

Jennett's Park Creative Journey Planner YEAR 6 TERM 2

Empowering our children to flourish and achieve under God's love

<p>Name of Unit : Why should you be a spy ?</p> <p>The Context (Why): To fit in with our class text and bring our class text to life</p>	
<p>They need to know and understand:</p> <p>Science Electricity 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.</p> <p>Design Technology * 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 * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * 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</p> <p>Evaluate* investigate and analyse a range of existing products* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* understand how key events and individuals in design and technology have helped shape the world* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* apply their understanding of computing to program, monitor and control their products</p> <p>Geography name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	
<p>Educating for Wisdom, Knowledge and Skills</p> <p>Educating for Hope and Aspiration</p> <p>Educating for Community and Living Well Together</p> <p>Educating for Dignity and Respect</p>	<p>To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.</p> <p>To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds</p> <p>To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.</p> <p>That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.</p>
<p>Activities (Possible Route of learning)</p> <ol style="list-style-type: none"> 1) Where in the UK would be the best place for a Villain's Lair 2) Coding - code a microbit as a spy gadget 3) DT- planning gadget- research- mood board 4) Planning continued 5) Equipment list and resources needed 6) Designing it- cross sections <ol style="list-style-type: none"> 7) Cross sections continued- come off timetable?? For 3 days? 8) Pricing 9) Pricing 10) Look at models for instructions- recognise features 	
<p>Immersion Activity- What do they need to know? How are you going to start with a bang?</p> <p>Immersive activity:</p> <p>Welcome to spy school</p>	<p>The Challenge or Big Questions</p> <p>Why are there spies in the world ?</p> <p>What would the world be like if there were no spies ?</p> <p>Real life context and links to Wider World (International/ Charity/ World of Work)</p> <p>Advent project – MAF</p> <p>Children in need</p>

Challenge 10 activities

Graffiti Alley- what do you know about the Mayans already

Which image best represents...

Bagel feedback opportunities

Oracy Links

Discussion about the research they find

Agree, Build-on, Challenge daily discussions

MAF advent project and country awareness discussions

How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - Collaboration

O - Optimism

P - Perseverance

P - Pride

I – Independence

C - Challenge

MD - Managing Distractions

Heart Love ♡ Honesty 🌟 Respect 🌟 Peace

Diamond Forgiveness 🌟 Patience 🌟 Support

Circle Kindness & Joy

Collaboration and challenge linked to group work

Pride – presenting their findings to peers

Vocabulary

United Kingdom, geographical regions, human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;

Home Learning Projects

Regular weekly home-learning

Literacy, Maths and Computing Links

Computing – coding links

Literacy – Links to our spy genre and class text

Maths links – debugging and logic within coding

Final Quality Products

Leaflets of Chichen Itza/Adobe Spark page

Microbit Spy gadget

Art Gallery – Stormbreaker art and Chichen Itza sketches

How to Share and Celebrate Success

Via our school website and regular Marvellous Me correspondence