







# Old Bank Academy Curriculum Long Term Plan

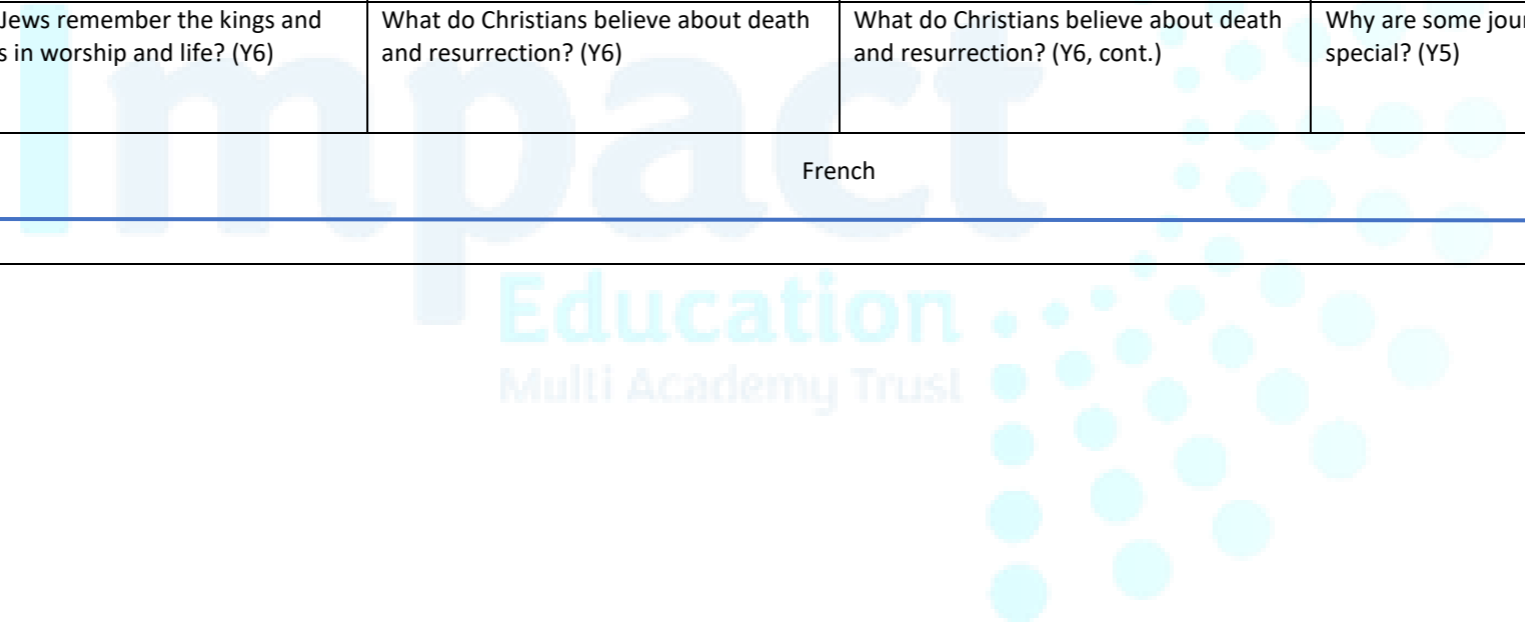
## Year 5/6 Cycle B



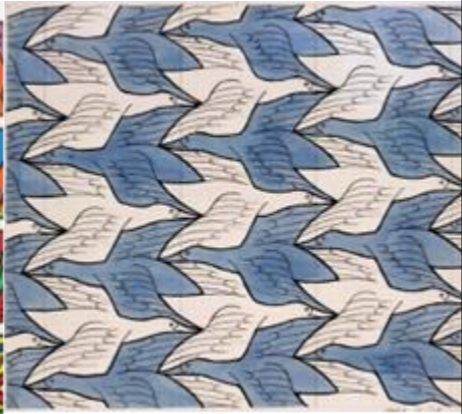





	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic Information	 <p>Malham Cove – A Limestone Landscape</p>	 <p>The Mayans</p>	 <p>Climate Change and the Frozen Planet</p>	 <p>Local History study into social and cultural change</p>	 <p>WW2</p>	 <p>Britain and the USA</p>
Enquiry Question		<p>How did the Maya rule?</p> <p>How do the shifting powers compare between the Maya region and England?</p>			<p>How did WW2 affect different people within Yorkshire?</p>	
			<p>Can climate change be slowed or stopped?</p> <p>What could you do locally to help the global issue of climate change?</p>			<p>How does the physical and human geography of a country affect economy and trade?</p>
Golden Thread		<p>Power</p>			<p>Conflict &amp; Disaster</p>	
	<p>Location knowledge</p> <p>Mapping</p> <p>Physical Geography</p> <p>Human Geography</p>		<p>Locational Knowledge</p> <p>Physical Geography</p> <p>Human Geography</p>			<p>Locational Knowledge</p> <p>Place Knowledge</p> <p>Physical Geography</p> <p>Human Geography</p>
Book Led Literacy	<p>Fiction- The Arrival</p>	<p>Fiction-Hansel &amp; Gretel</p>	<p>Fiction- Scott of the Antarctic *</p>	<p>Fiction- Varmints</p>	<p>Fiction- Rose Blanche</p>	<p>Fiction- Tyger</p>
	<p>Non-Fiction-Everest</p>	<p>Non-Fiction-Mayan Non- Chron Report</p>	<p>Non-Fiction- Greta by Greta Thunberg</p>	<p>Non-Fiction-Goldilocks- Guilty or Not Guilty</p>	<p>Non-Fiction-Letters from the Lighthouse</p>	<p>Non-Fiction-Pet Peeves</p>

		Poetry-A poem for every night of the year		Poetry-Wicked World		Poetry-A to Z
<b>ROAP Outcome</b>	<b>Travel programme</b>	<b>Mayan Museum</b>	<b>News report on climate change</b>	<b>Presentation in the community</b>	<b>Mrs Wood in character- interview WW2 Housewife</b>	<b>Podcast- contrasting Britain and UK</b>
<b>Understanding the world</b>	<b>Geography</b>		<p>Identify the position and significance of the Arctic and Antarctic Circle.</p> <p>Identify time differences around the world.</p> <p>Know and understand key aspects of physical geography.</p> <p>Identify and compare the difference in biomes – Arctic and Antarctica.</p> <p>Understand the distribution of natural resources.</p> <p>Describe and understand economic activity. (5)</p> <p>Describe and understand key aspects of human geography, including the distribution of natural resources.</p> <p>Describe and understand the possible negative impacts of humans on their international environment and what can and morally should be done.</p> <p>Understand and explain how individuals have a role to play in reducing their own carbon footprint.</p>			<p>Locate and identify at least 5 countries.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region in North America.</p> <p>Know and understand key aspects of physical geography.</p> <p>Identify and compare the difference in biomes – USA</p> <p>Know and understand economic activity- UK and USA.</p>

History		<p>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.</p> <p>How did the Maya rule?</p> <p>How does the Maya region compare to England?</p> <p>How do the shifting powers compare between the Maya region and England?</p>			<p>The sub lenses for this unit are empire, monarchy, society and community. This unit will cover how World War Two began and give a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. It will explore the significance of the Battle of Britain. How did Nazi Germany begin and what was it like there?</p> <p>How did the second world war begin and how were the UK involved?</p> <p>What was the impact of the Second World War on Yorkshire?</p> <p>How did British forces claim victory at the Battle of Britain?</p>		
	RE	Should we forgive others? (Y5)	How do Jews remember the kings and prophets in worship and life? (Y6)	What do Christians believe about death and resurrection? (Y6)	What do Christians believe about death and resurrection? (Y6, cont.)	Why are some journeys and places special? (Y5)	Revise and reflect upon unit coverage for the year.
	MFL	<p>← French →</p>					



Expressive arts and design	Art	<p><b>Clare Caulfield</b> Yorkshire - Contemporary Architecture Arcade Victoria Quarter Drawing / line</p> 	<p><b>Keith Harding</b> American - Street, Pop art Graphic /Flat colour Retrospect Painting</p> 	<p><b>M.C Escher</b> Dutch - Modern Art Lino Printing Two Birds Printmaking</p> 	<p><b>David Hockney</b> British - Pop/Modern Art Batik or silk painting The Horse Bridge</p> 	<p><b>Alberto Giacometti</b> Swiss – Modern art Figurative/wire Sculpture</p> 	 Inspired by the National Gallery's Take One Picture programme
		<p>Use line knowledge to produce detailed drawings</p> <p>Demonstrate a wide range of sketching techniques</p> <p>Use a variety of techniques to add reflections, shadows, direction of sunlight for effect.</p> <p>Develop accuracy and expression in observational drawings, including the human figure.</p> <p>Draw for a sustained period of time at an appropriate level.</p>	<p>Use knowledge of the colour wheel for purpose, and to express feelings e.g. red; anger</p> <p>Use colour knowledge to create depth within a picture</p>	<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and annotating ideas</p> <p>Use tools in a safe way</p> <p>Continue to overlay prints with other media</p> <p>Understand mono and relief printing</p> <p>Record and collect visual information including taking photos on iPads and recording short videos and using digital cameras with different settings</p> <p>Present visual information using software choosing from PowerPoint Book Creator, Movie Maker</p> <p>Create and manipulate images</p>	<p>Continue to use a sketchbook to plan, collect and develop ideas adding annotations to explain thoughts</p> <p>Adapt work as and when necessary and explain why</p> <p>Use language appropriate to skill and technique</p> <p>Use collage as a means of extending work from initial ideas</p>	<p>Use sketchbooks to collect and record visual information and plan how to join parts of the sculpture</p> <p>Work in a safe, organised way, caring for equipment</p> <p>Secure work to continue at a later date</p> <p>Solve problems as they occur.</p>	
		<p><b>DT</b></p> <p>Cooking and nutrition: Come dine with me (4 lessons)</p>	<p>Mechanical systems: Automata toys(4 lessons)</p>	<p>Structure: Playgrounds (4 lessons)</p>	<p>Textiles: Waistcoats (4 lessons)</p>	<p>Digital world: Navigating the world (5 lessons)NB. Lesson 5 could be an assembly opportunity</p>	
	<p><b>Music</b></p> <p>Living on a Prayer (Year 5)</p>	<p>Happy (Year 6)</p>	<p>Classroom Jazz 1 (year 5)</p>	<p>Classroom Jazz 2 (Year 6)</p>	<p>You've got a friend (Year 6)</p>	<p>Reflect/Rewind/Review Focus on composition and performance</p>	
<b>STE</b>	<b>Science</b>	Materials	Light	Electricity	Living Things & Their Habitats	Evolution	



	Computing	Unit 6.1 Coding Unit 6.2 Online Safety	Unit 6.3 Spreadsheets Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks Unit 6.7 Quizzing	Unit 6.8 Understandign Binary Unit 6.9 Spreadsheets	Unit 6.9 Spreadsheets (continued)
Physical Development	PE	<ul style="list-style-type: none"> <li>• Uses knowledge of the relationship between the body and exercise to improve all fitness components</li> <li>• Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely</li> <li>• Create complex, demanding and well executed sequences containing a variety of gymnastic components</li> <li>• Display an understanding of fair play, working well with others and leading a large group</li> <li>• Field, defend and attack tactically by anticipating and reacting to the direction of play.</li> <li>• Utilise new skills in competitive situations, as an individual or part of a team</li> <li>• Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles)</li> <li>• Swim 100m fluently with controlled strokes (breast stroke, front and back.)</li> </ul>					
		Dance	Gymnastics	Rounders	Tag Rugby	Rounders	Athletics
Whistles/Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best
	Enrichment / Trips	YEAR 5 MALHAM RESIDENTIAL 16-18 <sup>TH</sup> OCT	Panto 21/12/23  PTTP – Mayans Character	Climate scientist visit	LOCAL WALK	EDEN CAMP	YEAR 6 AMBLESIDE RESIDENTIAL 2-5 <sup>TH</sup> JULY
	i-challenge	<ul style="list-style-type: none"> <li>• Residential – Complete 2 nights away from home (Y5)</li> <li>• Pack your bag for a residential trip and choose clothing for activities (Y5)</li> <li>• Paddle or scramble in water (Y5)</li> <li>• Identify 15 mammals found in Britain</li> </ul>		<ul style="list-style-type: none"> <li>• Take part in a class performance (Y5)</li> <li>• Make a model robot from recycled materials</li> <li>• Incorporate an electrical system into your robot</li> <li>• Complete Bikeability (Y6)</li> <li>• Learn basic first aid</li> <li>• Perform CPR and place people in the recovery position</li> </ul>		<ul style="list-style-type: none"> <li>• Make a parachute out of recycled materials.</li> <li>• Know which side of the road to walk on if there is no pavement.</li> <li>• Know how to act should a stranger approach you.</li> <li>• Residential – Complete 2 nights away from home (Y6)</li> <li>• Pack your bag for a residential trip and choose clothing for activities.</li> <li>• Paddle or scramble in water</li> <li>• Take part in a class performance (Y6)</li> </ul>	

