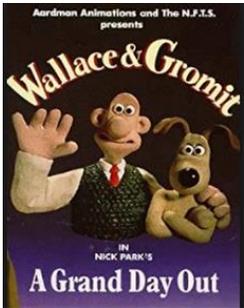
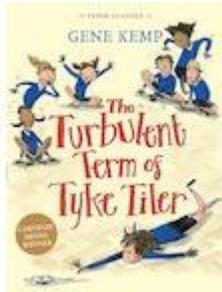


Curriculum Information

Term: Summer Term 6 Class/Year Group: 4

Inspiration/Theme: Animation		Curriculum Driver: English and DT		Outcome of learning: <ul style="list-style-type: none"> A portal story and explanation text Stop-motion animation short film 			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
  <p>Reading Skills Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these. Inferring thoughts and feelings of a character</p>		<p>Hook/Super Starter The children will be watching 'A Grand Day Out' to introduce the animation topic</p> <p>Trips/Visitors/Marvellous Middle Invite Year 6 children to view our projects.</p> <p>Celebration/Fabulous Finish A Premier – Red Carpet Event An afternoon sharing our short films with our grown-ups the rest of the class, children can dress up and eat popcorn!</p>		<p>Reading area will display a variety of books on animation and model figures that could be used in their films.</p> <p>Our explanation texts will be word processed and have a background taken from their animation.</p>		<p>The language of retelling In the beginning..... Subsequently..... I remember that..... With hindsight..... Reflecting upon... In the event that..... Lastly..... In the end..... To conclude / In conclusion / To sum up.....</p> <p>The Language of Explanation How..... Why..... Where..... When..... What..... After..... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because</p>	
Topic Table		Reading Area		Maths Challenge table		Home Learning	
<p>Key questions How do you make a film? What makes a good film? What is animation?</p> <p>Key images/artefacts Plasticine models, pictures of Ardman figures, examples of other animation (cartoons etc.)</p> <p>Key vocabulary Animation, cartoon, film, motion, 2/3 dimensional, capture, focus, tripod, invention, model</p>		<ul style="list-style-type: none"> Animation statues Books related to animation Cameras Other film equipment 		<p>Key questions Explain the differences between the types of angles. What ways can we find to remember the different angles? How many ways can you find to describe the movement of...?</p> <p>Key images/artefacts A range of Angles, shapes, protractors</p> <p>Key vocabulary Angle, obtuse, acute, right angle, quadrilateral, triangle, vertices, roman numeral, coordinate, axis</p>		<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Maths Rock Stars and have a practise. The children will continue to be tested each week.</p>	

English	Maths	Science	PE
<p>Outcome of learning: Children will write their own narrative based on 'A grand day out' and complete an explanation text based on stop-motion animation.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Organising paragraphs Use of effective descriptive language (adjective, noun phrases) Time adverbials and fronted adverbials followed by a comma 	<p>Outcome of learning: Children will have an understanding of geometry, position and movement as well as Roman Numerals</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Name and compare angles classifying triangles and quadrilaterals. Explore symmetry and symmetrical figures Draw lines of symmetry on shapes. Describe the positions of objects learn how to describe positions on grids using coordinates introduced to the x and y axes and build an understanding of how coordinates are written. learn how to translate shapes using the terms 'left', 'right', 'upwards' and 'downwards' 	<p>Outcome of learning: Understand the components of a circuit</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit and whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors Set up simple practical enquiries 	<p>Outcome of learning: To maintain 30 minutes of vigorous exercise and practise for sports day</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Know how often and for how long I should exercise to be healthy Know how to record and monitor how I am working including taking my own pulse Explain basic fitness components (speed, strength, stamina, suppleness) I have a good understanding of making healthy lifestyle choices
Art	RE	Music	History
<p>Outcome of learning: The children will create models to use in their stop-motion animation</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Manipulating materials Plan design and make a sculpture Experiment with a range of skills and media 	<p>Outcome of learning: Understand what the 5 pillars of Islam are and how they impact daily life</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Reflect on beliefs, values and practises that are important in their own lives and to others Explain key beliefs of Muslims Identify similarities and differences between prayers in Islam and Christianity 	<p>Outcome of learning: Performance skills and knowledge of musical instruments</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Develop skills on the ukulele Play chord sequences on the ukulele 	<p>Outcome of learning: Understand when and how the Anglo Saxons came to Britain and how they lived</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons Anglo Saxon invasions, Settlements and kingdoms: place names and village life linked to a local area
Computing	PSHE	DT	MFL
<p>Outcome of learning: The children will create a stop-motion animation film</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Select the appropriate software and device to accomplish a specific goal Record and collect visual information, using digital media. Follow a sequence of instructions. 	<p>Outcome of learning: The class will elect a school councillor and those who wish too will prepare a speech</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Voting Speech writing Public speaking 	<p>Outcome of learning: To incorporate a simple circuit into a model</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Create a design fit for purpose Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work 	<p>Outcome of learning: To be able to talk about parts of the body and being healthy</p> <p>Key Skills:</p> <ul style="list-style-type: none"> State which foods are health/unhealthy Talk about hobbies and sports Learn some parts of the body Cultural understanding: to learn about favourite French sports and sporting events Singing – heads, shoulders knees and toes. Writing vocabulary for parts of the body onto a diagram