

Y6 Spring Term – Impressions in Time 2019

Grand Finale: St James Museum & Art Gallery

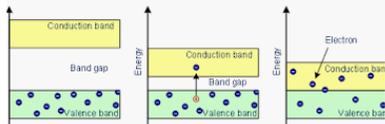
<p>Chapter 1: Breaking the Rules – 4 weeks</p> <p>Key Question: How has impressionism changed art?</p> <p>Key Focus: Art</p> <p>Trip/visitor: Tony Bullock – Impressionist techniques art day</p> <p>Hook: Impressionist Art Day – Come dressed as an artist!</p> <p>Contribution to Grand Finale: Impressionist pictures of ‘Life in the St James Community’.</p> <p>Samples of sketchbooks.</p> <p>Timeline of periods of art from Impression to present day.</p> <p>4x lessons (hook) 3 x lessons (1xweekly)</p>	<p>Chapter 2: Bright Sparks – 3 weeks</p> <p>Key Question: Is electricity a help or a hindrance?</p> <p>Key Focus: Science</p> <p>Trip/visitor: Visit from an electrician. Electrical safety talk.</p> <p>Hook: None</p> <p>Contribution to Grand Finale: Electricity infographic + electrical games for people to play.</p> <p>Light up Frankenstein masks.</p> <p>Starts 3rd Feb</p>	<p>Chapter 3: Start with your Heart - 3 weeks</p> <p>Key Question: How can you keep your heart healthy?</p> <p>Key Focus: Science</p> <p>Trip/visitor: Alex Fellowes – Dracula Drama workshop.</p> <p>Elly Fiddler: Heart Dissection</p> <p>Hook: Alex Fellowes – Dracula Drama workshop.</p> <p>Contribution to Grand Finale:</p>	<p>Chapter 4: Romans- 3 weeks</p> <p>Key Question:</p> <p>Key Focus: History</p> <p>Trip/visitor:</p> <p>Hook: None</p> <p>Contribution to Grand Finale:</p>
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NC Content: Art	NC Content: Science	NC Content: Science	NC Content: Geography
<ul style="list-style-type: none"> - Create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - about great artists, architects and designers in history 	<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 	<ul style="list-style-type: none"> - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans 	<ul style="list-style-type: none"> • Locational Knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • describe and understand key aspects of physical geography, including: rivers, the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources - food
Skills – Art	Skills – Science	Skills – Science	Skills - Geography
<p>Create a sketch book with ideas, research, annotations, sketches and</p>	<ul style="list-style-type: none"> • Observe, describe and compare in careful detail using the correct language 	<ul style="list-style-type: none"> • Observe, describe and compare in careful detail using the correct language 	<ul style="list-style-type: none"> • Accurately describe and compare the human and physical features of locations.

<p>explain how they use it to inform their work</p> <ul style="list-style-type: none"> Analyse the ideas, methods and approaches used in their own and others' work and evaluate it based on its intended purpose. Paint from observations, using colour, tints, textures, tones and shades to reflect the purpose of their work Draw in their own style 	<ul style="list-style-type: none"> Sort and classify with precise reasons Make predictions based on scientific facts and ideas Collect evidence to answer a question Measure precisely in standard units (lux lumens) Select the most suitable equipment for the task Independently set up and carry out fair tests Choose the most appropriate way to record and present results Interpret and predict from bar charts and line graphs Explain observations/results using cause and effects and scientific facts and ideas Explain what the evidence shows and whether it supports any predictions Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it. 	<ul style="list-style-type: none"> Collect evidence/information/data to test out an idea/prediction or answer a question from a wide range of sources Decide when to repeat observations and measurements Explain using cause and effects and scientific facts and ideas Select the most appropriate way to communicate findings, evaluating the evidence as well as describing it. 	<ul style="list-style-type: none"> Accurately locate places, landmarks, features on an increasingly complex set of maps and devices. Present work in a range of methods including ICT.
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ENGLISH			
Spring 1 Poetry: Highwayman – Alfred Noyes Imitate a poem Fiction: Frankenstein (WAGOLL written by Fran) – write a warning tale Non-fiction: Persuasive letter to Mr Tolson – why we should go to Whitby Guided Reading: Dracula		Spring 2 Poetry: The Raven – Edgar Allen Poe Fiction: Dracula (Fran to write WAGOLL) – write a conquering a monster tale Non-fiction: Is it right to hunt whales? (use My Friend Whale is a stimulus??) Guided Reading: Room 13	
Chapter 1 – Breaking the rules ART – How has impressionism changed art? ‘Paint generously and unhesitatingly for it is best not to lose the first impression’ Pissaro			
Enquiry Question	Learning experiences	How will you capture the learning?	Key concepts
What is impressionism?	HOOK DAY - Explore the work of impressionist painters – slideshow. Children do art of noticing poem. - Dictogloss – Impressionism https://www.tate.org.uk/art/art-terms/i/impressionism - Children take photos and sketches everyday life around St James. - Art of Noticing poems about life around school/community.	- Art of Noticing poems x 2 ** - Dictogloss ** - Photographs and of life around school. - Sketchbook notes and ideas - On day 2 in English write a recount (in a style of their choosing) of their hook day.**	Impressionism. Everyday life. Spontaneous. Landscapes and scenes. On the spot. In the fresh air. Capture fleeting moments. Broke the rules. 19 th Century. France.
Who were the impressionist painters?	- Market stall of famous impressionist painters. Children to research their artist and write a biography about their artist. - Recreate a portion of an artwork by their artist.	- Biographies of artists.** - Pictures in sketchbooks	Monet Manet Renoir Cezanne Degas Matisse

<p>What techniques did they use?</p>	<p>- Explore the techniques used by impressionist painters with Tony Bullock 25th January https://www.tate.org.uk/kids/explore/what-is/impressionism</p>	<p>- Sketchbooks</p>	<p>Light Movement Real (not imaginary) Thickly Quick and messy brush strokes Colour Rapid – Fleeting Broken in to separate dabs</p>
<p>How did impressionists influence artists today?</p>	<p>- Market place for researching the different stages of art movements after impressionism-each group given a heading of a movement-once all done-tell me grid-then create a large timeline for the corridor windows-one frame per movement</p>	<p>Children create a timeline of artistic movements and their main protagonists ready for their gallery</p>	<p>Realism (Corot; Coubert; Daumier; Millet) Impressionism Post-impression (Van Gogh; Cezanne; Seurat; Gaugin) Expressionism (Matisse; Kadinsky; Kirchner; Marc) Cubism (Picasso; Braque Leger; Boccioni) Surrealism (Dali; Duchamp; Ernest; Magrite) Abstract impressionism (Warhol; Pollock; Lichtenstein; Rothko) Postmodernism + Deconstructivism (Richter; Sherman; Keifer; Hadid)</p>

Chapter 2 - BRIGHT SPARKS SCIENCE – Electricity – building on year 4 work- building circuits and using symbols			
Enquiry Question	Learning experiences	How will you capture the learning?	Key concepts
What makes a circuit?	Makey Makey boards (innovation Bradford) Laptops. Chd given a selection of objects to test making a circuit with- explore circuits. Use symbols to draw circuits	- Photos - Circuits drawn in books - Instruction guide	Components of circuits. Symbols
How do circuits work?	Makey Makey boards (innovation Bradford) Laptops. - A range of conductors and insulators – chd to investigate which ones are which	- Collect data into a table - Definitions of conductors and insulators- inc. diagrams 	Insulators and conductors. Positive and negative ends of a battery.
What might affect the brightness of a bulb?	- Fair test: What might affect the brightness of a bulb? amount of batteries; number of bulbs. - Consider how to measure the brightness of a bulb – observation by eye.	Post it note planning Photos Conclusion	Fair test. Variables. Components of circuits.
Start with your heart SCIENCE - Animals and including humans (circulation) build from y3/4 about body parts and organs			
Enquiry Question	Learning experiences	How will you capture the learning?	Key concepts
How does heart/lungs work?	Visitors dissection of animal heart and lungs	Photos Write up of heart/lungs dissection follow up lesson in same week.	Identify blood vessels, blood and organs
What is the function of the circulatory system?	- Investigate the chambers of the heart and how the heart functions. - Explore the purpose of the heart and its function in the human body	Diagrams Non-chronological report	Name the parts of the circulation system and describe
How diet, exercise and lifestyle affect your heart?	- Start with exercises outside – chd to monitor and track heartbeat. - Explore why it increases with exercise	Heartbeat data grid Write up- what we have learnt	Recognise the impact of diet, exercise, drugs and lifestyle.

	- Investigate how to have a healthy lifestyle		
Chapter 4 – What did the Romans ever do for us?			
History– Romans			
Enquiry Question	Learning experiences	How will you capture the learning?	Key concepts
When did the romans invade Britain?	<ul style="list-style-type: none"> - What came before the romans - Chronology of roman empire - What came after the romans 	Create a timeline of key roman events	Chronological
What was life like before and during the roman conquest?	<ul style="list-style-type: none"> - Compare and contrast Britain before the Romans came and what life was like when/during Romans conquered Britain 	Venn diagram Role play/drama Diary entry of before the romans and when they were occupied	Continuity and change
Why did the romans leave and what did they leave behind?	(life of Brian clip) <ul style="list-style-type: none"> - Explore why romans left Britain - The historical legacy they left behind 	What did the Romans ever do for us? – write a simple and green screen it	
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Holiday homework – pre learning projects?