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| <p>Year Group: 6</p> <p>Name of project: Achieve</p> <p>Term: Summer</p> | <p>Summary of current hook:</p> <p>Presentation and discussion of changes environmental, social, political, technical and social changes that have occurred whilst the children have been at BPS. Children generate ideas for sketches and rehearse these. Auditions are held to identify sketches with great potential. Including field trip/walk to map changes to local area.</p> | <p>Summary of current celebration:</p> <p>Performance at The Berry Theatre shown to parents, staff and governors about the children's achievements during their time at BPS. Children deliver their speeches, show films they have created and raise awareness of topical issues relating to the environment and wider world matters. They consider how they can make a positive contribution in the future.</p> |
| <p>Learning Journey</p> <p>Music:</p> <ul style="list-style-type: none"> • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music <p>English:</p> <ul style="list-style-type: none"> • plan their writing by: identifying the audience for and purpose of the writing, • selecting the appropriate form and using other similar writing as models for their own • selecting appropriate grammar and vocabulary and understanding how this can change and enhance meaning • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. <p>Geography:</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Art:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas | | |
| <p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> • Children write their own speeches to be performed on stage at The Berry Theatre (Summer 2, Unit 1) • Children write a poem inspired by Neil Gaiman's 'Instructions' using metaphors and fairy tale links to guide someone through life (Summer 2, Unit 2) | | <p>Key dates</p> <p>'Achieve' performance at The Berry Theatre: 11/07/2024 SATs week: 13/05/24-16/05/24</p> |
| <p style="text-align: center;">Integrity</p> <ul style="list-style-type: none"> • Children recognise that events are not always positive but that change is possible • Each child has a voice • Actions both within and outside of school are reflected upon • Ideas generated and pledged towards making a positive change and contribution through speeches | <p style="text-align: center;">Ambition</p> <ul style="list-style-type: none"> • Children discover and reflect on world events and affairs during their time at BPS and the impact this has had on themselves, their families, the community, the country and the world. They consider whether the outcomes could have been different and what needs to be done in the future at each level • The children personally consider how they can make a positive contribution with regards to this • Sketches and speeches are all child led | <p style="text-align: center;">Respect</p> <ul style="list-style-type: none"> • Children develop a greater understanding of world matters and the impact of these • Each speech is personalised to the child and respects the journey each learner has been on; recognising also that this journey will look differently for each child • Speeches/songs/sketches to encapsulate the respect shown towards the school and all the people who have contributed on individual learning journeys |
| <p style="text-align: center;">Growth Mindset</p> <ul style="list-style-type: none"> • Fully inclusive • Requires the children to consider themselves and how they have developed and may continue to develop in order to make a positive contribution • The element of performance requires children less confident to apply their growth mindset • Nature of the project is self-evaluation and reflection | <p style="text-align: center;">Critical Thinking – key learning questions</p> <ul style="list-style-type: none"> • Children consider factors relating to the environment, climate change, political, social and technological changes over the course of their time at BPS; they consider both the positive and negative influences and what has caused these changes to happen. • Shift happens video • Consideration of how they can make a positive contribution to the planet in the future and why this is necessary • What is achievement? • What has been the impact of national and world events on yourself, your family, the community, the country, the wider world during your time at BPS? • How might you be able to make a positive contribution in the future? | <p style="text-align: center;">A school within a garden</p> <ul style="list-style-type: none"> • Used within films created and speeches written to highlight topics relating to climate and the environment • Use of the school to look at logos used on the building |