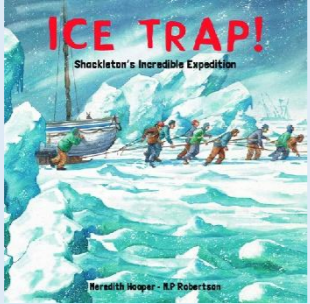


Warley Road Academy BELLS and Whistles curriculum long term plan

Year 6



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
						
Other texts	x Historical texts focussing on Toffee Town and the local area Young Gifted and Proud	Stories for South Asian Supergirl's MYWY Script Ibn Battuta – The Journey	Oranges in No man's land Who was William Shakespeare Who Was Isaac Newton?	Sky Song Crime and Punishment through the ages Cruel Crime and Painful Punishment's	Rose Blanche – Roberto Innocenti The Diary of Anne Frank – Anne Frank Once – Moris Glietzman See inside the Second World War	Holes – Louis Sacher Silver Sword What Can I do when I Grow Up
Trips and visitors	Piece Hall Museum RE Speaker visitor/ Sikh Gurudwara/ Visit Citizenship Program – Sam Sagar Bikeability	MYWY Literacy Festival Luke Broughton – Actor Snowtubing Theatre – Christmas Show Year 6 Conference – IMPACT Academies	Mountain Walk	Cartright Hall – Art Great Athletes	Doe Park Healthy Living – Cricket 2026 World Cup Match	Ambleside Residential
Writing genres	Non-fiction Information Text – Toffee Town – purpose to inform. Fiction Character description – to entertain. Setting Description- purpose to entertain Speaking and Listening: Assembly – Toffee Town Poetry Recital – If by Rudyard Kipling	Non-fiction Non-chronological Reports – to inform. Biography of Isaac Newton – Inform/ entertain. Fiction Diary Writing- to inform. Speaking and Listening: MYWY Literacy Festival	Fiction Setting Description – to entertain Macbeth's First-Person Narrative – to entertain. Banquo's First-Person Narrative – to entertain. Character description of Lady Macbeth – to entertain. Missing Chapter- Narrative (integrate dialogue) Speaking and Listening: Poetry Recital - Paul Cookson Poems	Non-fiction Letter to the Royal Court (To Persuade) Fiction Diary Entry – Lady Macbeth (To entertain) Speaking and Listening: Poetry Recital – Tyger Tyger by William Blake	Non-fiction Diary from an evacuee – To entertain. Explanation Text – an aspect of WW2 – To explain. Informal Letter from an Evacuee child – To inform. Speaking and Listening: Poetry Recital – Daffodils by William Wordsworth	Non-fiction – Scripts Speaking and Listening Drama Performance – Year 6 End of Year Production. Speaking and Listening: Year 6 Theatre Show
Topics	Toffee Town (2 weeks)	Ice Trap! What is Antarctica like as a habitat and how is it changing?	Mountains What are mountains and how are they formed?	Crime and Punishment How has crime and punishment changed in Britain over the last 1000 years?	The Rise and Fall of Hitler What caused the rise and fall of Hitler?	Britain and the USA How are the USA and Britain similar and different in their geography and economy?

	How did the Piece Hall impact the History of Halifax?						
<i>Understanding the world</i>	Geography	<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 Arctic and Antarctic circle, The prime and Greenwich meridian and time zones inc. day and night.</p>	<p>Name and locate countries of the United Kingdom, geographical regions and their identifying human and physical characteristics linked to mountain ranges.</p> <p>Physical geography: 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>Human geography: including types of settlement and land use, economic activity.</p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Describe and interpret relief features.</p> <p>Use models and maps to talk about contours and slopes.</p> <p>Use maps to research factual information about locations and features.</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>interpret distribution maps and use thematic maps for information</p> <p>use maps to research information about locations and features</p>

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Expressive arts and design	History	<p><i>Local history study</i></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><i>Shackleton's Journey</i></p> <p>A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</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>Identify today and current study on a timeline in relation to other studies from previous year groups.</p> <p>Sequence key events/years of the period studied on a timeline (up to 10).</p> <p>Use at least four different sources, one of which may be unreliable to interpret the period studied.</p> <p>Use evidence to challenge misconceptions or understanding about the past</p>	<p>A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Britain tried to negotiate with Nazi Germany and Fascist Italy during the 1930s to prevent war and this is known as appeasement. The League of Nations was formed to prevent a repetition of the atrocities of WW1. It was an intergovernmental organisation to maintain world peace.</p> <p>To know the significance of The Treaty of Versailles which punished Germany after WW2.</p> <p>Ask thought provoking questions that make comparisons between events in the time being studied.</p> <p>Use at least four different sources, which may be conflicting, to interpret the past.</p> <p>Use evidence to evaluate and discuss what may have been important to people from the past</p>	
	RE	How does growing up bring responsibility?	How do Sikhs show commitment?	What do Christians believe about Jesus' death and resurrection?	How do Jews remember Kings and Prophets in worship & life?	
Art	<p>Clare Caulfield – Line Drawings</p> <p>Artist Study page</p> <p>To experiment with lines drawings</p> <p>To use finger to smudge charcoal lines</p> <p>To understand pencils, allow finer line drawings.</p> <p>To experiment blending water colours.</p>	<p>Keith Haring – Pop Art</p> <p>Artist Study page</p> <p>To understand the I focus of his work in wider society.</p> <p>To analyse his work and understand the themes.</p> <p>To create a piece of art inspired by Kieth.</p>	<p>MC Escher – Tessellations</p> <p>Artist Study page</p> <p>To explore the concept of tessellations</p> <p>To explore shapes that tessellate</p> <p>To explore semi-regular tessellations and demi regular tessellations.</p> <p>To create a tile that will tessellate.</p> <p>To use printing ink to create a tessellation design.</p>	<p>David Hockney</p> <p>Artist Study</p> <p>To explore the style of David Hockney</p> <p>To create a local landscape drawing inspired by Hockney.</p> <p>To use lines and patterns to create texture in the fields.</p> <p>To use batik to transfer the design onto textile.</p>	<p>Yinka Shonibare</p> <p>Artist Study</p> <p>To explore the work and ideas of Yinka Shonibare</p> <p>To understand his use of patterns, fabrics, and themes like identity and culture.</p> <p>To develop sculpture skills using different materials. Experiment with building, shaping, and combining materials to create a 3D piece.</p> <p>To create a sculpture inspired by Shonibare's style. Design and make an artwork that shows movement, pattern, or storytelling.</p> <p>To choose a final drawing to create into a sculpture in the style of Yinka using tracing paper and wiring.</p>	<p>Take One Picture - National Gallery</p> <p>An in-depth analysis of a selected artwork, leading to the creation of a project inspired by its key features</p>

STEM	DT	<p><i>Prop Making for MyWYLit</i></p> <p>-Cut and join with accuracy to ensure a high-quality finish to his/her product</p>	<p><i>Prop Making for MyWYLit</i></p> <p>-Cut and join with accuracy to ensure a high-quality finish to his/her product</p> <p><i>Christmas Tree Festival</i></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><i>T-Shirts Designing</i></p> <p>Use the art unit to create T-shirts inspired by Keith Haring artwork.</p>	<p>Catapult Challenge: Design and construct a catapult capable of propelling an object beyond a 1-meter distance.</p> <p>Design: 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>- 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>		<p>STEM i-Challenge: Design and construct a functional propeller-driven boat capable of moving through water.</p> <p>Design: 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>- 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 →				
	Science	<p><i>Living things and habitats</i></p> <p>-Describe how living things are classified into broad groups according to common observable characteristics</p> <p>-Give reasons for classifying plants and animals based on specific characteristics</p>	<p><i>Animals including humans</i></p> <p>-Identify and name the main parts of the human circulatory system, and describe the 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><i>Evolution and inheritance</i></p> <p>-Recognise that living things have changed over time and that fossils 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><i>Light</i></p> <p>-Recognise that light appears to travel in straight lines</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><i>Electricity</i></p> <p>-Associate the brightness of a lamp or the volume of a buzzer 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>
Computing	<p><i>E-safety</i></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><i>Using computers</i></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><i>Networking</i></p> <p>-Understand how computer networks enable computers to communicate and collaborate</p> <p>-Begin to use internet services within his/her own creations to share and transfer data to a third party</p>	<p><i>Coding</i></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>	← Working Scientifically →	

Physical development	<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. 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, 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 						
	Outdoor	Football	Sports Hall athletics	Hockey	Tennis	Cricket	Tag rugby/rounders
	Indoor	Swimming/ IMPACT Tournaments (Football, swimming, handball etc)					
Whistles	PSHCE Following SCARF	Sam Sagar delivers citizenship sessions for the first 2 terms: Grooming Domestic Abuse	Sam Sagar delivers citizenship sessions for the first 2 terms: Prejudice and discrimination Respecting the elderly Disabilities Poverty: food banks Anti-bullying week	Safe online Domestic abuse Grooming Anti-social behaviour Drugs	Two side of every story Making a difference Action station What is a good citizen? Domestic abuse	What's the risk? Our recommendations What is a good citizen? Our environment Anti-social behaviour	Media manipulation Pressure online Drugs and how they affect the body
	i-challenge	<ul style="list-style-type: none"> • Re-introduce i-Challenge • Fire Lighting – Mr Clayton • Health and Safety – Online safety (strangers) • Mountain Biking • Take photographs of visitor workshop- children to take photos for the floor book pages and print and publish them • Plant identification – Science Carl Linnaeus • Complete reading 10 books by 10 different authors –from year 5 • Snow Tubing 	<ul style="list-style-type: none"> • Mountain Biking • Mountain Walking _ Thieveley Pike • 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 • Bird Identification – linked to science/ evolution • Basketball shot – link to PE • STEM – Make the biggest shadow • STEM – Design and make a periscope 	<ul style="list-style-type: none"> • Residential – Complete 4 nights away from home. • Be prepared- back a suitcase for your residential • Know OS map symbols • 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 • Make a fruit smoothie • STEM – Design and Make and Electrical Fair Ground • Young Enterprise 			

