

**YEAR GROUP: YEARS 5 and 6**

**DATE: SPRING TERM 2016**

**TIME ALLOCATION: 1 TERM**

**TEACHERS: Mrs Rushton, Mrs Capstick, Mr Reid, Mrs Merritt and Mrs Stephens**

### Literacy

Using their English skills, entrepreneurs will promote their healthy eating business by letter writing, advertising and evaluating– this will allow children to use English in a real-life situation.

To develop the children's ability to understand and connect with others, we will look at the story of 'Clockwork', which is told from three perspectives which overlap and interconnect, creating an intricate and powerful story where characters are confronted with the inescapable consequences of their actions. They will discuss the themes and issues that arise, enabling children to make connection with their own lives.

As part of the plan to challenge and motivate the children for future employment opportunities, they will understand the need for and develop their own CV's, specific to their own career choices.

### Maths

Using their maths skills, entrepreneurs will run their healthy eating business by costing, calculating profit margin and evaluating– this will allow children to use English in a real-life situation. Children will analyse their data to determine outcomes and will also develop their statistical understanding through data analysis. Through historical study, the children will compare local wages and inflation over the last forty years and open up their insights into the value of money.

### Science

As scientists, children will learn how to keep their body's healthy and how their body's might be damaged. The focus is on lifestyle choices that humans make, including diet, exercise and drug use, and how these are informed by scientific evidence. They will develop a deeper understanding of what constitutes a healthy diet through exploring food groups and how we use them. The children also investigate how the results of scientific enquires have influence what we eat. This will link with a school project on healthy eating. Children will also study how life cycles help to adapt to their environment and improve their chances of survival.

### Computing

Pupils conduct research into the potential market for their product using an online survey together with interviews and focus groups. They analyse the data and information they obtain and create a presentation summarising their finds. They will need to select, use and combine a variety of software on a range of digital devices to design and create a range of programmes, and systems. The pupils develop their statistical understanding through data analysis and this will enable children to work collaboratively and present their research findings.

### Communication

This unit links with the curriculum area for learning for life and work, including employability and personal development children will develop key skills of communication by designing simple questionnaires and developing their understanding of their own skills and the skills of those around them. They will be introduced to the concept of communication with customers.

### Enterprise

Children will organise and run a 'healthy-eating' Tuck Shop for all children during break-times, mixing and matching different flavours of fruit. They will develop their understanding of problem-solving and decision making and the importance of this to a business. They will understand the importance on new products to business and customers.

### My Place in the World

This unit will identify the main qualities and skills needed to enter and thrive in the working world. It will improve their chances within their future careers by developing approaches to working with others, problem solving and action planning. They will develop and apply skills and qualities for enterprise.

### Creativity

We will be using creativity to participate in a school-run business involving eating healthy foods, learning about profit and loss and how to design an attractive display of fruit. We will look at the architecture and design of Barrow's town centre through photography and draw up our own ideas of a futuristic Barrow. Art, studied in RE, will develop the emotions.



## Enterprise and ambition

### WHY?

By learning from the changes in workforces over the centuries, the children will realise the need for ambition, to secure future employment. Industrial changes and the impact on lives will be studied in depth; including the development of industry in Barrow. The children will begin to plan their future in education, to challenge and motivate them to inform them of employment opportunities.

At the end of this project the children will have experienced setting up their own business and making a profit, showcasing this to their families and the local community.

### Citizenship

By working alongside BAE Systems, the children will begin to understand the qualities, attitudes and skills needed for employment. They will develop a sense of personal identity for career progression. They will also develop, and maintain, their self esteem and envisage a positive future for themselves on work. To do this, they will need to assess their interests and skills in relation to options in the working environment.

### Religious Education

This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. The main focus is on Christianity and Islam, it provides opportunities for children to experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith. Using the celebration of Easter as a stimulus, children will focus on the life of Jesus and the impact he had.

### Geography

In Geography, using ordinance survey maps over recent decades, children will look at the development of housing and provision in town. Children will conduct field-work within the town centre to develop their concept of the importance of location to business and to know a small-range of factors affecting location and how businesses have changed location from a main high-street shopping community to an out-of-town retail parks.

### History

The children will learn the changes in work forces over the centuries and looking closely at the industrial changes and the impact on local lives, i.e. the development of industry in Barrow, highlighting the changes from rural industry in the area and the impact of the industrial revolution on the Furness peninsula. The focus will give the children the opportunity to interview primary resources in connection with the development of shipbuilding and its positive and negative effects on the town.

### Art and Design

The theme of this unit will be to photograph and sketch urban industrialisation. The children will research works of art by John Duffin as a foundation to their study, and will then develop their sketching skills by visiting different decades of buildings within the town. The main focus, however, will introduce children to the concept of photography as art led by local-born national award winner Ian Allington.

### Design Technology

Children will design and create a variety of fruit salads to sell to the school on a weekly basis at break-times. Initially the children will research via local supermarkets the most popular types of fruit salads and use these results to inform their business ideas. They will need to compare prices in order to inform their own profit and loss in their own mini businesses. They will also need to look at the design, display and colour of their products to attract customers.

### Music

As musicians, we will listen with attention to detail, appreciate and understand a wide range of high quality music drawn from popular composers and musicians ranging across different decades of the 70s, 80s and 90s. We will use tuned and un-tuned instruments to play and create a range of short pieces of music.

### Physical Education

Through dance the children will explore actions relating to work, they will brainstorm prior to lessons tools we use to work with – using props as a stimulus. Children will then explore ways of travelling, related to work, showing a growing awareness of musical structure, rhythm and mood. To add breadth to our PE curriculum they will understand the context of golf from a professional.

### Foreign Languages

Unit 8—Qu'est-ce que tu veux? Children will learn to ask for drinks, ice-cream, bread and snacks and understand how to work out prices in euros. They will be able to sing a song or recite a poem from memory on a related topic. They will also select key words and phrases when listening to a story. Using words and phrases taught in the unit they will devise and perform a short sketch