

Stargazers



Year Group: 5/6

Cycle B

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Science

- Earth and Space

Climate/Environment

- NASA images of deforestation

Art and Design:

- Artist Knowledge – Vincent Van Gough (The Starry Night)
- Drawing (oil pastels) and/or
- Painting (colour mixing)

Computing

- Programming

Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Artist Knowledge – Vincent Van Gough (The Starry Night)
- Drawing (oil pastels) and/or Painting (colour mixing)

Age Related Subject Skills (Progression Guidance):

Year 5

Artist Knowledge

- Recognise the art of key artists and begin to place them in key movements or historical events.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.
- Compare the style of different styles and approaches

Drawing

- Work in a sustained and independent way to create a detailed drawing.
- Develop a key element of their work: line, tone, pattern, texture.
- Use different techniques for different purposes i.e. shading, hatching within their own work.
- Start to develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon
- Begin to develop an awareness of composition, scale and proportion in their paintings.
- Use drawing techniques to work from a variety of sources including observation, photographs and digital images.
- Develop close observation skills using a variety of view finders.

Painting

- Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix and match colours to create atmosphere and light effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Start to develop their own style using tonal contrast

Year 6

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.

Drawing

- Work in a sustained and independent way to develop their own style of drawing.
- This style may be through the development of: line, tone, pattern, texture.
- Draw for a sustained period of time over a number of sessions working on one piece.
- Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.
- Develop their own style using tonal contrast and mixed media.
- Have opportunities to develop further simple perspective in their work using a single focal point and horizon.
- Develop an awareness of composition, scale and proportion in their paintings.

Painting

- Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.
- Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge.
- Understanding which works well in their work and why.

Developing Ideas

- Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.

and mixed media.

Developing Ideas

- Use sketchbooks to plan a sculpture through drawing and other preparatory work.
- Use the sketch book to plan how to join parts of the sculpture.
- Keep notes which consider how a piece of work may be developed further
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Adapt work as and when necessary and explain why.

- Annotate work in sketchbook.
- Use the sketch book to plan how to join parts of the sculpture.
- Annotate work in sketchbook.

Prior Learning

Forever Firs children working at ARE in Year 5 should already be able to:

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

Drawing

- Develop intricate patterns using different grades of pencil and other implements to create lines and marks.
- Draw for a sustained period of time at an appropriate level.
- Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.
- Have opportunities to develop further drawings featuring the third dimension and perspective.
- Further develop drawing a range of tones, lines using a pencil.
- Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made
- Attempt to show reflections in a drawing
- Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.

Painting

- Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Start to develop a painting from a drawing.
- Begin to choose appropriate media to work with.
- Use light and dark within painting and show understanding of complimentary colours.
- Mix colour, shades and tones with increasing confidence.
- Work in the style of a selected artist (not copying).

Developing Ideas

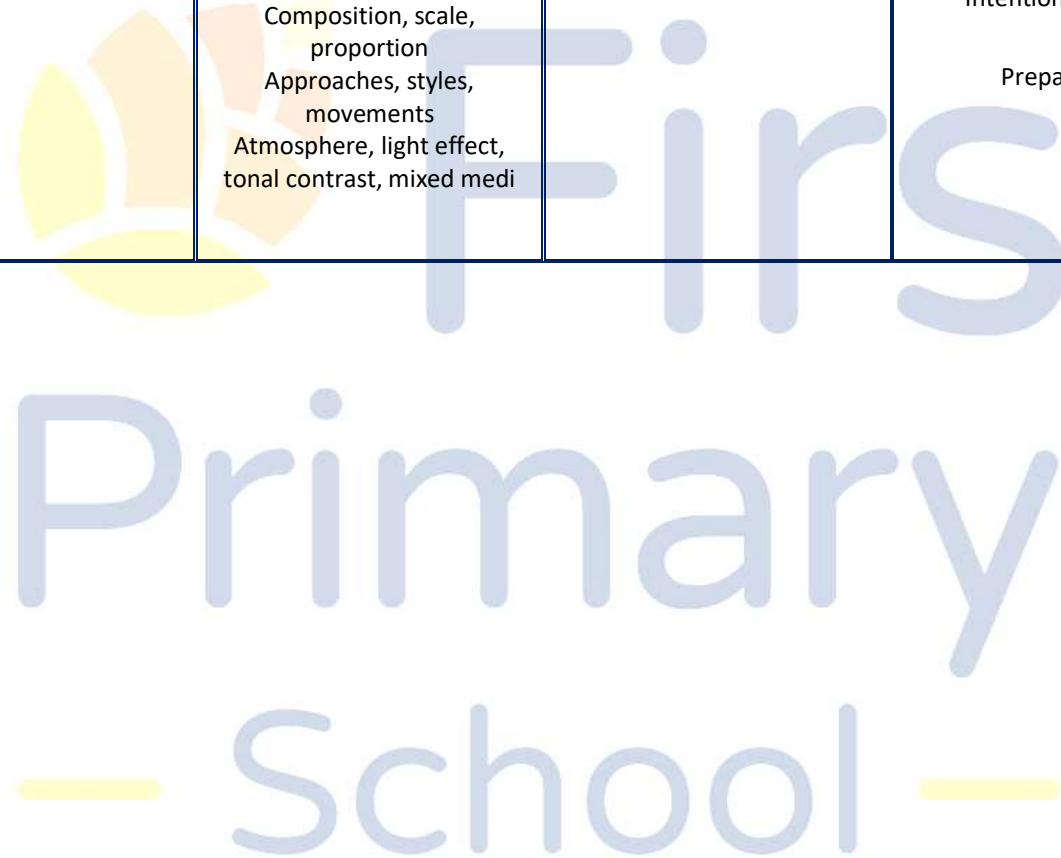
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
- Keep notes to indicate their intentions/purpose of a piece of work

Forever Firs children working at ARE in Year 6 should already be able to:

- See Year 5 progression statements above.

Key Vocabulary

Artist Knowledge	Drawing	Painting	Developing Ideas
<p>Like, dislike, describe, similarities, differences, links</p> <p>Explore, comparison, thoughts, feelings, emotions, feelings</p> <p>Successes, challenges</p> <p>Change, develop</p> <p>Practices, disciplines, techniques</p> <p>Cultures, periods of time</p> <p>Modifications, changes, review</p>	<p>pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk</p> <p>hatching, scribbling, stippling, and blending</p> <p>light/dark lines, light/dark shapes, light/dark patterns</p> <p>tone, grades, HB, 2B, 4B etc</p> <p>observation</p> <p>Tonal contrast, mixed media</p> <p>Simple perspective, focal point, horizon line</p> <p>Composition, scale, proportion</p> <p>Approaches, styles, movements</p> <p>Atmosphere, light effect, tonal contrast, mixed media</p>	<p>Lightening, darkening, light, dark</p> <p>Primary colours – red, blue, yellow</p> <p>Secondary colours – green, purple, orange</p> <p>Mix, predict</p> <p>Tint, tone, shade, layering, texture</p> <p>Atmosphere, light effect, tonal contrast, mixed media</p>	<p>Record, sketch book, plan, develop</p> <p>Colour mixing, colour wheel, colour spectrum</p> <p>Texture, pattern</p> <p>Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques,</p> <p>Like, dislike, improve, adapt</p> <p>Intention, purpose</p> <p>Preparatory</p>



Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Geography

National Curriculum: Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)

Age Related Subject Skills (Progression Guidance):

Year 5

Using maps

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.

Map knowledge

- Locate the world’s countries, focus on North & South America
- Identify the position and significance of lines of longitude & latitude

Making maps

- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key,
- Use and recognise OS map symbols regularly

Year 6

Using maps

- Follow a short route on an OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps

Map knowledge

- Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages

Making maps

- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

Prior Learning

Forever Firs children working at ARE in Year 5 should already be able to:

Using maps

- Follow a route on a large-scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map

Map knowledge

- Locate Europe on a large-scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Forever Firs children in Year 6 working at ARE should already be able to:

- See Year 5 progression guidance above

Key Vocabulary

Tier 1	Tier 2	Tier 3	
Day Night	Map Atlas Globe Cities	Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropic of Cancer	Digital/computer mapping Countries Europe North America South America Environmental Regions

		Tropic of Capricorn Arctic Circle Antarctic Circle Prime/Greenwich Meridian Time zone	Physical Characteristics Human Characteristics
--	--	---	---



Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
----------------------------	------------------------------	-------------------------	----------------------------

--	--	--	--



Computing

National Curriculum:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts & use sequence, selection, and repetition in programs; work with variables and various forms of input and output & use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Computing Strand: Programming

Topic Links: To use Scratch to create a story/animation that reflects learning about space.

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils write a simple algorithm, for instance to create a basic traffic light sequence. They then use flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon. They are able to explain how their program works*
- Pupils create a computer game, using a graphical language such as Scratch or Kodu*

Upper Key Stage 2

- | | |
|---|--|
| <ul style="list-style-type: none"> I can predict what will happen when discussing different algorithms, Understand how breaking things down into different events may make it easier to debug, edit and improve. Create movements using co-ordinates and rotations (with degrees) Create drawings using pen shades, directions and angles. Create an animation with speech and sensing between at least 2 characters. Use 'IF' to control objects and create variables Control the sprites movement using the keyboard | <ul style="list-style-type: none"> Show logical thinking when creating a complicated algorithm, Sort algorithms between what will and won't work and explain why by breaking it into smaller parts and explaining why. Test the algorithms to support this. Starting to find more than 1 way to debug and solve a problem. Create a story or animation using a range of commands and shows creativity and imagination. |
|---|--|

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use costumes
- Use two sprites and two algorithms
- Use sound
- Begin to use sensing to create a command
- Begin to use timings to control movements and speech between characters
- Create a list of 5 commands which involve movements and looks.
- Begin to break algorithms down to solve problems.
- Navigate around Scratch (or similar)
- Create a repeat pattern that instructions motions by specifying the number of steps, direction and turn.
- Adds speech
- Make my sprite change colour
- Control what my sprite does using specified keys.
- Explain what an algorithm will do by reading the commands.
- Test my algorithm and recognise when to change it

Key Vocabulary

Tier 1		Tier 2		Tier 3	
sound	command	sprite	co-ordinates	algorithm	variables
instruction	colour	edit	rotation	debug	
pattern	speech	predict	events		
improve	movements				
characters					

Computing Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Earth and Space

- describe the movement of the Earth, and other planets, relative to the Sun
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Working Scientifically

- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identify scientific evidence that has been used to support or refute ideas or arguments
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Suggested Investigation Focus:

Yr 5 Earth and Space Investigations

https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=5d

Orbit modelling

<https://www.bbc.co.uk/bitesize/clips/zkynvcw>

<https://www.bbc.co.uk/bitesize/clips/z3jd7ty>

Prior Learning

Forever Firs children working at ARE should already be able to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies
- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- gather, record, classify and present data in a variety of ways to help in answering questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Key Vocabulary

Tier 1		Tier 2		Tier 3
Earth	Day	Relative	Record	Solar system Galaxy Universe
Sun	Night	Orbit	Diagram	
Planets	Sky	Spherical	Label	
Moon	Stars	Rotatio	Evidence	
		Axis	Refute	
		Gravity	Support	
		Conclusion	Report	
		Explanation	Present	
		Presentation		

Science Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

