

Develop and share ideas in a sketch book and in finished products.

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Take inspiration from design throughout history - Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

Master techniques - Select and arrange materials for a striking effect. Ensure work is precise.

1) Knowledge - remembering

Can we identify what an invention is? Can we think of an invention we could not live without? Still life sketching items around the house.

2) Comprehension- understanding

Can we understand how Leonardo Da Vinci used sketching as a form of getting his ideas on paper (to aspire)? Looking at famous work and annotating what his inspiration was?

3) Application-applying

Can we apply our study of Da Vinci to create our own invention (flying machine)?

4) Analysis-analysing

Can we compare our designs with Da Vinci's work or other engineers? (Perhaps local or links to Roman times).

5) Synthesis-creating

Can we create a variety of sketches from different perspectives (birds eye view, frontal view, side view)?

6) Evaluation-evaluating

Can we evaluate our final art work? Have we sketched in a precise way? Were we influenced by the artists we studied?

## ART

Leonardo Da Vinci Inventions

Design, make, evaluate and improve

This concept involves developing the process of design thinking and seeing design as a process.

1) Knowledge - remembering

Can we think about why engineers design and sketch ideas? How are engineers aspirational?

2) Comprehension - understanding

Can we look at the design process and understand how all inventions start with a problem?

3) Application - applying

Can we use our knowledge of previous inventions, to design something that we at home have a problem with? (brushing teeth, making food, tidying up)

4) Analysis - analysing

Can we compare our designs with designs that are made for a similar purpose?

5) Synthesis - creating

Can we create our own model following our designs?

6) Evaluation - evaluating

Can we explain the design process? Did we change anything? What helped us or made it more difficult to create?

## Discrete subjects:

Maths - NC Programme of study and topic links where applicable

PE - Competitive sports, Athletics, Joe Wicks

RE - Jewish festivals - Passover, Symbols in religion, Islam

Music - Recorder tuition with Mrs Ellis

MFL - French: Catherine Cheater SOW

P4C - Developing a philosophical enquiry Aspirations

To connect - Give examples of the risks posed by online communications.

Understand that comments made online that are hurtful or offensive are the same as bullying.

To code - This concept involves developing an understanding of instructions, logic and sequences.

1) Knowledge - remembering

Can we remember the importance of internet safety?

2) Comprehension - understanding

Can we explain how online activity can be offensive? Can we use the power of our words to promote positivity 'Choose kindness' movement?

3) Application - applying

Can we apply our positive message to app design? How can we use this as inspiration for our very own aspirational app?

4) Analysis - analysing

Can we investigate the most efficient way to promote our app? (Through wording, advertising)

5) Synthesis - creating

Can we create an app that will inspire others at OJS to be more aspirational?

6) Evaluation - evaluating

Can we write a short summary to critique our app or our approach to advertising?

## Computing

E-Safety & App design

Physics. Forces and Magnets: Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. Look at poles, attraction and repulsion.

This concept involves understanding what causes motion.

Working Scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically.

1) Knowledge - remembering

What are magnets and can we describe how they work? What forces work with magnets?

2) Comprehension- understanding

Can we identify how some forces need contact to react but magnets can act at distance? Can we describe the two different poles of a magnet?

3) Application-applying

Can we design a method to explain how magnets might attract or repel each other using our knowledge of their poles?

4) Analysis-analysing

Can we compare and group everyday materials which are attracted to magnets?

5) Synthesis-creating

Can we create an information poster on our findings about magnets, poles, attract and repel?

6) Evaluation-evaluating

Can we summarise how forces and magnets are linked? What forces are linked

## Science

Forces and Magnets

Investigate and interpret the past - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Use evidence to ask questions and find answers to questions about the past.

Understand chronology - Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line

Communicate historically - Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology.

Build an overview of world history - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Investigate Places - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

1) Knowledge - remembering

Can we locate England, Leicester, Italy and Rome using a digital mapping image and familiar countries in Europe?

Can we place the Roman Empire and its impact on Great Britain on a time line?

2) Comprehension - understanding

Can we explain why the Roman's invaded Great Britain?

Can we locate Roman towns on a map of Britain/England? (Can we research Roman towns and the meaning of their names?) Can we recognise that they connected towns in Britain in a way nobody had done before?

Can we summarise why the Romans stopped at the Scottish boarder? Hadrian's Wall.

3) Application - applying

Can we use a collection of images to demonstrate the life of a soldier? What questions would we ask a Roman Soldier to find out about their life?

4) Analysis - analysing

Can we examine Boudicca's uprising and compare a Roman soldier to a native British Warrior?

Can we write a diary entry about a day in the life of a soldier?

5) Synthesis - creating

Can we create a set of instructions explaining how to build a Roman Road? Can we predict what roads might be like today if the Romans hadn't invaded Britain?

6) Evaluation - evaluating

Can we assess the importance of the Roman Empire on Britain today - Do you believe their influence was positive or negative?

## Imagine, Invent, Inspire

Aspirations

## Design and Technology

Inventions

## History/ Geography

Roman Empire

## English

Text: Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson.

**READING:** Reciprocal reading will be directly linked to Emmanuel's Dream which will provide scope for exploring and analysing new and unfamiliar vocabulary and phrases as well as excellent links to aspirations.

**WRITING:** There will be opportunities to write with links made to the text being studied as well as a whole school focus on: Narrative diary entry, Persuasive letter and Poetry.

**GRAMMAR:** Specific links to each writing genre studied driven by National Curriculum objectives.