

Autumn Two: Take One Picture



English

Programme of study includes: word reading, comprehension, transcription, handwriting and presentation, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

Macbeth by Shakespeare
The Highwayman Alfred Noyes
Daydreamer by Ian McKewan
(class reader)

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Year Six Autumn Term Two Overview

We are celebrating the second autumn term with the whole school topic - **Take One Picture**, in connection with The National Gallery. Our children will be studying some of the gallery's top pieces of artwork! These carefully chosen images invite the children to leap inside and question what they discover. The images will take them on different journeys around the world and back in time. To deepen the experience even more, the painting will be accompanied by a well composed piece of music from some of the world's best! From these musical adventures they will compose and perform their own pieces of music. Years Five and Six will use their picture as inspiration to tell stories of trade using props, focusing on further developing their speaking and listening skills.

Geography

Whilst on their journey they will travel around the equator, enter the tropics and maybe even explore the polar circles to find out what they can offer in terms of trade.

Trade Links

•to identify the position and significance of latitude, longitude, Northern Hemisphere, Southern Hemisphere, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

History

To gain a deeper understanding of the painting the children will take part in a chronological study of trade across the globe. Chronological and in-depth study of trade, e.g. *the spice trade, silk route, etc.* Explorer study, e.g. *John Smith (similar time to the painting)*

Social, Moral and Cultural Education - including Religious Education and Rights Respecting Schools

SMSC is embedded in what we do and who we are everyday.

As they travel around the globe, children will be provided with opportunities 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.

Religious education

How do people express their faith through the arts?

RRS: 32 and 33

Art and Design Technology

Art and Design: Artist Study

Colour Skill: choose brushes, develop tone and mixed media

Created own composition; explored oil pastels, watercolours, shading, light and dark

French

Continents and oceans

Take One Picture

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through daily lessons. Alongside this, the children will apply their maths skills across the curriculum, for example using the language of angles, circles and position and direction when carrying out their geographical study.



Music

Children will listen to classical music composed at the time of the painting. This will bring another dimension to the experience. Using Corelli/Purcell/Lully: (ballet, Louis xiv)/ Schubert: Winterreise (song cycle), for example, as inspiration children will experiment with combining sounds to make their own piece of music that voices the piece or even their own artwork.

Exploring song cycles

Compose a short piece of music

- to listen with attention to detail and recall sounds with increasing aural memory
- to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- to improvise and compose music for a range of purposes

Physical Education

Netball and creative dance:

- to perform physical movements and complex series of movements with increasing control, coordination, precision and consistency
- to create and apply rules and use more complex compositions, tactics and strategies in competitive and cooperative games and other physical activities
- to develop and perform sequences and compositions using appropriate movements to express ideas and emotions
- to refine physical skills and techniques, commenting on strengths and weaknesses in their own and others' performance
- to recognise the benefits of practice and reflection for improving personal and group performance

Science

Learning Objectives:

Physical Processes - Light

I can recognise that light appears to travel in straight lines.

I can 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.

I can 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.

I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Scientific Enquiry Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments.