



**Cramlington Village Primary School**  
**REAL projects template**  
**Autumn 2019**

<b>Project Name</b>	<b>Project summary</b> What you're going to do and why	<b>Essential question</b> This should be inspiring, not able to be 'googled', requiring you to conduct in depth research and relate to a real world issue	<b>Final project outcome</b> Deadline date? How you will promote? Who will be invited?
Can we compete against the greatest inventors?	<p>Year 5's key text is focussing on Hugo Cabret. Children will study this text in literacy to create narrative writing in the style of Brian Selznick and diary entries from Hugo's point of view. There will be ample opportunity to explore language and develop oracy skills through drama activities. The theme of clocks is important, this will be a focus in art. Children will research Salvador Dali to develop their perspective skills, sketching and observational drawings exploring tone, line and texture. In DT children will design and create their own clock, which will be created in forest school. Children will create a cuckoo, sound or light that will be programmed to work when the clock strikes the hour. Children will develop the skills to host their own exhibition for other primary schools and teachers.</p> <p>Year 6 - focus on Cogheart by Peter Bunzl. Create their own Zeppelin aircraft with propeller that is designed using the 3D printer. Use circuit and motors with lights that is remotely operated. Children will develop the skills to host their own workshops for other primary schools to share how to make their own Zeppelin. Children will learn how to design their own computer game using Javascript to create a gaming convention for the exhibition.</p>	<p>Y5            Who invented the clock?            What is an auto motion?            What inspired Salvador Dali?            What inspired Brian Selznick?</p>	<p>Year 6 - Children will recreate their own blimp using a motor and mechanics            Year 5 - creating their own clocks            The children will create CPD opportunities for teachers in the local area. They will create a planning pack to teach others about their project and share what they have done. The children can create a presentation / videos to teach others</p>

<b>Wow moment</b> This needs to happen within the first week of term - preferably on the first day	<b>Key staff</b>	<b>Key contact numbers/websites/resources</b>	<b>Classroom environment</b> What will you be doing to your classroom? What resources do you need	<b>Key text</b>
Discovery museum - Inventors workshop - date tbc	<p>Year 5            Nicole W            Gemma S</p> <p>Year 6            Sarah K            Ashleigh G            Debbie T</p>	<p>Stemgineers 07715579033            Little inventors - key contact Katherine Mengardom  <a href="https://www.talk4writing.co.uk/wp-content/uploads/2019/03/Little-Vixen-Street.pdf">https://www.talk4writing.co.uk/wp-content/uploads/2019/03/Little-Vixen-Street.pdf</a> cogheart</p>	<p>1930's theme            Steam Punk</p>	<p>Year 5            Hugo Cabret</p> <p>Year 6            Cogheart</p>

<b>Diary</b>						
<b>Week 1</b> 2.9.19	<b>Week 2</b> 9.9.19	<b>Week 3</b> 16.9.19	<b>Week 4</b> 23.9.19	<b>Week 5</b> 30.9.19	<b>Week 6</b> 7.10.19	<b>Week 7</b> 14.10.19
		<p>Year 5 Playground Starz Training 17.9.19</p> <p>Y5/6 swimming 17.9.19</p> <p>Training Day 18.9.19</p>	<p>Daily Mile training with Claire Dynes for Y5/6 Sports Leaders 1-2pm 23.9.19</p>	<p>Y5/6 swimming 1.10.19</p> <p>Y5 Operation Encompass (Emotions and Empathy) 2.10.19 1 - 3:30</p>		<p>Harvest Festival 15.10.19</p>

Half term						
Week 8 4.11.19	Week 9 11.11.19	Week 10 18.11.19	Week 11 25.11.19	Week 12 2.12.19	Week 13 9.12.19	Week 14 16.12.19
					Christmas Carol Service 10th December 2019	Break up for Christmas

Lesson	Key milestones What are you going to do/ write/create/build?	Learning goals What key parts of the curriculum will this include? (long term plan holds all of the curriculum content) What skills will be practised?	
Focus literacy		<p>Y5 Autumn 1 Talk for Writing Hugo Cabret text written by NW in the style of Brain Selznick</p> <p>Literacy - Narratives Key text - Hugo Cabret by Brian Selznick Infer and predict. Plan writing by noting initial ideas. Consider how the author has developed characters and settings. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in the story. Innovate the original text by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use dictionaries and thesaurus to uplevel vocabulary. Write narratives in the style of Brian Selznick, author of Hugo Cabret. Use imagery to write creatively.</p> <p>Poetry Harvest link to passage of time and seasons Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Y5 Autumn 2 Continue Narratives (see above)</p> <p>Diary writing Write from the perspective of Hugo using first person pronoun. Explore the characters and setting from a different perspective and changing language to convey meaning.</p>	<p>Autumn 1 Y6 literacy Poetry - Dulce et Decorum Est By Wilfred Owen. T4W. Understanding imagery, emotion and vocabulary used to describe WW1. Analyse metre of Shakespearean sonnet in first section and why this changes due to imagery. Innovate the poem to focus on rationing for Harvest. Narrative - Study short story WAGOLL for T4W and chapter of Cogheart and explore/discuss shift in formality. Formal tone such as when the solicitor reads Lily's father's will and in the newspaper reports. Consider is there a difference in tone between the characters conversations? Spot examples formal written text in the narrative and log in a reading and writing journal. Does it add to tension or help in the development of characters and their relationships?</p> <p>Autumn 2 Y6 literacy Eye witness accounts of Hindenburg disaster. Study WAGOLL for T4W and listen to radio eye- witness accounts from Herb Morrison of the disaster in 1937. Innovate their own and rehearse in preparation for the exhibition Explanation texts - create their own text to explain how to make their own Zeppelin for the workshop. Use their experience of formal style from autumn 1 to create a formal piece with a range of technical vocabulary.</p> <p>If there's time or as additional challenge. Innovate Perhaps, by Vera Brittain WW1 poem and innovate from the point of view of a character from Cogheart.</p>
Forest school		<p>Y5 Tool badge - Ashleigh - Create their own wooden clocks using the bow saw the cut log slices</p> <p>Shelter Badge - Nicole - Practise and develop knot skills to create iconic buildings from Paris (Eiffel Tower, Arc de Triomphe, Notre Dame, Louvre museum)</p>	<p>Year 6</p> <ul style="list-style-type: none"> <li>- Outdoor cooking based on rations</li> <li>- Shelters air raid - independent</li> <li>- Willow zeppelin blimp - Sarah</li> </ul>
Science		<p>Y5 Autumn 1 / 2 Earth and Space Children will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Children will describe the movement of the Moon relative to the Earth and describe the Sun, Earth and Moon as approximately spherical bodies. They will use the idea of</p>	<p>Year 6 Electricity. Creating our own electrical circuit for the Zeppelin with working motor and propeller. Children to create their own experiments, understanding how to work scientifically and deciding on their own variables. Taking accurate measurements and identifying casual relationships between data sets. Explanation text to describe how a circuit works with accurate diagrams and flowcharts.</p>

		the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	<ul style="list-style-type: none"> <li>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>- use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
Computing		Y5 Autumn 1 / 2 Coding their own game using code.org and Javascript to enter into a 'dragons den' style competition over the term. The winning 4 pairs will have their game on display for a gaming convention at the exhibition for other children to play on. They will then host a workshop, supporting teachers and children to create their own game.	Year 6 Coding their own game using code.org and Javascript to enter into a 'dragons den' style competition over the term. The winning 4 pairs will have their game on display at the exhibition for a gaming convention for other children to play on. They will then host a workshop, supporting teachers and children to create their own game.	
Maths		Y5 Autumn 1 Following White Rose Place value Addition and subtraction Statistics  Y5 Autumn 2 Following White Rose Multiplication and division Perimeter and area	Following White Rose Year 6 - place value Four operations Fractions Position and direction	
Art/DT		Y5 Autumn 1 Sketching Children will sketch from first hand observation, experience and imagination and explore ideas from the book 'Hugo Cabret'. Children will question and make thoughtful observations about starting points and select ideas and processes to use in their work. They will explore visual elements, perspective, line, tone, pattern, texture, colour and shape. Year 5 will explore the work of Salvador Dali, 'the persistence of memory' art work to develop their perspective, imagination and surrealism. Children will compare ideas, methods and approaches in their own and others' work and say how they think and feel about them. They will adapt their work according to their views and describe how they might develop it further. They will use their sketchbook to develop ideas and annotate work.  Y5 Autumn 2 Printing Children will use poly blocks, relief, mono and resist printing to build up layers and colour/textures. They will organise their work in terms of pattern, repetition, symmetry or random printing styles and choose inks to overlay colours. Machinery will be a focus looking at mechanics, cogs and bolts.	Y6 Autumn 1 Sketching Select and record from first hand observation, experiences and imagination, and explore ideas for different purposes. Demonstrate a wide variety of ways to make different marks with dry wet media. Identify artists who have worked a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  Autumn 2 Printing Describe varied techniques. Be familiar with layering objects. Show confidence in printing on paper and fabric.	
History		Y5 Autumn 1 Research Christiaan Huygens, who invented the clock and create a Spark video about the invention and how it has developed over the years to modern day clocks.  Y5 Autumn 2 Research the artist Salvador Dali and create a biography about his life.	Year 6 WW1 (focus on Zeppelin design, rationing and warfare) <ul style="list-style-type: none"> <li>- Study sources and discuss similarities and differences between then and now</li> <li>- Information text on Hindenburg disaster and purpose behind design</li> <li>- Historical enquiry into arguments for and against zeppelin design</li> </ul>	
PSHCE		Y5 Autumn 1 How do I behave? What is bullying? What is wrong? What is antisocial behaviour? Emergency responses, Personal safety, First aid emergency services  Y5 Autumn 2 Healthy lifestyle, Balance of healthy diet and physical activity. My computer and me Games, classification, time, where, who with, different games different places.	Year 6 How do I behave? Racism, pressure, bullying, equality - use Cogheart to pick out themes of inequality with robots and mechanimals. Media bias - how can we ensure that newspapers are fair?  Global community and citizenship, fairtrade	
PE		Y5 Autumn 1 / 2 Gymnastics Dance		

RE		<p>Y5 Autumn 1          Christianity and Hinduism - What do Christianity and Hinduism teach? Importance of the Bible for believers</p> <p>Y5 Autumn 2          Christmas - Bringing people together; living in peace with others; peace begins with me. Peace on Earth and goodwill to all.</p>	<p style="text-align: center;"><b>Christianity and Hinduism</b></p> <p style="text-align: center;">Why are some people important to followers of Christianity and Hinduism?          St Cuthbert or another northern saint.          Celebrations-          Pentecost and Ascension</p>	
French		<p>Y5 Autumn 1          'About me' and 'Where I live'.</p> <p>Y5 Autumn 2</p>		