

**Badgers and Falcons long term plan 2016-2017**



<p>Year A</p>	<p><b>What's out there?</b>  <i>Out of This World</i>                  Y5 Science                  Earth &amp; Space                  Working scientifically                  Y5 Forces</p> <p>Biography in a bag -                  Copernicus</p> <p><b>(6.1 we are app planners)</b></p>	<p><b>Has there ever been a better time to live here?</b>                  A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  <b>Possible aspects:</b>                  political, military, economic, social</p> <p><b>(6.3 We are market researchers)</b></p>	<p><b>Why do some creatures no longer exist?</b> (<i>not D&amp;T see Summer 2</i>)                  Context David Attenborough's Big Egg</p> <p>Y6 Science                  Evolution &amp; inheritance                  Geography – islands                  Madagascar &amp; the Gallapagos  <i>Why was Charles Darwin the most dangerous man in England in 1859?</i>                  Biography in a bag                  Darwin</p> <p><b>(6.4 we are interface designers)</b></p>	<p><b>Mini-enterprise</b></p> <p><b>D&amp;T design make evaluate</b></p> <p><b>Pupil choice</b></p> <p><b>(6.2 we are project managers)</b></p>	<p><b>Together we can...</b>                  The Great UK Geographical Challenge  <b>Regions of the United Kingdom</b></p> <p><b>(6.6 we are marketers)</b></p>	<p><b>Who are we? Why do we live here?</b></p>	
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<p>Year B</p>	<p><b>What is it made of?</b>  <i>Mysterious Materials</i>  <i>Context Testing</i>                  materials for companies                  Y5 Science                  Properties and changes to materials                  Working scientifically</p> <p align="right"><b>(5.3 we are artists)</b></p>	<p><b>Why would someone build a castle in England? Why don't we build them now?</b>                  (History)  <b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b>                  Sig indiv: William of Normandy and 1066+, Edward 1<sup>st</sup> 1272-1307</p> <p align="right"><b>(5.4 we are web designers)</b></p>	<p><b>Fairground</b>                  D&amp;T design, make, evaluate                  Shaky hand tester                  Fairground ride                  Use of commercial construction kits                  Technical knowledge                  apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>apply their understanding of computing to program, monitor and control their products.</p> <p>Y5/6 Science                  Y6 Electricity                  Y6 Light                  Y5 Forces                  Working scientifically                  Biography in a bag – Newton</p> <p align="right"><b>(5.1 we are game developers)</b></p>	<p align="center"><b>The Highwayman*</b></p> <p><i>Poetry, art &amp; Dance</i></p> <p>Learn the poem</p> <p>Opinion line - villain or hero?</p> <p>Freeze frame</p> <p>Performance Read poem - first impressions, unfamiliar words</p> <p>What's the story? Sequence and storyboard</p> <p>Hot seating</p>	<p><b>Our Place</b>                  Y5 Science                  Y5 Living things and their habitats                  Y5 animals including humans                  Working scientifically</p> <p align="right"><b>(5.2 we are cryptographers)</b></p>	<p><b>Why do I live here? Why do people come here to live? Why do people leave where they were born? Comparative North American regional study with The Great Lakes Basin – Lake Superior and Duluth, Minnesota</b></p> <p align="right"><b>(5.6 we are architects)</b></p>	
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				<p><b>Character profiles</b></p> <p><b>Features of the poem</b></p> <p><b>Describe the characters using metaphor and simile</b></p> <p><b>Tell the story</b></p> <p><b>Letters</b></p> <p><b>Explore the story in modern day setting and script performance</b></p> <p><b>Chalk and charcoal doorways</b></p> <p><b>Charles Keeping's illustrations</b></p> <p><b>Illustrate a line of the poem</b></p>				
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				<p>Figure drawing</p> <p>3D representation of a character Soundtrack with illustrations</p> <p>Exploring percussion instruments</p> <p>Creating a soundtrack</p> <p>Performance Imaginative movement</p> <p>Performance</p> <p><b>(5.5 we are bloggers)</b></p>				
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