



## How can life be celebrated through animation?

*Animations – Technology – Legacy*



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 6

Terms 5 & 6

**Big concept:** Celebration & Creation  
**What a wonderful world!**

### Overview:

**Predominant subjects:** Art and D&T

This enquiry enables learners to celebrate our wonderful world and everything that we have achieved! As historians, children will research the history of animation. Using their research and prior knowledge, they will become both engineers and artists and create their own moving fairground rides and animations.

Class texts have been chosen to enrich children's learning, encouraging them to make links with their reading and wider curriculum learning. For example, Sky Hawk, Clockwork and a variety of picture books will provide inspiration on how to create different characters and suspense for stop-motion animations.

### Learning links (previous learning):

**History:** Children use their understanding of current animations to research the history of animation and Aardman studios.

**Design & Technology:** Children will build on their understanding of pulleys and gears and making electric circuits, to create moving fairground rides.

**Art:** Children will build on clay modelling techniques to create 3D form sculptures, using a variety of joining techniques. They will also build on their Y5 printing skills to create engaging backdrops.

**Computing:** Children will use their understanding of video recording to create a stop-motion animation.

### Celebrating diversity and inspirational People:

Ardman  
& Walt Disney  
*other diverse figures through guided reading*



### Launch and Landings

**Launch:** Animations and popcorn! Which do we like best? Why?

**Landing:** a showcase/ cinema premier presentation to parents showing our animations and fairground constructions!

### Experiential learning opportunities:

#### Experiences to celebrate

Ice-cream van  
Trip to AirHop  
Progressive Sports activity day

#### Experiences for performing/animations

Singing workshop with Nigel Ipinson to support preparation of performance to parents and carers

**NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry**

<b>Design &amp; Technology</b>		<b>Art</b>	
<p><b>As Designers we will:</b>  <u>Design, make, evaluate and improve – We will:</u></p> <ul style="list-style-type: none"> <li>• Consider the views of others when evaluating their own work.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Analyse cost of a product.</li> </ul> <p><u>Construction, mechanics and electronics:</u></p> <ul style="list-style-type: none"> <li>• Control a model using an ICT control model.</li> <li>• Use a glue gun with close supervision.</li> <li>• Join materials using appropriate methods.</li> </ul> <p><b>Vocabulary:</b> cut, material, precision, accurate, safely, marked, join/combine, temporary/fixed/moving joints.</p>		<p><b>As Artists we will:</b>  <u>Exploring and developing ideas– We will:</u></p> <p><u>3D Form:</u></p> <ul style="list-style-type: none"> <li>• Develop skills in using clay including slabs, coils, slips, etc.</li> <li>• Make a mould and use plaster safely.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul> <p><u>Drawing/ Painting:</u></p> <ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>•</li> </ul> <p><b>Vocabulary:</b> Colour, line, tone, form, shape, pattern, texture</p>	
<b>Computing</b>		<b>As Historians we will:</b>	
<p><b>In Computing we will be:</b></p> <ul style="list-style-type: none"> <li>• Creating stop start animations using ZU3D.</li> <li>• Select, combine and remix a range of media to create original content.</li> <li>• Consider all steps of the design process when creating content (e.g. identify problem, plan, create, evaluate, share.)</li> <li>• Identify the most effective tools to present information for a specific purpose.</li> <li>• Explain the benefits of using technology to collaborate with others.</li> <li>• Evaluate existing digital content in terms of effectiveness and design.</li> </ul> <p><b>Vocabulary:</b> Multimedia effects, Multimedia modification, Transitions, Hyperlinks, Editing tools, Refining, Online sharing, Appropriate online tools, Audience, Atmosphere, Structure</p>		<ul style="list-style-type: none"> <li>• Understand chronological awareness and how animations have evolved.</li> <li>• Relate current studies to previous studies, make connections and comparisons between different times in history and trends over time and start to consider 'why?'</li> <li>• Can understand the concepts of continuity and change, sequencing them on a timeline with supporting evidence</li> <li>• Can compare the significance of events, development and people across topics and time period</li> </ul> <p><b>Vocabulary:</b> eye witness, biased, motive, significant, different experiences</p>	

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p><b>We will be writing/reading:</b></p> <ul style="list-style-type: none"> <li>• Sky Hawk</li> <li>• Hansel and Gretel</li> <li>• Mirrors</li> <li>• A variety of picture books</li> </ul> <p><b>Talk for writing text:</b> The Old Mill (time slip/mystery) and Finders Keepers (non-fiction discussion).</p>	<p><b>We will developing our understanding of:</b></p> <ul style="list-style-type: none"> <li>• Geometry (properties of shapes)</li> <li>• Statistics</li> </ul> <p>We will then complete consolidation projects to recap all previous learning.</p>

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music –term 4
<p><b>As fit and healthy citizens we will develop skills in:</b> Cricket and Athletics (T5) OAA and Badminton (T6)</p>	<p><b>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Unit 6 Chronology</a></li> <li>- <a href="#">Unit 2 Water - Composition</a></li> </ul>
Computing	PSHE
<p><b>In computing we will develop skills through Teach Computing scheme:</b></p> <p><b>scheme:</b> Variables in Games (T5) Sensing (T6)</p>	<p><b>As fit and healthy citizens we will develop our knowledge through SCARF scheme units:</b> Growing and changing Being my best</p>
RE- term 5	Science (taught through PPA):
<p><b>As philosophers we will explore the question:</b> RE Enquiry: What do religions say to us when life gets hard?</p> <p style="text-align: center;"><i>Christianity and Hinduism</i></p>	<p style="text-align: center;"><b><u>Working Scientifically</u></b> Light (T5) TBC</p>
French	
<p style="text-align: center;">Term 5: Phonetics Lesson 3 and 4 What Is The Date? What Is The Weather? (<i>Intermediate Language Teaching</i>) Term 6: School (<i>Progressive Language Teaching</i>)</p>	