



# St. Josephs Curriculum Overview (Cycle B) Year 6: Autumn 1



## Autumn Theme – Victorians

In the Autumn term, children will learn about the Victorians, with a particular focus on the impact the Victorians had on our local area. The ‘Victorian Lancashire’ theme which then leads into a ‘Victorian Christmas’, takes a cross-curricular step back in time to the reign of Queen Victoria. Using a range of physical and digital historical sources from the immediate locality and beyond, children will investigate what life was like (with a focus on the lives of children) during that era. We use visits, visitors and walks in the local community to bring learning to life and to give children a sense of Chorley’s Victorian past.

### Learning Challenge Questions:

- What artefacts and evidence can we investigate to tell us about Victorian times and the industrial revolution in our locality and beyond?
- What does a census reveal about what life was like in the Victorian era?
- What the Dickens was life like in the Victorian cities?
- What evidence is there of Chorley’s Victorian past in our locality?
- Who and what were the people and things that brought about positive changes in Victorian Britain?
- How did inventions such as electricity change the country?
- Children working in factories: Was it as bad as they tell us?

### Core Subjects

#### READING

In whole-class reading sessions, children will explore a variety of novel extracts, songs, poems and non-fiction texts linked to a particular theme, which will change each week. This will be supplemented with guided reading sessions and daily story time. The themes for this half term are resilience, songs from musicals, Industrial Revolution, verse novels, electricity, civil rights, spooky openings, novels, notable people and children’s classics.

- Each lesson will include elements of and build on the VIPERS skills of vocabulary, inference, prediction, explain, retrieve and summarise
- To identify unfamiliar vocabulary and discuss possible meaning
- To use point and evidence prompts when responding to a text
- To use clues from characters’ actions and speech to make plausible predictions
- To compare characters within and across texts, making links between them
- To discuss and find evidence of the theme of a text
- To scan for key information
- To distinguish between statements of fact and opinion within a text
- To explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words and phrase

#### WRITING

Writing this term focuses around our theme of the Victorian era and the industrial revolution. Below are the genres and text types covered along with the purpose and outcome for each text type.

**Narrative: (Revision of Year 5 skills) To write a narrative to accompany the music video ‘Titanium’**

**Purpose: To entertain**

**Outcome: Create a comic book of the music video ‘Titanium’**

- Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.
- Create and punctuate complex sentences using ing opening clauses
- Integrate dialogue in narratives to convey character and advance the action
- Demarcate complex sentences with commas.
- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.
- Use expanded noun phrases to convey complicated information concisely.
- Describe settings, characters and atmosphere
- Blend action, dialogue and description within and across paragraph
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensure consistent subject and verb agreement.
- Proofread for spelling and punctuation errors.

**Narrative: To write a spooky story**

**Purpose: To entertain (to scare)**

**Outcome: Create a spooky Halloween audio book**

#### COMPUTING

In computing this term, children will focus on programming, using block-based coding. They will complete two projects: a quiz game in Scratch and a platform game in Scratch. The projects use the D.A.R.E.S approach so children will design, apply, refine, evaluate and share their final projects with each other.

- To solve problems by decomposing them into smaller parts
- To use selection in algorithms
- To create programs by decomposing them into smaller parts
- To use a variety of selection commands in programs
- To work with variables
- To evaluate my work and identify errors
- To use logical reasoning to explain how a variety of algorithms work
- To evaluate the effectiveness of algorithms
- To create programs by decomposing them into smaller parts
- To use a variety of selection commands in programs
- To use conditions in repetition commands

	<ul style="list-style-type: none"> <li>• To identify how authors create a specific mood</li> <li>• To manipulate sentences for effect</li> <li>• To use devices to build cohesion between paragraphs in narrative</li> <li>• To use specific vocabulary for mood and effect</li> <li>• To consciously control the use of different sentence structures for effect</li> <li>• To use figurative language to convey mood and atmosphere</li> <li>• To use imagery to describe a setting</li> </ul> <p><b>Debate/Argument: A discussion text with for and against relating to Victorian ethical issues is as - was the character of Fagan a good man? Should Advent calendars contain chocolates? Were workhouses a good thing? Should children work in factories?</b></p> <p><b>Purpose: To discuss</b></p> <p><b>Outcome: A balanced essay giving both sides of an argument.</b></p> <ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that.</li> <li>• Identify and use brackets to indicate parenthesis, e.g. in formal writing:</li> <li>• Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</li> <li>• Explore, collect and use modal verbs to indicate degrees of possibility</li> <li>• Choose appropriate text-form and type for all writing.</li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research</li> </ul> <p><b>Information text: A non-chronological report based on the Victorian era and the industrial revolution.</b></p> <p><b>Purpose: To inform and entertain.</b></p> <p><b>Outcome: A Moving Mechanisms book with information that demonstrates our learning journey on the theme of Victorians.</b></p> <ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when.</li> <li>• Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up</li> <li>• Demarcate complex sentences using commas in order to clarify meaning.</li> <li>• Identify and use brackets to indicate parenthesis</li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Choose appropriate text-form and type for all writing.</li> <li>• Select the appropriate structure, vocabulary and grammar.</li> <li>• Draw on similar writing models, reading and research</li> </ul>	
<p style="text-align: center;">Key Vocabulary</p> <p>retrieve, infer, predict, summarise, evidence, scan, point, explain</p>	<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Key Vocabulary</p>

	Tension, adverbial, complex sentence, cohesion, impact on reader, clause, dialogue	Decomposition, algorithm, program, command, variable, selection, repetition, condition
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• Read daily for 10-15 minutes</li> <li>• Take quiz on Accelerated Reader once you've finished a book</li> <li>• Use websites like Read Theory and Get Epic</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Encourage me to write for pleasure, completing any homework set, working on my handwriting, practicing and testing me on my weekly spellings and subject vocabulary. Comment on my writing on Seesaw</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>• 'Tinker' with existing Scratch projects using the remix tool</li> <li>• Play games like A.L.E.X. and Cargo-Bot on school iPad</li> </ul>
<p style="text-align: center;"><u>MATHS</u></p> <p>In maths lessons, children will cover place value, using the four operations of addition, subtraction, division and multiplication and fractions. In our place value unit, the focus will be on understanding numbers to ten million, rounding and negative numbers. In our calculations unit, the focus will be on using formal methods of calculation and on selecting the most efficient strategies. In our fractions unit, we will focus on adding and subtracting fractions and on mixed and improper fractions.</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> <li>• To read and write numbers to ten million</li> <li>• To compare and order numbers to ten million</li> <li>• To round numbers to 10, 100, 1000</li> </ul> <p><u>Calculation</u></p> <ul style="list-style-type: none"> <li>• To add and subtract whole numbers with more than 4 digits</li> <li>• To solve multi-step problems and use inverse operations</li> <li>• To multiply and divide using formal written methods</li> <li>• To divide numbers with remainders</li> <li>• To use BOMDAS/BIDMAS to solve a calculation</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• To find common multiples, factors and prime numbers</li> <li>• To find equivalent fractions using multiples</li> <li>• To simplify fractions using factors</li> <li>• To convert improper fractions and mixed numbers</li> <li>• To add and subtract fractions</li> <li>• To multiply and divide fractions</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In science lessons, children will research famous Victorian inventors before exploring circuit components, designing and testing circuits and creating scientific diagrams to represent circuits as part of our electricity topic. They will investigate how adding and removing components, such as bulbs, affects a circuit. Using this knowledge, children will create a Dickensian Christmas street scene with elements of circuitry to bring it to life.</p> <ul style="list-style-type: none"> <li>• To 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>• To 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>• To use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram</li> <li>• To design and make a model to explain components in a circuit</li> <li>• To test the effect of changing one component at a time in a circuit</li> <li>• To refine a scientific question to make it testable</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>In Come and See lessons, children will cover the topics of loving, vocation and expectations. In our loving topic, children will learn about unconditional love and that forgiveness is an essential part of this. In our vocation topic, children will learn about commitments, vocations and the ordination of a priest. In our expectations topic, children will learn about the expectation of Advent and the expectations of Mary and Jesus.</p> <p><u>Loving</u></p> <ul style="list-style-type: none"> <li>• To show understanding of how beliefs and values affect our love and care of each other</li> <li>• To make links between the story of the prodigal son and the Christian's belief in God's forgiveness</li> <li>• To show understanding of how religious belief in God's unconditional love shapes life</li> </ul> <p><u>Vocation</u></p> <ul style="list-style-type: none"> <li>• To give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation</li> <li>• To show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation</li> </ul> <p><u>Expectations</u></p> <ul style="list-style-type: none"> <li>• To show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values</li> <li>• To give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas</li> <li>• To show understanding of how religious belief in Advent as a time of joyful expectation shapes lives</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Place value: column, representation, value, digit, partition,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Electricity, current, voltage, component, circuit, cell/battery, series circuit, complete circuit, filament, bulb, motor, buzzer, switch, conductor, insulator.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Loving: unconditional, forgiveness, mercy, prodigal, parable, reconciliation</p>

<p>Four operations: exchange, column, value, inverse</p> <p>Fractions: simplify, factor, multiple, prime, convert, equivalent, numerator, denominator</p>		<p>Vocation: commitment, dedicated, vocation, Ordination, anointing, religious life, service, celibacy, vows</p> <p>Expectations: Expectation, certainty, Advent, Christmas Emmanuel, Annunciation, Angelus, Incarnation</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Regular practice of multiplication facts on TT Rockstars</li> <li>Recap quizzes on QuizShed using school iPad</li> <li>Helping to create budgets at home e.g. shopping budgets</li> <li>Practice formal methods of calculation using examples from Seesaw</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Reading around the topic</li> <li>Research Victorian inventors</li> <li>Investigate appliances at home, discussing electrical safety, fuses, mains electricity etc.</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Take me to mass</li> <li>Share bible stories with me – prodigal son. Christmas story</li> </ul>
<b>Foundation Subjects</b>		
<p style="text-align: center;"><u>PHSE</u></p> <p>In PSHE, our focus will be on how we can keep healthy as we grow. Children will learn about the link between mental and physical health and how to make choices that support a healthy, balanced lifestyle. Children will also learn about healthy and unhealthy habits and how legal and illegal drugs can affect health.</p> <ul style="list-style-type: none"> <li>To describe how mental and physical health are linked</li> <li>To explain how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>To make choices that support a healthy, balanced lifestyle</li> <li>To explain how habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>To understand how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>To recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>To understand that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>To understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> </ul>	<p style="text-align: center;"><u>HISTORY</u></p> <p>In history, our focus will be on the Victorians, particularly the influence of the Victorians on our local area. We will use primary and secondary sources to research the Victorian era in our locality, focussing on industrialisation and the role of children in the workplace. We will use digital archive maps, comparing and contrasting them to the modern day to come to conclusions about the local area and its land uses and transport links. We will also use historical census data to discover what life was like in Chorley 100 years ago.</p> <ul style="list-style-type: none"> <li>To address and devise historically valid questions about cause, similarities and differences, and their significance</li> <li>To construct informed responses to historical questions, involving selecting and organisation of relevant historical information</li> <li>To understand that our knowledge of the past is constructed from a range of sources</li> <li>To make confident use of a variety of sources for independent research</li> <li>To identify where people, places and periods of time go in a chronology framework.</li> <li>To describe links and contrast across different periods of time, including short term and long term time scales</li> <li>To use dates and appropriate historical terms to sequence events and periods of time</li> <li>To describe aspects of Victorian life have influenced the western world</li> <li>To describe achievements and follies of mankind</li> <li>To evaluate sources, considering their reliability and validity, making simple inferences</li> <li>To choose relevant sources of evidence, both primary and secondary, to support particular lines of enquiry</li> <li>To use Library and internet for research with increasing confidence</li> <li>To discuss and debate historical issues</li> </ul>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>In geography, our learning will link to our Victorian history topic. Children will learn to use a variety of maps to plan a measured route around firstly, the locality and secondly, Rivington to take in the Victorian heritage of the area such as the canals and mills and then the house and land of local Victorian industrialist and philanthropist, Lord Lever.</p> <ul style="list-style-type: none"> <li>To compare maps from the past and present to identify changes and draw conclusions</li> <li>To use 6 figure grid references confidently</li> <li>To use 8 compass points</li> <li>Plot longer route maps taking them outside of Chorley town centre.</li> <li>To compare current and Victorian maps</li> <li>To use maps to track and measure distances.</li> <li>To identify, describe and interpret relief features on OS maps.</li> <li>To recognise different map projections.</li> <li>To use models and maps to discuss land shape ie contours and slopes.</li> <li>To find/recognise places and features on maps of different scales.</li> <li>To use scale bars on a map.</li> <li>To read and compare map scales.</li> <li>To understand the difference between types of map (google maps, street view, google Earth, OS maps)</li> <li>To present findings in a range of ways including charts and graphs.</li> <li>To use a wide range of tools on digital maps including labelling and measuring.</li> <li>To use the appropriate search facilities when locating places on digital/online maps and websites.</li> <li>Use precise geographical language.</li> </ul>

	<ul style="list-style-type: none"> <li>To use appropriate vocabulary when discussing and describing historical events</li> <li>To choose relevant ways to communicate historical findings</li> </ul>	<ul style="list-style-type: none"> <li>Observe and record human and physical geography using a wider range of methods.</li> <li>Human geography of land use and settlements.</li> </ul>
<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
Tobacco, nicotine products, alcohol, prescribed, solvents, medicines, legal and illegal drugs, risks, age restrictions, mental health, mood, feelings, mind, strategies, stigma, discrimination	Chronology, primary source, secondary source, artefact, reliability of sources, digital sources, archive, enquiry, inference, industrial revolution, transport, child labour, society	Compass points, aerial photographs, digital mapping, scale
<u>Help me at Home by</u>	<u>Help me at Home by</u>	<u>Help me at Home by</u>
<ul style="list-style-type: none"> <li>Talking to me about any of the issues raised in my lessons, learning the meaning of any important vocabulary from the unit.</li> </ul>	<ul style="list-style-type: none"> <li>Walk around local area, can you identify examples of Chorley's Victorian past</li> <li>Wider reading and research around Victorians</li> </ul>	<ul style="list-style-type: none"> <li>Studying a variety of maps with me, learning map symbols, comparing maps</li> <li>Planning and executing my own walk around any given area, learning the meaning of any important vocabulary from the unit.</li> </ul>
<u>PE</u>	<u>MUSIC</u>	<u>MFL</u>
<p>Children will have two PE sessions a week, one led by Miss Garvin (specialist sports teacher) and one by Miss. Moss (Holy Cross Primary Transition Coordinator). In Autumn 1, children will cover athletics and invasion games and in Autumn 2, they will cover creative games and gymnastics. Linking to PSHE, each session will highlight the benefits of exercise on mental and physical health, as well as the specific skills to achieve in each lesson.</p> <p>Invasion Games:</p> <ul style="list-style-type: none"> <li>Use different techniques for passing and shooting the ball in games with accuracy and control i.e. push pass, dribbling the ball, shooting at goal close down an opponent effectively successfully mark a player or mark a space tackles safely.</li> <li>Use attacking and defending skills appropriately in games. I.e Choose when top pass successfully, dribble at an appropriate time to gain space, lose a defender sometimes, anticipate an attacker moving when defending.</li> <li>Use good-quality skills effectively for passing, and shooting the ball in games</li> <li>Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well.</li> <li>Evaluate their own game play including when to pass the ball, when to shoot etc.</li> </ul> <p>Creative games:</p> <ul style="list-style-type: none"> <li>Revise travelling, sending and receiving skills using a variety of objects.</li> <li>Revise tactics used in different invasion games.</li> <li>To revise rugby skills and use in a game.</li> </ul>	<p>In this unit, we will focus on the song 'Happy', a Pop song by Pharrell Williams.</p> <ul style="list-style-type: none"> <li>Describe the style indicators of the song/music</li> <li>Describe the structure of the song</li> <li>Identify the instruments/voices they can hear</li> <li>Talk about the musical dimensions used in the song</li> <li>Play instrumental parts accurately and in time as part of the performance</li> <li>Develop a deeper understanding of the history and context of music</li> <li>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</li> <li>Demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music</li> <li>Compose a simple melody</li> </ul>	<p>In MFL, children will study French. This half term, children will learn core vocabulary and phonetics and will cover the topic 'presenting myself', in which children will be able to tell someone some key details about themselves, such as where they live, their name and age and how they are.</p> <ul style="list-style-type: none"> <li>To communicate by asking and answering a wider range of questions, using longer phrases and sentences.</li> <li>To present short pieces of information to another person.</li> <li>To apply phonic knowledge to support speaking</li> <li>To understand the concept of gender and which article to use correctly with different nouns.</li> <li>To accurately read and understand familiar written words, phrases and short sentences</li> <li>To accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</li> <li>To repeat all my personal details in French, and ask for the same information back</li> <li>To recall and spell numbers 1-20 clearly in French</li> <li>To say whether I am French or English and how the pronunciation changes if I am a girl or boy.</li> </ul>

<ul style="list-style-type: none"> <li>Solve tactical problems in an invasion game.</li> <li>Explore positions and formations in invasion games.</li> <li>Choose and apply tactics and skills consistently in an invasion game.</li> </ul> <p>Gymnastics:</p> <ul style="list-style-type: none"> <li>Perform shapes and balances with a partner</li> <li>Perform group balances</li> <li>Perform basic gymnastic action and balances using equipment</li> <li>Create a linked sequence of gymnastic movements</li> </ul> <p>Athletics:</p> <ul style="list-style-type: none"> <li>Develop running skills in isolation</li> <li>Develop throwing skills</li> <li>Explore combining jumping actions</li> </ul>		
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Accelerate, sprint, sustain, physical fitness, static, relay, speed, distance, breathing, warm up, muscles.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Keeping me active, researching famous athletes, taking me to watch sports/TV, talking to me about tactics, keeping fit with me, talking about healthy balanced diets.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Learning any relevant vocabulary, reading about famous musicians, listening to different genres of music, identifying the instruments in music, talking about music, learning and playing an instrument, using a music app on the ipad, taking me to a concert.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>Practice key phrases</li> <li>Memory games</li> <li>Access games on Language Angels website</li> </ul>
<p style="text-align: center;"><u>Art</u></p> <p>In art lessons, children will study the life and work of LS Lowry, famous for drawing and painting scenes of industrial Lancashire. Children will practice sketching in both pencil and charcoal before creating an industrial cityscape based on the local area.</p> <p><u>Exploring, developing and evaluating work</u></p> <ul style="list-style-type: none"> <li>To select and record from first hand observation, experience and imagination, and explore ideas for different purposes</li> <li>To question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>To adapt their work according to their views and describe how they might develop it further</li> <li>To annotate work in a journal</li> </ul> <p><u>Drawing</u></p>	<p style="text-align: center;"><u>Design Technology</u></p> <p>In design technology, children will examine pop-up books to research the variety of moving mechanisms within them. After they have practiced making some of these mechanisms, children will create a non-chronological report, which combines their learning on Victorians with a different moving mechanism. The outcome is a moving mechanisms information book created by them for their age range.</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>To record ideas using annotated diagrams</li> <li>To devise step-by-step plans which can be read / followed by someone else</li> <li>To use cross-sectional diagrams to communicate ideas</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>To make prototypes</li> <li>To cut accurately and safely to a marked line.</li> <li>To use appropriate finishing techniques for the project.</li> </ul>	

<ul style="list-style-type: none"> <li>To work from a variety of sources including observation, photographs and digital images</li> <li>To work in a sustained and independent way to create a detailed drawing</li> <li>To use a journal to collect and develop ideas</li> <li>To use dry media to make different marks, lines, patterns and shapes within a drawing</li> <li>To experiment with wet media to make different marks, lines, patterns, textures and shapes</li> <li>To start to develop their own style using tonal contrast</li> <li>To begin to use simple perspective in their work using a single focal point and horizon</li> <li>To begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background</li> </ul> <p><u>Painting</u></p> <ul style="list-style-type: none"> <li>To develop a painting from a drawing</li> <li>To mix and match colours to create atmosphere and light effects</li> </ul>	<ul style="list-style-type: none"> <li>To refine a product – review and rework/improve.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>To research and evaluate existing products (including book and web based research)</li> <li>To consider the user and purpose</li> <li>To identify the strengths and weaknesses of their design ideas</li> <li>To give a report using correct technical vocabulary</li> <li>To discuss how well the finished product meets the design criteria of the user</li> </ul> <p><u>Others</u></p> <ul style="list-style-type: none"> <li>To develop a technical vocabulary appropriate to the project</li> <li>To join materials using appropriate methods</li> <li>To build frameworks to support mechanisms</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Landscape, portrait, industrial, cityscape, foreground, background, perspective, composition, focal point, sketch, canvas, brush strokes, shade, charcoal, tonal contrast</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Moving mechanisms, pop-ups, fold, crease, scoring, split pin, secure, slider, rotating, revolution, vertical, horizontal, landscape, portrait</p>	
<p style="text-align: center;"><u>Help me at Home by:</u></p> <ul style="list-style-type: none"> <li>researching and reading around Lowry</li> <li>practising art techniques developed at school</li> <li>taking a trip to the Lowry and Salford/Manchester art gallery</li> </ul>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Studying pop up and moving mechanism books of your own. Making and trying out different mechanisms, making my own moving mechanisms book on a different topic.</p>	
<p style="text-align: center;"><u>Visitors, Visits and Outdoor Learning within the theme:</u></p> <p>Walks in the local area to trace canal routes, old mills and factories and land-use, a trip up Rivington to Lord Lever’s House, observational drawing sessions of Chorley’s industrial past, visit to the Lowry.</p>		