



	Autumn 2015		Spring 2016		Summer 2016	
	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 Havercroft over the past 150 years?	
STIMULUS	WOW/Launch Event 1. News story of Goldilocks’ arrest. Teacher in role expressing shock at news story. Children read authentic first page with lead news story. 2. http://www.theguardian.com/media/video/2012/feb/29/open-journalism-three-little-pigs-advert?INTCMP=ILCNETIMG12382 Look at news story on arrest of the three little pigs		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 be discussed)		WOW Launch Event Discover a time capsule-open it and discover the past; how children were taught, jobs, housing, how the landscape looked. Invite the Press	
CURRICULUM ENRICHMENT	Visits/visitors Ripon Museum http://riponmuseums.co.uk/education/key_stage_2/ Science trip to Bradford Film & Photography Museum-Lesson on light Space centre at Manchester.	Visits/visitors Visit from Parliament UK week beginning 5 th Oct Ask the police to do a talk on crime & punishment.	Visits/visitors Actor from performing arts service British History Museum (Sheffield)	Visits/visitors Phil Needham Wakefield music services	Visits/visitors Invite grandparents to talk about life in the village when they were young. Village walks of discovery to collect evidence	Visits/visitors Wakefield Museum Y6 Transition events & Puberty talks with school nurses Hemsworth Sports Tournaments
BRITISH VALUES	Democracy Rule of Law	Mutual Respect	Mutual Respect	Democracy Rule of Law	Mutual Respect	Mutual Respect
EXTENDED WRITING OPPORTUNITIES	Y6. Wanted poster for Oliver Twist characters (pick pockets) Prosecution speech/Defence speech for Oliver News report of court case Play script between workhouse manager and Oliver Diary entry of Oliver whilst in the workhouse Police interview with Fagan Drama-Watch the movie. Turn a punishment scene into a play script to perform Police raid Fagan’s hide out. Report on what they find (the boys, the stash, and the conditions).	Y6. Non Fiction Investigate at how children were punished in the past. Write a discursive report on the good and bad points of this. Write instructions on how to lock someone in the stocks. Diary of a prisoner in the dungeons/cell Y6. Write a news report a crime such as Crippen Hanged resources from 100 Lit hours. Investigate. Do you agree or disagree with the punishment. Write a balanced debate	Diary of a slave in Mayan society Persuasive leaflet for tourists to visit Chichen Itza Descriptive writing-Day of the sacrifice Mayan Warriors-Physical and character description Write report on the fall of Ancient Maya after the invasion of the Spanish Conquistadors. Mayan myths-retelling-writing own ending in same style	Writing activities based upon Mayan myths =The Sun Staff by Andy Fuhriman A time travel fictional story Recount-write chapter summary Write a news report on the sporting event=Pok-Ta-Pok	Y6. Autobiography Biography Well known people of the region. Read local history books. Writing for the time capsule. What information would we select for future generations to read Diary entry of a soldier Instructional writing	Y6. Finalise writing portfolio work Y6 to start the Reading Diploma Project Non-Fiction Personal study projects for the time capsule
REAL LIFE MATHS OPPORTUNITIES	Money-Organising an Anglo Saxon feast. Work out costing 240 silver pennies	Ratio and proportion connected to voting.	Pattern and shape in Mayan designs. Explore the symmetry	Taking measurements in science, analysing data collected	Map coordinates in local history study.	Chronology of events in Havercroft
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>Light (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>Electricity (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>Properties & Changes of Materials (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>Evolution & Inheritance (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>Locational Knowledge Where on Earth are we?</p> <ul style="list-style-type: none"> Looking at the Earth through aerial photographs, maps & globes to develop geographical knowledge. 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>Human Geography 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>Geographical Skills and Fieldwork I'm a 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</p> <p>Who were the early lawmakers?</p> <ul style="list-style-type: none"> • Crime and punishment from the Anglo Saxons to the present day • Writing Opportunities- • <u>Saxon</u> crime and punishment decision tree game-400AD http://www.collaborativelearning.org/saxoncrimeandpunishment.pdf.Writing activities linked to topic: • Non- Fiction writing- • .Non-fiction non chronological writing based on Anglo Saxons and the law-Note taking from non-fiction topic books.Ch write own fact file page using main and subheadings, • . Anglo Saxon character to describe life before and after Alfred the Great Laws • .Thank you letter to King Alfred for introducing laws • .Instructions- How to make an Anglo- Saxon helmet. • Non chronological report based on <u>Magna Carta.1200's</u> • Persuasive leaflet-Trying to persuade to support Magna Carta • Modern Day court system 		<p>A non-European society/contrast to British history</p> <p>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</p> <p>What significant events have happened in Havercroft (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 Wakefield Museum. • Collect photographs from relatives who lived in the village as children, display with captions and dates if possible. • Does Havercroft 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 Havercroft 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 Havercroft and the surrounding area 			
<p>EXPRESSIVE ARTS</p>	<p>MUSIC Y5</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"> • Viking drum music and drama routine 	<ul style="list-style-type: none"> • Early medieval music and dance routine 	<ul style="list-style-type: none"> • Drama opportunity: Freeze Frame a Mayan painting. Hot seat characters. What are they thinking 	<ul style="list-style-type: none"> • Put actions to the 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 	



Long Term Planning Year 5&6 Cycle A (2015/16)

				doing, feeling?			<ul style="list-style-type: none"> performance. Y6 Leavers assembly rehearsals
	ART	<ul style="list-style-type: none"> Illuminated letters Runes on pebbles 	<ul style="list-style-type: none"> Drawings of Boewulf and Grendel Create drawing of own hero and monster 	<ul style="list-style-type: none"> Study Mayan Paintings What can we learn about Mayan life by looking at these? Create your own Mayan painting 	<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"> Anglo Saxon Helmet Anglo Saxon Shield 	<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"> Food that makes us well and keeps us fit. What does our body actually need? Make a balanced healthy meal. Focus: Essential food groups 	<ul style="list-style-type: none"> The diet of the Anglo Saxons- Healthy or not? Anglo Saxon Feast 	<ul style="list-style-type: none"> What did the Mayans eat? 	<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 Football 	<ul style="list-style-type: none"> Health & Fitness-Safety Principles to run throughout Team Games Rounder's 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



Long Term Planning Year 5&6 Cycle A (2015/16)

	<p>PSHE / SEALS / CITIZENSHIP Y6</p>	<ul style="list-style-type: none"> • It's Our World • (The wider community and local democracy, Rights and responsibilities, Environmental awareness and sustainability issues) 	<ul style="list-style-type: none"> • Say No! • (Drugs education: medicines and legal drugs, Drugs Education: illegal drugs and risk taking behaviour, Feeling safe, Anti-bullying) 	<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)
<p>RELIGIOUS STUDIES</p>	<p>RELIGIOUS EDUCATION Y6</p>	<p>Why is Diwali celebrated by both Hindus & Sikhs?</p> <ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. 	<p>What is prayer & meditation?</p> <ul style="list-style-type: none"> • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. 	<p>How do different religions celebrate marriage?</p> <ul style="list-style-type: none"> • Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance 	<p>What do people believe happens after someone dies?</p> <ul style="list-style-type: none"> • Pupils should be taught to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 	<p>How can religious meaning be expressed through art?</p> <ul style="list-style-type: none"> • Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning 	
<p>LANGUAGES</p>	<p>FRENCH 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>