



	Autumn 2017		Spring 2018		Summer 2018	
	1	2	1	2	1	2
CURRICULUM DRIVERS	ENTERPRISE – PROBLEM SOLVING – COMMUNITY – CULTURAL UNDERSTANDING					
THEME	Who Were The Early Law Makers?		Who Were The Mayans & What Have We Learnt From Them?		What significant events have happened in Nostell Priory over the past 150 years?	
STIMULUS	<p>WOW/Launch Event School Assembly-Introduction-Discovery of the Dragon Egg</p> <p>Visual Stimulus-Painting-St. George & the Dragon</p>		<p>WOW Launch Event Mayan crafts art morning. 3 activities carried out on a carousel. Clay pots, weaving and Mayan feather head dresses. Invite parents to come along on a n 'Inspire Afternoon'</p>		<p>WOW Launch Event Visit to Nostell Priory-</p>	
CURRICULUM ENRICHMENT	<p>Visits/Visitors Royal Armouries Workshop Compare and contrast three significant time periods in Britain; Vikings and Saxons, Romans and the Bronze Age. See and hold objects from all three time periods enabling direct comparison between them.</p>	<p>Visits/visitors Visit from Parliament UK-to discuss what happens in the Houses of Parliament and how laws are made.</p>	<p>Visits/visitors Visitor in role as a Mayan to school</p>	<p>Visits/visitors Bradford Science Media Museum-Wonderlab-</p>	<p>Visits/visitors Nostell walks of discovery to see different land uses.</p>	<p>Visits/visitors Visit to Nostell Priory</p>
BRITISH VALUES	Democracy Rule of Law	Mutual Respect	Mutual Respect	Democracy Rule of Law	Mutual Respect	Mutual Respect
EXTENDED WRITING OPPORTUNITIES	<ul style="list-style-type: none"> Newspaper reports-slay of the dragon, breaking news. Interviews being held-role-play Dragon Poetry-Narrative Performance-"A Dragon Tale" Narrative descriptions-describe the video clips of dragons surrounding (Karen's app) 	<ul style="list-style-type: none"> Non-chronological reports- Make up their own fictional dragon presented as a report (Dragonology) Instructional writing-how to care for a dragon Instructional writing connected to Art/Dt 	<ul style="list-style-type: none"> Diary of a slave in Mayan society Descriptive Writing-Day of the Sacrifice Mayan Warriors-Physical and character description Mayan myths-retelling-writing own ending in same style 	<ul style="list-style-type: none"> Time travel fictional story-The Sun Staff Recount-write chapter summary-connected to the above Writing activities based on the sporting event-Pok-Ta-Pok (Video clips) Write report on the fall of Ancient Mayan after the invasion of the Spanish Conquistadors (Cross curricular History) 	<ul style="list-style-type: none"> Non chronological writing linked to Nostell Priory-different land uses with maps Autobiography and biographies of well – known people History of Nostell Priory 	<ul style="list-style-type: none"> Persuasive leaflet-advertising Nostell Priory-Why is a fun place to go?
REAL LIFE MATHS OPPORTUNITIES	Work out costing of the papier mache dragon	Costing for a medieval feast	Taking measurements in science, analysing data collected	Map coordinates in local history study.		
ENGLISH COMMUNICATION AND LANGUAGE – SEE LONG TERM ENGLISH PLANS						
UNDERSTANDING MATHS – SEE LONG TERM MATHS PLANS						



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SCIENTIFIC UNDERSTANDING</p>	<p>SCIENCE</p>	<p>(Y5) Could you be the next CSI investigator?</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • 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 • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • 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 	<p style="text-align: center;">Light</p> <p>(Y6) How can you light up your life?</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p style="text-align: center;">Electricity</p> <p>(Y6) Could you be the next Apple apprentice?</p> <ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram. 	<p style="text-align: center;">Evolution & Inheritance</p> <p>(Y6) Have we always looked like this?</p> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HISTORICAL AND GEOGRAPHICAL</p>	<p>GEOGRAPHY</p>	<p style="text-align: center;">Locational Knowledge</p> <p>Where are the Patron Saints around the world?</p> <ul style="list-style-type: none"> • <i>Looking at the Earth through aerial photographs, maps & globes to develop geographical knowledge.</i> • 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) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p style="text-align: center;">Human Geography</p> <p>Where does chocolate come from?</p> <ul style="list-style-type: none"> • 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p style="text-align: center;">Geographical Skills and Fieldwork</p> <p>I'm a Y5/Y6 pupil, can you get me out of here?</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



	<p>HISTORY</p>	<p>Crime & Punishment Who were the early lawmakers?</p> <ul style="list-style-type: none"> • Crime and punishment in the Medieval times (Autumn 1) • Anglo-Saxon Crime and Punishment-non-chronological writing • Anglo Saxon character to describe life before and after Alfred the Great Laws • Non chronological report based on <u>Magna Carta.1200's</u> • Persuasive Leaflet-Trying to persuade to support Magna Carta • Modern Day court system-Parliament UK visitor-voting process-what happens in parliament and how laws are passed nowadays (Autumn 2) 		<p>A non-European society/contrast to British history Who were the Mayans and what have we learnt from them?</p> <ul style="list-style-type: none"> • A non-European society that provides contrast with British history - Mayan civilization around 900AD • Explain who the Maya were and say where their period of history fits on a timeline • Use primary and secondary sources to explain how we discovered Maya civilization. • Look at a range of artefacts and deduce facts about Maya civilization from them. • Use research to explore the everyday life of Mayan society. • Summarise the main events from a specific period in history, explaining the order in which key events happened including the rise and fall of Ancient Maya. 		<p>Local Study What significant events have happened in Nostell Priory (Wakefield) over the past 150 years?</p> <ul style="list-style-type: none"> • A local history study • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • Visit to Nostell Priory. • Does Nostell have a church and a graveyard? What can we discover there? • Discovery walk, take photographic evidence of the past. Split into two groups, one group to take present day pictures so that comparisons can be made. • When was Nostell Priory first placed on a map? • Did children need to be evacuated in the war or was it safe in a village. • What are the most significant historical facts about Nostell Priory and the surrounding area? 	
<p>EXPRESSIVE ARTS</p>	<p>MUSIC Y5/Y6</p>	<p>What's that drumming sound?</p> <ul style="list-style-type: none"> • Cultures with a musical tradition of drumming • Has speech got a rhythm & following the rhythm with body percussion • Play a variety of cyclic patterns on drums • Drumming rhythms & patterns from other cultures • Improvise rhythms using percussion instruments • Develop & showcase own drumming performance 	<p>Why is there a harmony in my head?</p> <ul style="list-style-type: none"> • Imitate a drum kit using our voices to beat box & by using body percussion • Perform rhythmic patterns in a round • Sing songs in a round • Accompany a song played in a round • Whole class perform a song in a round & accompany it with instruments 	<p>What is going in the mix?</p> <ul style="list-style-type: none"> • What is a 'cluster' & what effect does it have in a piece of music? • Instruments used to compose music that uses clusters • Differences between a keyboard and a piano • Differences between an acoustic guitar & an electric guitar • Use software to add effects to sound recordings • Producer, sound engineer, recording studio • Record & mix own tune 	<p>What makes a great song lyric?</p> <ul style="list-style-type: none"> • Lyrics • Song structure & how lyrics normally fit that structure • Famous lyricists • How melody affects lyrics of a song • Write lyrics for a piece of music • Choose instruments to accompany own lyrics • Write 'Guide to Lyric Writing' 	<p>What makes a great performance?</p> <ul style="list-style-type: none"> • Professional singers - breathing & singing • Diction - importance when singing • Sing a song in two parts • Variations & rondo forms 	<p>How can we be like the great composers?</p> <ul style="list-style-type: none"> • Pulse & metre & association with rhythm • Pitched notes organised into melodic phrase • What has inspired famous composers? • Compose music based on a theme • Musical structures • Our music note book & notation to help us compose & record our music
	<p>DANCE AND DRAMA <i>Dance – see PE outline</i></p>	<ul style="list-style-type: none"> • Early medieval music and dance routine 	<ul style="list-style-type: none"> • Performance poetry 	<ul style="list-style-type: none"> • Drama opportunity: Freeze Frame a Mayan painting. Hot seat characters. What are they thinking doing, feeling? 	<ul style="list-style-type: none"> • Put actions to the Mayan music. Clapping, clicking, pointing...etc. 	<ul style="list-style-type: none"> • Rhythmic movement to add to the music performance of music 	<ul style="list-style-type: none"> • Y5 Street Dance • Ask Hemsworth Academy KS3 Tutors to provide a 6 week dance course leading to a performance. • Y6 Leavers assembly rehearsals



Long Term Planning Year 5&6 Cycle A (2017/18)

	ART	<ul style="list-style-type: none"> • Clay models • Wire Sculptures 	<ul style="list-style-type: none"> • Dragon drawings • Paintings of dragons 	<ul style="list-style-type: none"> • Study Mayan Paintings • Create their own paintings • What can we learn about Mayan life by looking at these? • Create your own Mayan painting • Aztec Art 	<ul style="list-style-type: none"> • Design a Mayan plate • Link to maths symmetry on 4 quadrants 	<ul style="list-style-type: none"> • Landscape artists- Drawing & painting techniques • Link to Geography topic 	<ul style="list-style-type: none"> • Drawing the local area • Collage (mixed media) 	
TECHNOLOGY	DESIGN TECHNOLOGY	<ul style="list-style-type: none"> • Moving dragons 	<ul style="list-style-type: none"> • Design and make Anglo Saxon sword and sheath including design pattern 	<ul style="list-style-type: none"> • Mayan arts and crafts such as: masks and jewellery • Mayan mosaics • Build a pyramid 	<ul style="list-style-type: none"> • Make a volcano for the bicarbonate of soda experiment 	<ul style="list-style-type: none"> • Make a mobile to show the stages of growth of a human (the life cycle) 	<ul style="list-style-type: none"> • Make a 3D model of my house 	
	COOKING AND NUTRITION	<ul style="list-style-type: none"> • How healthy was medieval food compared to our own? • Make a balanced healthy meal. • Focus: Essential food groups 	<ul style="list-style-type: none"> • Medieval food banquet-create our own feasts • Food tasting 	<ul style="list-style-type: none"> • What did the Mayans eat? Did they have a healthy diet? • What did their food look like? 	<ul style="list-style-type: none"> • Chocolate-Healthy or not? • Tasting & making session 	<ul style="list-style-type: none"> • Foods from the locality- The Yorkshire Pudding! 	<ul style="list-style-type: none"> • What foods are found growing in the locality; blackberries, apples, cherries. What can we make from them? 	
	COMPUTING	Y5	Programming – Text Adventure		Communication – Desktop Publishing	Presenting & Programming – Fishy	Programming – Virtual Pet	
		All	E-Safety will run throughout the year with a whole school week to coincide with Internet Safety Day in February					
PHYSICAL DEVELOPMENT, HEALTH AND WELL BEING	PE Discrete Follow RCS schemes	<ul style="list-style-type: none"> • Health & Fitness-Safety Principles to run throughout • Gym work-Investigating different levels • Balance, beam and jump 	<ul style="list-style-type: none"> • Health & Fitness-Safety Principles to run throughout • Net wall/ball • Competitive Games (invasion) • Hockey-Bench ball- Basketball- Netball 	<ul style="list-style-type: none"> • Health & Fitness-Safety Principles to run throughout • Tag Rugby 	<ul style="list-style-type: none"> • Health & Fitness-Safety Principles to run throughout • Team Games • Quick Cricket 	<ul style="list-style-type: none"> • Health & Fitness-Safety Principles to run throughout • Athletics • Sprint, medium & long distance running, relay, long jump, high jump 	<ul style="list-style-type: none"> • Health & Fitness-Safety Principles to run throughout • Beach Sports • Volley ball, Frisbee • Mini Olympics Practice • Sports day practice 	
	PSHE / SEALS / CITIZENSHIP	<ul style="list-style-type: none"> • Moral Dilemmas (Reference to the painting of George & the Dragon) <small>and issues</small> • Does the punishment fit the crime of the dragon? (Philosophy)/(Balanced argument) • Modern day scenarios 	<ul style="list-style-type: none"> • It's Our World • (The wider community and local democracy, Rights and responsibilities, Environmental awareness and sustainability) 	<ul style="list-style-type: none"> • Money Matters • Understanding finance and money, Shopping and budgeting, Risk and debt, Goal setting and motivation 	<ul style="list-style-type: none"> • Who likes Chocolate? • (Fair trade, Globalisation, inequalities, Hunger and poverty, Media and Stereotyping) 	<ul style="list-style-type: none"> • People Around Us • (Global citizenship, Different identities around the world, Challenging prejudice, Support networks – relationships and families) 	<ul style="list-style-type: none"> • Growing Up • (SRE: Differences; Growing up; Puberty and reproduction, Managing change and preparation for transition) • Say No! • (Drugs education: medicines and legal drugs, Drugs Education: illegal drugs and risk taking behaviour, Feeling safe, Anti-bullying) 	



Long Term Planning Year 5&6 Cycle A (2017/18)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RELIGIOUS STUDIES</p>	<p>RELIGIOUS EDUCATION (Discovery for RE)</p> <p>Y5</p>	<p>Belief into action</p> <p>How far would a Sikh go for his/her religion?</p>	<p>Christmas – Incarnation</p> <p>Is the Christmas story true?</p>	<p>Hindu beliefs</p> <p>How can Brahman be everywhere and in everything?</p>	<p>Easter – Salvation</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p>	<p>Beliefs and moral values</p> <p>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p>	<p>Beliefs and practices</p> <p>What is the best way for a Christian to show commitment to God?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LANGUAGES</p>	<p>FRENCH</p> <p>To develop and broaden French vocabulary</p>	<p>Continue to develop; listening, speaking, reading and writing skills in French</p> <p>To be able to ask and say what is in your town, to express your opinion about your town and describe what is around your home.</p> <p><i>(Follow Primary Languages Scheme of work) Lessons 1-6</i></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p>	<p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally* and in writing</p>