

# Dore Primary School

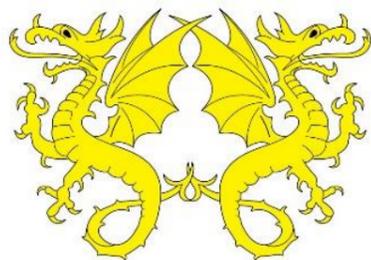
## Y6 Learning Journey 3

### Into the Wild



<b>Purpose of Learning Journey:</b>	To learn about the value of outdoor pursuits and caring for green spaces.
<b>Links to Prior Knowledge:</b>	Geography – fieldwork; Science – classification of animals; climate change / conservation; Outdoor Learning – resilience and adventurous activities
<b>Links for Relevance and Currency:</b>	Climate change / conservation
<b>Immersion Event / Activity:</b>	Tree Planting
<b>Celebration of Learning:</b>	English outcome – information leaflet about our conservation work delivered to houses around the village.
<b>English Links:</b>	Information leaflet about conservation work carried out by DPS pupils
<b>Maths Links:</b>	Statistics linked to Geography fieldwork

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC
Geography	1 & 2	Investigate places	Collect and analyse statistics and other information in order to draw clear conclusions about locations.	<p>Learn about types of questions and surveys. Design a survey for another class linked to our main environmental project (changes each year as we work alongside the council forestry team and they have changing focuses).</p> <p>Children analyse the data using appropriate tables / graphs and discuss the implications of their findings. Children reflect on the effectiveness of their question design.</p>					
	3	Investigate places	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	<p>Children use quadrats to survey a section of ground at a location linked to our main environmental project (e.g. at The Dore Rec, in the King's Croft). Children use this data to consider how this space is used and what would be needed to encourage people to use this space in different ways.</p>		✓			

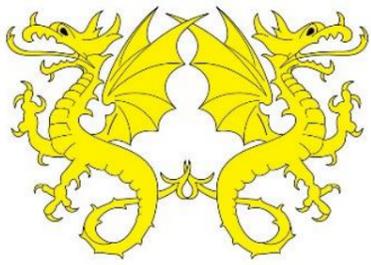


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Design and Technology	1-6	Master practical skills	<ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> <li>• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul>	<p>Children go through the full process of designing, making, and evaluating the effectiveness of a small scale, prototype mountain shelter. Shelter will be tested in 3 ways:</p> <ol style="list-style-type: none"> <li>1- Resistance to a compression force applied from above (simulating heavy snowfall)</li> <li>2- Resistance to water poured from above from a watering can (simulating rain).</li> <li>3- Resistance to being blown over with a hairdryer (simulating heavy winds).</li> </ol> <p>1 – Children are given the design brief and investigate the strength of different shapes by folding paper and testing with weights.</p> <p>2 – Children are introduced to the materials and techniques they will be using. Superstructure to be made from square section wood joined with cardboard triangles and PVA glue. Cardboard, tinfoil and cling film used as materials to create walls and roof and as waterproofing where needed.</p> <p>3 – Children use the knowledge from previous lessons to design their shelter using TinkerCAD software to make a 3D design. Children annotate on sizes and materials to be used.</p> <p>4+ Children build their shelter. Use additional lessons as needed so children have time to create a quality product.</p> <p>5 – Children’s shelters are tested against the design criteria.</p> <p>6 –Children reflect on the effectiveness of their design and what they have learnt.</p>	✓
		Design, make, evaluate and improve	<ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>	<p>3 – Children use the knowledge from previous lessons to design their shelter using TinkerCAD software to make a 3D design. Children annotate on sizes and materials to be used.</p> <p>4+ Children build their shelter. Use additional lessons as needed so children have time to create a quality product.</p> <p>5 – Children’s shelters are tested against the design criteria.</p> <p>6 –Children reflect on the effectiveness of their design and what they have learnt.</p>	✓
Computing	1-5	To Code	Set IF conditions for movements. Specify types of rotation giving the number of degrees.	Using Scratch:	



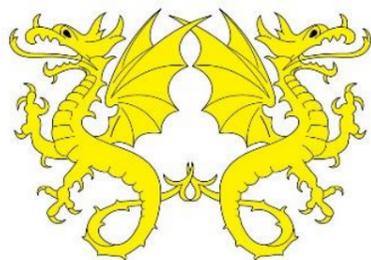
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		<p>Change the position of objects between screen layers (send to back, bring to front).</p> <p>Set events to control other events by 'broadcasting' information as a trigger.</p> <p>Use IF THEN ELSE conditions to control events or objects.</p> <p>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</p>	<p>1 – Children are introduced to the concept of making a platformer game. Children code their sprite to move left and right and create gravity so that their sprite falls back to the ground using operators (NOT). Sensing touching colours is used to control the gravity effect.</p> <p>2 – Children code their sprite to be able to jump and consider the conditions that will need to be met using operators (AND). Children create an area that sends the player back to the start of the level using colour sensing.</p> <p>3 – children code additional levels and switching between them when the player reaches an objective.</p> <p>4 – children code variables to control number of lives and levels.</p> <p>5 – children add additional elements such as:          Enemies that follow the player          Moving platforms          Collectables such as coins          Start and Game Over screens (making use of BROADCASTS)          Varied starting and ending positions on different levels.</p> <p>They then finish their game ready to uploaded to a shared studio on Scratch.</p>					
		Use the Boolean operators	<p>6 - Children discuss how to collaborate online and how to comment respectfully on each other's work.</p> <p>Children have time to play their classmates' games and leave positive and constructive comments.</p>	✓				
	6	To Connect	<p>Collaborate with others online on sites approved and moderated by teachers.</p> <p>Understand the effect of online comments and show responsibility and sensitivity when online.</p>					
Outdoor Learning	1	Tree Planting	<ul style="list-style-type: none"> <li>- Use of tools (shovels)</li> <li>- Understand the needs of plants (adequate spacing, access to light, soil types)</li> <li>- Importance of trees to our environment</li> <li>- Conservation</li> </ul>	<p>Children learn about why trees are important:</p> <ul style="list-style-type: none"> <li>- Provide oxygen</li> <li>- Remove CO2 from the atmosphere</li> <li>- Provide habitats for wildlife</li> <li>- Can be used as a natural barrier/screen</li> <li>- Fun to play in</li> <li>- Make people feel relaxed and calm</li> </ul>		✓		



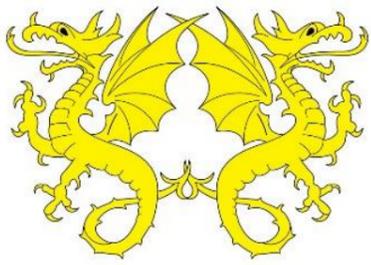
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			<p>Children are instructed in the safe use of tools (shovels) and shown the technique for digging sufficiently deep holes.</p> <p>Children plant trees following guidance from Sheffield city council employees.</p> <p>Children plant trees and apply protective collars.</p>					
Art & Design	1-3	<p><b>Master techniques - Painting</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<p>1 – Children look at Hokusai’s 36 Views of Mount Fuji and learn about the significance of Mt Fuji in Japanese culture. Children appraise the different pictures using the formal elements of art as a guide. Children use their sketchbooks to explore the medium of watercolour paint. Experiment with value, line, space and colour. Try to recreate small details from Hokusai’s work.</p> <p>2 – Children sketch out their final composition and use a light colour wash technique to add colour to the background and foreground.</p> <p>3 – Children add detail to their pictures and add their own name in Japanese script, mimicking Hokusai’s signature (using a name translator app on the computer).</p>				
		<p><b>Take inspiration from the greats</b> This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.</p>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>					
Science	1-4	<p><b>Investigate living things</b> This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics.</p> <ul style="list-style-type: none"> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>1 – Children learn about trees and about the criteria by which trees can be classified using their leaves (e.g. veins, shape, edge and arrangement). Children collect leaves from the school grounds / King’s Croft and sketch them into their books, annotating on the features (e.g. serrated edge, heart-shaped leaf etc.). Children compare their leaves to a leaf ID sheet and try to classify them.</p> <p>2 – Revisiting and extending learning from Y4 about branching diagrams as a form of classification key (In y4, children construct keys using computer scaffold to scaffold process). Using the leaves gathered in the previous session, children create a classification key to sort between ~6 of the leaves they have found.</p>		✓		



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				3 – Classifying vertebrates. Children revisit the 5 types of vertebrate (covered in Y4) and their features. They then classify a broad range of vertebrates using these features. Children’s attention is also drawn to creatures that do not neatly fit into one category (e.g. echidna’s have mostly mammalian traits but lay eggs; bats are winged mammals etc.)					
				4 – Classifying invertebrates.					
	5	<b>Investigate living things</b> This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	5 – Compare and contrast the life cycles of animals from different classifications. Children take chopped up lifecycles for a range of creatures and put the stages in the correct order. Children note the similarities and differences and consider explanations.					
	6 +	<b>Working Scientifically</b> This concept involves learning the methodologies of the discipline of science.	<ul style="list-style-type: none"> <li>Plan enquiries, including recognising and controlling variables where necessary.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> </ul>	6 -					
RE		<b>Religion - Christianity</b> Concept: Salvation Theme: Beliefs and Meaning	<ul style="list-style-type: none"> <li>To evaluate different beliefs about eternity and to understand the Christian perspective on this.</li> </ul>	Children to understand that Christians believe that anything is eternal? Children to be able to summarise the Christian teaching of eternal life and unconditional love and explain that even if their personal belief is that nothing is eternal, many religions believe that some things are eternal e.g. God, the soul, Brahman etc.	✓			✓	