

St Anne's CEVA Primary School



Year Groups 5/6
Terms 1/2
Curriculum B

Learning Theme Big Question: **Have we made it better?**

Why is this so important?

In understanding how things move and the gravity pulls on earth

Other questions worth asking:

Why does the earth spin?

How can we record evidence?

What developments were in each decade?

What will be your real life project?

What matters to children? (Children's questions about the big question)

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

Science

Statutory requirements - Pupils should be taught to:

Forces

F1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Y5)

F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Y5)

F3 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (Y5)

L1 recognise that light appears to travel in straight lines (Y6)

L2 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 (Y6)

L3 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 (Y6)

L4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Y6)

History

Skills to develop awareness of the past:

HS1 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study

HS2 – note connections, contrasts and trends over time, develop appropriate use of historical terms

HS3 Address, and sometimes, devise historically valid questions about change, cause, similarity and difference, and significance

HS4 construct informed responses that involve thoughtful selection and organisation of relevant historical information

HS5 understand how our knowledge of the past is constructed from a range of sources

Design & Technology

DT1 work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].DT2 - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
DT3 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT 4 - Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

DT5 - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT6 - Investigate and analyse a range of existing products

DT7 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
DT8 - Understand how key events and individuals in design and technology have helped shape the world

DT9 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT10 - Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

DT11 - Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

DT12 - Apply their understanding of computing to programme, monitor and control their products.

RE

Unit 12 What does it mean to belong to a religion? Islam

Computing

Sounds

Art

A1 develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

A2 to create sketch books to record their observations and use them to review and revisit ideas

A5 about great architects in history.

A6 about great designers in history.

Cultural

British values: individual liberty

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)

Enquiry

Problem solving

Improving own learning

Reasoning

What do we want them to be like? (Values, dispositions and attitudes)

Responsible

Resilient

Independent

Inquisitive



How do the children want to celebrate and share their learning? (End of theme celebration of learning)

Inventions Museum

Dragon's Den

What are the big ideas? (Concepts and values)

Changes through the decades (1900 – present)
Funfairs through the ages
Understanding gravity

Where can we visit? Who can visit us? (Real life experiences)

London eye
Puxton Park
Brean Leisure Park
Crealy Park
Weston Pier
Churchill ski slopes (tobogganing)

What books/films can we use? (High quality literature)

'The London Eye Mystery'
Film talk clips – rollercoasters
'Meet me in St Louis'
Winter Olympics clips
'Floodland'
'The Silver Donkey'

What can we make?

Model of funfair – knex
Toboggan/sledge
Snowboard

What can we use? (High quality resources)

'Control' – computer programme
Knex
Ramps/cars
Parachutes
Wheels, cogs

What big words will we use? (High level vocabulary)

Velocity
Gravity
Motion
Friction
Resistance
Gradient

What can we collect? (Tactile display to aid learning)

Models
Old photographs – through the ages
Ramps, blocks, cars
Drainpipe ramps

What can our role –play area be? (Outdoor imaginative play)

Marble runs
Knex
Cars/ramps – measuring tools
Drainpipe ramps

What did the children think? (Review)

(To be completed at end of theme)

What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)