

# Jennett's Park Creative Journey Planner YEAR 6 TERM 2

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

Name of Unit : Why should you be a spy ?

**The Context ( Why):**

**To fit in with our class text and bring our class text to life**

**They need to know and understand:**

**Science**

**Focus** Light: recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

**Art:** Pencil sketches

**Focus:** to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches. Use tone to add depth and light to sketches (all with just an art pencil). Include detail in sketches when making observational sketches. Progression from last term by continuing and developing one point perspective and tone with sketches of cars going through a storm, silhouette people and detailed sketches of eyes.

**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

Educating for Wisdom,  
Knowledge and Skills

To help grow resourceful, resilient and reflective children, who are equipped with the: skills, knowledge and tenacity to empower themselves and their learning throughout their lives.

Educating for Hope and  
Aspiration

To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds

Educating for  
Community and Living  
Well Together

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.

Educating for Dignity  
and Respect

That children might know how much they are loved and valued so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

### Activities (Possible Route of learning)

- 1) Where in the UK would be the best place for a Villain's Lair?
- 2) Coding – code a micro: bit as part of our energy in schools project
- 3) Investigate angles of reflection and refraction using torches; create periscopes to link with spy gadgets
- 4) Art – sketches that link with our class text and can go into their book publications
- 5) Type out spy stories into a book to give as a gift for Christmas

**Immersion Activity- What do they need to know? How are you going to start with a bang?**

**Immersive activity:**

**Welcome to spy school**

**The Challenge or Big Questions**

**Why are there spies in the world?**

**What would the world be like if there were no spies?**

**Real life context and links to Wider World (International/ Charity/ World of Work)**

**Advent project – MAF – How can we help people living in isolated regions of the world ?**

**Children in need**

### Challenge 10 activities

Graffiti Alley- what do you know about the Mayans already

Which image best/least 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

### Vocabulary

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

### Literacy, Maths and Computing Links

Computing – coding links

Literacy – Links to our spy genre and class text

Maths links – debugging and logic within coding

### 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*

♥ Love ♦ Honesty 🙏 Respect 🕊 Peace

🙏 Forgiveness ⌚ Patience 🤝 Support

😊 Kindness & Joy

**Collaboration and challenge linked to group work**

**Pride – presenting their findings to peers**

### Home Learning Projects

**Regular weekly home-learning based around consolidation of maths and writing skills.**

### Final Quality Products

Leaflets of Chichen Itza/Adobe Spark page

Micro: bit data log and coding of sparkle strip and micro:bits to show energy usage. Presentation to the rest of the school.

Art Gallery – Stormbreaker art – car going through a storm. Sketch of an old eye and young eye. Silhouettes.

imovie creation of the best location in the UK for a villain's lair

MAF project – create a presentation based around the project

### How to Share and Celebrate Success

**Via our school website and regular Seesaw correspondence through our class blog**

**Children to reflect on their learning through their owl reflections and tweet of the week on Seesaw**