
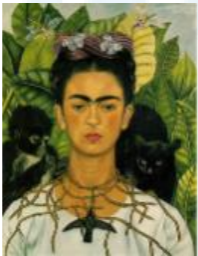






Warley Road Curriculum Long Term Plan

Year 5



ROAP Outcome	Malham Residential / Day Trip	Fashion Parade	Mexican Fiesta	Anglo-Saxon Banquet	Jorvik Trip	Class Presentations
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the world</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p> <p><u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Human and physical geography</u> Describe and understand key aspects of physical geography and human geography.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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><u>Locational knowledge</u> Locate the world's countries, using maps to North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Human and physical geography</u> Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North America</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p> <p>Understand the distribution of natural resources</p> <p>Compare and contrast sources about locations and comment on which ones are useful, giving reasons</p> <p>Draw in-depth conclusions about locations based on evidence/sources.</p>			<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand vegetation belts</p> <p>Identify and describe 3 different biomes.</p> <p>Understand that, as the world heats up, the water levels rise</p> <p>Understand and explain how individuals have a role to play in reducing their own carbon footprint</p> <p>Begin to suggest questions for investigating and justify Investigate features and themes of locations in-depth at both micro and macro levels</p> <p>Use fieldwork to identify and explain the geographical features of a location – i.e. a sketch of a river and labelled key features</p> <p>Draw in-depth conclusions about locations based on evidence/sources.</p> <p>Compare and contrast sources about locations and comment on which ones are useful, giving reasons</p>

History	The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy. This unit will cover who the Maya people were, when and where in the world they lived and the reasons why they were so successful. It will look at how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. This builds from previous work on substantive concepts of empire, civilisation and monarchy and how ancient cultures needed to defend themselves against enemy attack.		The sub lenses for this unit are migration, trade, monarchy, settlement, rebellion. It will cover life in England after the fall of the Roman Empire and the reasons why the Anglo Saxons travelled to England's shores and decided to settle. Children will find out how England was ruled during the settlement of the Anglo Saxons and how they kept control of the 7 different kingdoms across the land. This builds from the chronology of Ancient Britain up to when the Romans left and how they had an organised army.		The sub lenses for this unit are migration, trade, monarchy, settlement, rebellion. It will cover who the Vikings were, why they carried out raids in England and how their arrival impacted the political and social hierarchy of the time. This builds from the chronology of Ancient Britain to the Anglo-Saxons.		
	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?		
	MFL	Spanish- Language Angels					
Expressive arts and design	Art	 <p>Leonardo Da Vinci Italian – Renaissance Anatomy Anatomy - Skull</p>	 <p>Frida Kahlo Mexican - Modern symbolism Watercolours / Portraiture Self Portrait</p>	 <p>Marc Chagall Russian - Expressionism Dry Point Etching La Vie</p>	 <p>Bridgette Riley British - Op Art Notan / Optical illusion Untitled 1960</p>	 <p>Henry Moore British – Modern art Figurative/clay</p>	 <p>Take One Picture</p>
	DT	<p><u>Toffee Town</u></p> <ul style="list-style-type: none"> -Design, make and package a toffee that represents Halifax. - Design, make and evaluate an Iron Man robot / a Cat's Eye model / a guitar <p><u>Christmas Tree Festival</u></p> <ul style="list-style-type: none"> - 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. 		<p><u>Yorkshire 'Vs' Mexican traditional, savoury dishes.</u></p> <ul style="list-style-type: none"> - 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. 		<p><u>The Medieval Village</u></p> <ul style="list-style-type: none"> - 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 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. 	

	Music	Calderdale Music Services				
STEM	Science	<u>Properties and Changes of Materials</u> - 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.	<u>Earth and Space</u> - Describe the movement of the Earth and other planets relative to the sun in the solar system. - 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. - know that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). - know that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).	<u>Forces</u> - Explain that unsupported objects fall towards the Earth because of 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.	<u>Living Things and Their Habitats</u> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. - Describe the life process of reproduction in some plants and animals.	<u>Animals, Including Humans</u> - Describe the changes as humans develop to old age.
		Working Scientifically				
	Computing	Online safety Computer Science Unit 5.1 Coding (6weeks) Programs – 2Code Unit 5.1 Coding (6weeks) Programs – 2Code	Online safety Information Technology Unit 5.8 Word Processing with Google Docs (8 weeks) Programs – Google Docs	Online safety Information Technology Unit 5.8 Word Processing with Google Docs (8 weeks) Programs – Google Docs Unit 5.6 3D Modelling (4 weeks) Programs – 2Design and Make	Online safety Computer Science Unit 5.5 Game Creator (5 weeks) Programs – 2DIY3D	Online safety Information Technology Unit 5.3 Spreadsheets (6 weeks) Programs – 2Calculate

Physical Development	PE	<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.</p> <p>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, rounders 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 <p>Swimming and water safety (KS2)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 						
		Indoor						
		Swimming						
		Outdoor						
Whistles/Personal Development	PSHE/ SCARF	Football	Sports Hall athletics	Hockey	Tennis	Cricket	Tag rugby/rounders	
		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 19 th July 2021.	
		Dean Clough Art's Mill Orienteering and Mapping Skills Malham Residential	Gazegill Farm and Bolton Abbey Resilience Workshop (SCARF)	Cooking Workshop Maureen Fielding	Luke the Actor: Beowulf Ewden Water	Bikeability Jorvik Centre and Coppergate Dig Fire Safety Talk	Scar Wood, Long Wood and North Dean Wood Hike Doe Park Coram Life Education: Time for Change: Puberty	
Whistles/Personal Development	i-challenge	<p>School and class-based activities:</p> <ul style="list-style-type: none"> • Residential two nights away from home • Outdoor Equipment – Pack your bag/ suitcase for a residential • Bird Identification through poetry study • Hikes –Malham • Map Reading / Learn OS Map Symbols • Maya fashion show • Maya maize roasting on an open fire 		<p>School and class-based activities:</p> <ul style="list-style-type: none"> • Parachute making • A Star is Born - Beowulf 		<p>School and class-based activities:</p> <ul style="list-style-type: none"> • Fire Safety and Seat-belt Safety • Investigating special buildings • Presentation of information about church visit • Communicate: I can sign my name • Cycling • Explore a fallen tree – Copley Woods • Plant Identification – Copley Woods • Circus Skills • Build a Tower 		
		<p>← Building confidence, building relationships, building teamwork →</p>						



Aim High

4 R's

Drivers

I-Challenge

Talk, Read, Write