

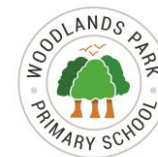


Topic: World War 2 – Make Do and Mend

Term: Autumn 2

Topic Length: 7 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours				Disciplinary Knowledge			Substantive Knowledge					
	Attitudes and attributes for learning and life				Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge				
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	Understand the impact of artists and D.T in the home during the War.										
		Hook: Share Chapter 1 of The Lion, The Witch and The Wardrobe.						Outcome: An illustrated image of a winter scene for their Christmas card. Design and sew a bag for a gas mask for a child of their age.				
	Main Subjects	RE			Art			DT				
	Key Performance Indicators	<ul style="list-style-type: none"> Retell the story of Abraham and the story of Moses and its importance to Jewish people. Know about the Torah and understand how it guides the Jews to lead their lives. Compare and contrast the messages in the Torah to our own school WARMTH values. 			<ul style="list-style-type: none"> Explore ‘mark making’ and be able to understand and use a variety of different mark making to show three dimension. Understand line, tone, texture, shape, pattern and form. Develop sketchbooks by recording observations, reviewing and revisiting ideas. 			<ul style="list-style-type: none"> Use the internet and questionnaires for research and design ideas, considering the needs/wants of individuals/groups when designing. Develop a range of ideas to produce a logical, realistic plan and explain it to others, making design decisions considering time and resources. Use textile tools with good level of precision specifically needle and thread, selecting appropriate materials, fit for purpose and explain choices, considering functionality. 				
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy		Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Subject	Key Performance Indicators
Computing	Online safety including privacy of personal data, respect when online, the key theme from 'Safer Internet day' and any year group specific themes that need to be addressed.
PE	Volleyball - Consistently and safely send and return an object over a net or wall into open space. Gymnastics - Demonstrate accuracy, consistency and clarity of movement. Make up own sequences and use apparatus to enhance work and vary compositional ideas.
PSHE	Celebrating Differences: Understand types of bullying. Know what to do if bullying occurs.
Music	Music from the 1940s – learn and perform 1940s songs, identify instruments in Big Band music. Improvise and compose a 'C jam Blues' piece using tuned percussion and pentatonic scale C D E G A
Outdoor Learning	Blocked for the Spring and Summer Term



Key Objective Progression

Prior Knowledge	Year 5 – Make do and mend - Key Objective	Future Learning
<p><u>Year 3 – Spring 2 – Vikings</u></p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p><u>RE - Judaism</u> - Retell the story of Abraham and the story of Moses and its importance to Jewish people.</p>	
	<p><u>RE - Judaism</u> - Know about the Torah and understand how it guides the Jews to lead their lives.</p>	
	<p><u>RE - Judaism</u> - Compare and contrast the messages in the Torah to our own school WARMTH values.</p>	
<p><u>Year 3 – Where can we go from here? Local Artist</u></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with acrylic.</p>	<p><u>Art – Illustration</u></p> <p>Explore ‘mark making’ and be able to understand and use a variety of different mark making to show three dimension.</p>	<p><u>Year 6 - William Morris</u></p> <p>Notice patterns and themes within artwork.</p>
<p><u>Year 3 – Plants – Andy Warhol</u></p> <p>To create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p>	<p><u>Art – Illustration</u></p> <p>Develop sketchbooks by recording observations, reviewing and revisiting ideas.</p>	<p><u>Year 6 - William Morris</u></p> <p>Review and revisit ideas.</p>
	<p><u>Art – Illustration</u></p> <p>Understand line, tone, texture, shape, pattern and form.</p>	<p><u>Year 6 - William Morris</u></p> <p>Mastery of printing.</p>
<p><u>Year 4 – Viking Onagers</u></p> <p>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.</p>	<p><u>DT – Gas Mask Bags</u></p> <p>Use the internet and questionnaires for research and design ideas, considering the needs/wants of individuals/groups when designing.</p>	<p><u>Year 6 - Victorian Toys</u></p> <p>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.</p>



<p><u>Year 4 – Viking Onagers</u></p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others</p>	<p><u>DT – Gas Mask Bags</u></p> <p>Develop a range of ideas to produce a logical, realistic plan and explain it to others, making design decisions considering time and resources.</p>	<p><u>Year 6 - Victorian Toys</u></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p><u>Year 4 – Viking Onagers</u></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks – cutting and joining</p> <p>Select from and use a wider range of materials and components.</p>	<p><u>DT – Gas Mask Bags</u></p> <p>Use textile tools with good level of precision specifically needle and thread, selecting appropriate materials, fit for purpose and explain choices, considering functionality.</p>	<p><u>Year 6 - Victorian Toys</u></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>