katherine Rundell	Rose Blanche – Roberto Innocenti The Diary of Anne Frank – Anne Frank Hitler’s Canary – Sandi Toksvig	Ultimate Survival Guide For Kids
Trips and visitors	Polar Explorer Piece Hall Museum RE Speaker visitor/ Sikh Gurudwara/ Visit Citizenship Program – Sam Sagar	MYWY Literacy Festival	RSPB Nature Reserve workshop (science)	All Hail Macbeth: Theatre visit Macbeth – Shakespeare Theatre Day https://youngshakespeare.org.uk/	Eden Camp Doe park	Ambleside Residential
Writing genres	Information Text – Toffee Town – purpose to inform Setting and character description – Ice Trap – purpose to entertain	Diaries inspired by Shackleton’s Journey – purpose to inform MYWY Literacy Festival Performance Speech– purpose to inform Non Chronological Report – purpose to inform	Historical narrative/flashback – purpose to entertain Non-chronological report – purpose to inform	Dialogue narrative - purpose to entertain Newspaper report - purpose to inform	Non-Chronological Report – to inform Letter - purpose to inform Missing chapter – to entertain Broadcast/speech – to inform	Character and Setting description – to entertain Persuasive Letter – purpose to inform Poetry - Kennings
Topics	Toffee Town (2 weeks)	Ice Trap!	Bloody Betrayals	Terrible Tudors?	The Blitz	Survival School

ROAD Academy

<p>Geography</p>	<p>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 with a focus on the local area.</p> <p>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.</p>	<p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude and longitude, equator, northern and southern hemisphere, the tropics of cancer and Capricorn Artic and Antarctic circle, The prime and Greenwich meridian and time zones inc. day and night.</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (inc. hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>		<p>use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps</p> <p>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.</p>
<p>History</p>	<p><u>Local history study</u></p> <p>History of Halifax and Toffee Town</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p> <p>Use evidence to support arguments</p>	<p><u>Shackleton's Journey</u></p> <p>A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><u>Tudors</u></p> <p>A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history</p> <p>Note connections, contrasts, and trends over time</p> <p>Address and sometimes devise historically valid questions</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>		<p><u>WW2</u></p> <p>A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</p>	
<p>RE</p>	<p>How does growing up bring responsibility?</p>	<p>How do Sikhs show commitment?</p>	<p>What do Christians believe about Jesus' death and resurrection?</p>		<p>How do Jews remember Kings and Prophets in worship & life?</p>	

Expressive arts and design	Art	<p>Shackleton portraits inspired by Picasso's blue period. 1901-1904</p> <p>Drawing Skills: (pencils and oil pastels)</p> <p>Select ideas based on firsthand observations, experience or imagination and develop these through open ended research</p> <p>Can use a range of drawing media (pencils and oil pastels)</p> <p>To learn about great artists in history: Pablo Picasso</p>	<p>Art inspired by Judy Chicago</p> <p>Patterns linked to festivals: (chalk and chalk powder)</p> <p>Select ideas based on firsthand observations, experience or imagination and develop these through open ended research</p>	<p>Art inspired by Francis Bacon.</p> <p>Chn to have free choice over media to create a triptych of Macbeth or Lady Macbeth portraying how their character evolves throughout the play.</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Refine his/her use of learnt techniques</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen</p>	<p>Tudor paintings (Tudor Miniatures family tree)</p> <p>Painting Skills: (acrylic)</p> <p>Describe the work and ideas of Nicholas Hilliard, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>To learn about great artists in history: Nicholas Hilliard -Can begin to use different kinds of paints (acrylics)</p> <p>Refine his/her use of learnt techniques</p> <p>Cross-curricular:</p> <p>To learn about an architect (Theo Crosby – Globe Theatre)</p>	<p>Blitz Blackout Art (Kara Walker & Banksy)</p> <p>Printing:</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p>	<p>Ambleside pictures (David Hockney)</p> <p>Mixed Media: (ipad, batik etc.)</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Refine his/her use of learnt techniques</p>	
	DT	<p><u>Prop Making for MyWYLit</u></p> <p>-Cut and join with accuracy to ensure a high-quality finish to his/her product</p>	<p><u>Prop Making for MyWYLit</u></p> <p>-Cut and join with accuracy to ensure a high-quality finish to his/her product</p> <p><u>Christmas Tree Festival</u></p> <p>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.</p> <p>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.</p>	<p><u>Build a Catapult</u></p> <p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces ad computer-aided design.</p> <p>- Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>-Understand and use mechanical systems in their products.</p> <p>-Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>- Evaluate: investigate and analyse a range of existing products.</p> <p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>				
	Music	To be developed with a music specialist as part of the school development plan →						
	STEM	Science	<p><u>Living things and habitats</u></p> <p>-Describe how living things are classified into broad groups</p>	<p><u>Animals including humans</u></p> <p>-Identify and name the main parts of the human circulatory system, and describe the</p>	<p><u>Evolution and inheritance</u></p> <p>-Recognise that living things have changed over time and that fossils</p>	<p><u>Light</u></p> <p>-Recognise that light appears to travel in straight lines</p>		<p><u>Electricity</u></p> <p>-Associate the brightness of a lamp or the volume of a buzzer</p>

	<p>according to common observable characteristics</p> <p>-Give reasons for classifying plants and animals based on specific characteristics</p>	<p>functions of the heart, blood vessels and blood</p> <p>-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>-Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>provide information about living things</p> <p>-Recognise that living things produce offspring of the same kind</p> <p>-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>-Explain that we see things because light travels from light sources to our eyes</p> <p>-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>		<p>with the number and voltage of cells used in the circuit</p> <p>-Compare and give reasons for variations in how components function</p> <p>-Use recognised symbols when representing a simple circuit in a diagram</p>		
	<p>← Working Scientifically →</p>							
Computing	<p><u>E-safety</u></p> <p>-Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p>	<p><u>Using computers</u></p> <p>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>-Design and create a range of programs, systems and content for a given audience</p>	<p><u>Networking</u></p> <p>-Understand how computer networks enable computers to communicate and collaborate -Begin to use internet services within his/her own creations to share and transfer data to a third party</p>	<p><u>Coding</u></p> <p>-Include use of sequences, selection and repetition with the hardware used to explore real world systems</p> <p>-Solves problems by decomposing them into smaller parts</p> <p>-Create programs which use variables -Use variables, sequence, selection, and repetition in programs</p> <p>-Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p>				
	<p>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:</p> <ul style="list-style-type: none"> • 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 							
Physical development	PE	Outdoor	Football	Sports Hall athletics	Hockey	Tennis	Cricket	Tag rugby/rounders
		Indoor	Swimming					
Whistles	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.' Tuesday 20 th July 2021.	
	i-challenge	<ul style="list-style-type: none"> • Re-introduce i-Challenge • Health and Safety – Online safety (strangers) • STEM- design a uniform 			<ul style="list-style-type: none"> • Mountain Biking • A star is born – perform MY WY Lit Fest • Catapult – Make a catapult that can fire a small ball – linked to the Battle in Macbeth • Junior First Aid training – science links/CPR 		<ul style="list-style-type: none"> • Residential – Complete 4 nights away from home. • Be prepared- back a suitcase for your residential • Natural shelters – linked to WW2 • Know OS map symbols 	

	<ul style="list-style-type: none"> • Take photographs of visit/ visitor workshop- children to take photos for the floor book pages and print and publish them • Bake Off – Seasonality – to bake with seasonally picked fruits/ vegetables. • Plant identification – Science Carl Linnaeus • Complete reading 10 books by 10 different authors –from year 5 	<ul style="list-style-type: none"> • Make a fruit smoothie • Bird Identification – linked to science/ evolution • Basket ball shot – link to PE • STEM – Make the biggest shadow • STEM – design and make a periscope 	<ul style="list-style-type: none"> • Map Reading –OS map symbols in geography linked Ambleside visit • Orienteering – use a compass to follow a trail/ find six-figure grid references. • Flying High – Aspirations for Year 7 and beyond • Circus Skills - team work and moving on
<p>← Building confidence, building relationships, building teamwork →</p>			

