



Topic Termly Overview



Year: 6

Topic: Time to shine!

Term: Summer

Subjects	Objectives/Learning intentions
Art Pop Art Portraits Modroc models	<p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. Comment on artworks with a fluent grasp of visual language. <p>To master techniques</p> <p>Drawing</p> <ul style="list-style-type: none"> Use different pencils/pens effectively and sketch where appropriate. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. <p>To develop ideas</p> <ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points in the curriculum – keep notes. Collect information, sketches and resources and present ideas imaginatively in a sketchbook with annotation included. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. <p>To master techniques</p> <p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use tools to add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
DT Keepsake Cushions/pen pouches	<p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> I can generate ideas by collecting and using information from a range of existing products. I can reflect on my designs as they develop, drawing on previous experience and consider the views of others to improve my work. <p>Textiles</p> <ul style="list-style-type: none"> I can mark out using my own patterns and templates and cut these out accurately. I can use different ways to join materials e.g. glue, pins, press-studs, velcro, various stitches and buttons. I can use my art textile skills such as stitching to create a product that is sturdy and fit for purpose. <p>Within science...</p> <p>Electricals and electronics</p> <ul style="list-style-type: none"> I have made a product that uses electrical circuits.

Science	<p>Light</p> <ul style="list-style-type: none"> • 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 <p>Electricity (including mini DT task using a circuit)</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the one/off position of switches • use recognised symbols when representing a simple circuit in a diagram
Music Y5/6 Production	<p>Musical Activities</p> <p>Singing</p> <ul style="list-style-type: none"> • I know and can confidently sing our songs and their parts from memory with a strong internal pulse • I can <ul style="list-style-type: none"> ○ sing in unison and to backing vocals ○ enjoy exploring singing solo ○ listen to the group when singing, aware of how I fit in ○ follow a leader ○ experience different styles of singing ○ sing with awareness of being 'in tune' • I can choose a song and talk about <ul style="list-style-type: none"> ○ the importance of warming up your voice ○ its main features ○ singing in unison, solo, lead vocal, backing vocals, rapping ○ what the song is about and the meaning of the lyrics • I know about the style of the songs so I can represent the feeling and context to my audience <p>Performance</p> <ul style="list-style-type: none"> • I can communicate the meaning of words and articulate them clearly in sung performance • I can record and compare the performance to a previous one • I can evaluate the performance using musical language – "What went well?", "It would have been better if..."
Cultural Capital	Opportunities to perform to a wider audience through the production and presentation evening
English Links	Class reading book: Wonder Drama: the Year 5/6 production