

Medium Term Planning

Learning Journey Map

Term: Autumn 2

Weeks: 8

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Problem solving and thinking skills Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise Working collaboratively; Taking ownership of learning; Fostering and applying thinking skills Independent learners	Creative Arts Dance, Drama, Music, Art- developing the creative brain; Inspiration, enjoyment and fulfilment; Opportunity to enhance and develop skills/talent Performance, dedication and perseverance	Nurturing Responsible Citizens Thinking classroom/P4C; Emotional Intelligence Love for learning collaboratively; Care for the environment; Share talents in community; Make decisions; Links with community and local environment
<ul style="list-style-type: none"> To create a Shabbat table To create a Chanukiah by using and applying understanding of electrical circuits Invite parents into class to support with making product for Christmas Bazaar 	<ul style="list-style-type: none"> Designing and creating a questionnaire to understand the needs of children within own house. Selling Christmas Products (deciding on pricing, selling strategies, etc) 	<ul style="list-style-type: none"> To design and make a product to sell at Christmas fayre To perform poetry To create own gymnastic routines and perform to others To plan and write own narrative based on the text 'The Island' 	<ul style="list-style-type: none"> To contribute to Christmas Fayre To understand the beliefs of others and compare them to own beliefs and practices To explore the importance of reusing and recycling within D&T Attend Remembrance service at Broomfield Park

YEAR 6 Title: Dragons' Den

Big Bang
Visit from parents/local businesses

School Trip/Special Events
Synagogue visit/Rabbi visit

Celebration
Selling products at the Christmas Fair

D&T – Textiles – Using pattern pieces
 -Carry out research using surveys, interviews, questionnaires and web-based resources
 -identify the needs, wants, preferences and values of particular individuals and groups
 -develop a simple design specification
 -describe the purpose of your products
 -use annotated sketches
 -select tools and equipment for the task
 -select appropriate materials
 -explain their choice of materials (focus on functional and aesthetic)
 -follow procedures for safety
 -consider the views of other to improve their work
 -compare products to the original sketch
 -identify strengths and weaknesses of their ideas and products

Key Curriculum Areas: RE, D&T and Science

RE - Judaism
 Explain how religious beliefs shape the lives of individuals and communities.
 Recognise diversity + discuss similarities and differences between religions and the importance of dialogue between religions.
 Explain the practices and lifestyles involved in belonging to a faith community
 Show understanding of the role of a spiritual leader (Rabbi)
 Investigate the significance of Judaism in the local, national and global communities (Jewish people in communities around the world and a shared identity in 'the people of Israel'.
 Recognise and express feelings about their own identities and related these to religious beliefs and teachings.
 Explain their own ideas about answers to ultimate questions and why these might differ to the answers of others.
 Explain why different religions and individuals have different ideas of right and wrong (food laws?)
 Recognise the challenges involved in distinguishing between ideas of right and wrong and valuing what is good and true. Explain their own value and show respect to those with different values.

Science – Electricity
 -Use recognised symbols when representing a simple circuit in a diagram (recap).
 -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.
 -To plan a scientific enquiry.
 -To make scientific observations.
 -To record and present findings in appropriate ways.
 -To reach conclusions in order to explain results.
 -To identify further areas of investigation.

English
Non-fiction focus: Instructional writing
 -Present tense, logical connectives, rhetorical questions, imperative verbs, brackets and bullet points.
 A formal letter
 -formal language, subjunctive form, passive voice
Poetry: Remembrance poetry
 -Performance, alliteration, hyperbole etc...
Fiction focus: Conflict narrative
 -Third person, consistent use of tense, vocabulary
Talk for writing: speaking and responding activities
-Guided Reading: daily sessions to develop reading and comprehension skills
-Spelling: Strategies to support spelling,
Grammar: strategies to support use of grammar, e.g. punctuation, verb forms, using relative clauses
Handwriting: following PENPALS Programme for Handwriting (revising join, e.g. diagonal joins no ascenders, e.g. da)
Cross Curricular Links (Writing opportunities) –
 Create instructions for Christmas product.
 RE – diary entry from viewpoint of Jew after Shabbat

PE: Gymnastics:
 -Matching and mirroring
 -Counter balance and counter tension
 - To improve ability to run the daily mile

Maths
 - Fractions
 - Decimals
 - Percentages
 - Angles
 - 2D and 3D shapes
 - Measurements
Cross Curricular Links
 -Making products for charity fundraiser

Music
 -Pitch notation
 -Scales
 -Listening, composing and performing based on different scale patterns
 -Christmas songs

Computing
 -Carry out independent research for products using a selection of search tools, selecting appropriate information for use in other applications and exploring a range of methods for capturing web-based material.
 - To generate ideas for D&T products using computer aided design
 -To use an excel spreadsheet to record findings from D&T questionnaires and present in different ways e.g. pie charts & bar charts.