

YEAR GROUP: YEARS 5 and 6

DATE: AUTUMN TERM 2015

TIME ALLOCATION: 1 TERM

TEACHERS: Mrs Rushton, Mrs Capstick, Mr Reid

Literacy

The theme for the Power of Reading is the sense of awe and wonder of the natural planet. Through 'Wolf Brother' by Michelle Paver build an imaginative picture of a different world and develop a deep respect for the forest and its inhabitants. They will engage with a quest story, explore dilemmas, empathising with characters and consider different viewpoints. They will also explore the themes of bravery and loyalty. This will be covered through the genres of non-chronological reports, poetry writing, writing in role and writing balanced and persuasive arguments.

The Midnight Fox by Betsy Byars will allow the children to focus on the harsh reality of the countryside in comparison to the awe and wonder of the beauty of nature. This will allow opportunities for speaking and listening as children present a viewpoint, providing evidence and using persuasive language. They will also learn how to take part in a debate.

Cross-curricular writing will take place through all foundation subjects covering the main genres developing the children's thoughts, feelings and motivations.



Maths

As mathematicians we will look at chronological time lines placing the Mayans in context and relating the time to English history. We will compare sizes of volcanoes and collect and analyse data relating to eruptions. We will collect and present information on the cost implications of renewable energy compared with fossil fuels. We will consider how much energy a wind turbine produces and its cost contribution towards the national grid. We will also investigate different uses of the Beaufort scale.

Science

In Science, Upper School will develop their understanding of electrical components, constructing circuits with an increasing number of components, analysing the effects this has on the function of components. They will research how electricity is generated both traditionally and today, focussing on how electricity is generated in our local area, and will try to apply their knowledge to construct circuits for real-life contexts. Children will build upon previous knowledge of light, understanding reflection and refraction, investigating these phenomena through illustrative and practical activities.

Computing— Throughout this unit pupils will create a media-rich blog, comment on blogs and respond to comments. They will research what makes a good blog, create their own and proofread each others providing constructive criticism. They will use hyperlinks within their blog, linking it to appropriate content elsewhere on the web. Children will also research examples of art gallery architecture and create their own virtual gallery, using this gallery to exhibit their own artwork.

Communication

The children will be able to express and discuss changes within and across different periods of time and say how they might affect history in the future. They will know and use key vocabulary, fit for purpose. During the Power of Reading sessions the children will perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Enterprise

During the visit to the Wind Turbine the children will learn about the trials and tribulations of renewable energy and its impact on the local economy and the landscape, with reference to recent debates in the area about the benefits of the sea wind farms. They will investigate cost implications of renewable and fossil fuels.

My Place in the World

Children will be able to explore the central issues of preserving our planet and its resources through historical enquiry and current affairs. They will begin to develop their own opinions and how they can contribute to today's conservation process. They will have opportunities to reflect on today's issues on renewable energy that will be the backbone for their future decisions.

Creativity

To explore our creativity we will use the music from the Apprentice's Sorcerer to inspire our own compositions and imaginative dance sequences. Individual interpretation of our local seascapes will enhance the children's creativity and will enable them to explore different mediums. Looking at the designs of another culture (the Mayans) will give a different perspective to further broaden the children's creativity.

WHY?

The children will learn to respect and care for the environment they live in. The children will need to understand the need for renewable energy forms, such as wind farms, solar panels and nuclear energy. The children will investigate how energy can cause natural disasters. They will investigate how the Mayans preserved their environment for future generations to enjoy. At the end of this project the children will have visited a wind turbine to fully understand the need for renewable energy.

Citizenship

Year 6 will study conflict management under the leadership of a jujitsu expert which will give them lifelong skills to behaviour management. Our focus for Community Day will be agricultural maintenance and vegetable growing. This will be broadened further by studying climates in the Power of Reading further from our local area.

Religious Education—

Why are sacred texts important?
What can people learn from women in the bible?
Christmas—Focus on comparing accounts

Geography –

The children will study the physical geography of mountains, volcanoes and key aspects of earthquakes and how these features affect the lives of the surrounding communities. They will use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. They will identify how humans, animals and plants are adapted to suit their environment in different ways.

History –The children will study a non-European society (Mayans) that provides contrasts with British History. They will discover facts about the Mayan civilisation. Children will investigate what daily life was like in this era. They will find out about Mayan inventions and how they affect our lives. Children will understand Maya religion and why their gods were important to them. They will contrast and compare across time eras how different civilisations look after the planet.

Art and Design—Children will create volcanic art work inspired by the work of artist Margret Godfrey by layering tissue onto a tile to represent layers of a volcano. Sketching will follow on from previous seascape knowledge into the changing seascape of Cumbria due to the wind farms on the sea horizon. Mayan masks will be made from clay.

Design Technology— children will find out how buildings are built to withstand earthquakes and then design their own earthquake proof structure from marshmallows and straws. They will also find out about the movement of tectonic plates, learn about seismic waves and make a DIY seismograph. They will be able to research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Music— To imbue classical music into the curriculum, the children will study the work of Prokofiev, finalising in a live production of the Sorcerers Apprentice. In contrast to this the children will study jazz using Charanga, performing a range of pieces using tuned percussion. Children will also prepare live performances for Community Day, Harvest and Christmas Concerts. Children will refine their use of the musical elements to compose, perform and praise music.

Physical Education— the children will explore different ways in which energy can be used and which is the most effective way of burning energy and the healthiest ways to renew their energy. Using the medium of dance children will create a movement patterns to the story and music from the sorcerers apprentice. They will evaluate their composition thinking about the effectiveness of the movement.

Foreign Languages

Unit 7—Me and My School—children will learn to tell the time and be able to match this to the structure of the day. School life will also be covered, mainly subjects studied and the children's personal preference for individual subjects. They will also learn directions to a fictional French school to enable them to transfer their skills to our own local district.