# BIG PROJECT OVERVIEW- YEAR GROUP (5)

| | AUTUMN | SPRING | SUMMER |
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| **BIG PROJECT** | END PRODUCT: Web-Site page for Hogwarts focusing on acceptance/diversity/safeguarding and online safety awareness<br><br>To incorporate artwork, creative writing, descriptive writing, music, ICT and online safety skills. | END PRODUCT: A collaborative printed mural that celebrates modern life inspired by the Greeks and how Democracy has allowed greater equality – pupils will learn the skills and invite parents to learn how to print a supportive message/image that supports a special message for society today eg – the rainbow for LGBTQ+ community<br><br> | END PRODUCT: A bag for life made from recycled fabrics, promoting Auckley as a great place to live.<br><br>To incorporate artwork, geography, Global citizenship, writing and road safety. |
| **MORAL PURPOSE** | Children will develop a website based on Hogwarts school, which will use of a range of media sources.<br>Global Citizenship:<br>Recognise benefits and challenges of diversity.<br>Recognise impacts of stereotyping, prejudice and discrimination and how to challenge these.<br>Recognise personal strengths and weaknesses. | Children will study the life and legacy of the Greeks and how the disadvantaged community were treated unfairly, how women were not equal and other societal disadvantages.<br>Pupils will use the REMADE lesson structure we use at Hayfield Lane Primary, to educate the wider community and their families on how our modern day life has been | Children will map and survey the local area looking at land use and research future developments in the Developing Doncaster 2030 Strategy Document. They will write letters to the LA about the transport issues (Airport + Railport)<br><br>Any materials used will be of recycled matters to provide a |

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| | Understand the power of collective action and the role of social movements.<br>Evaluate media and other sources for bias, stereotypes and range of voices and perspectives.<br>Communicate effectively through a range of media about issues to suit subject, audience & purpose.<br>Online Safety:<br>Explain how identity online can be copied, modified or altered.<br>Demonstrate responsible choices about online identity.<br>Explain that there are some people they communicate with online that may want to do harm to them.<br>Make positive contributions online.<br>Search for information about an individual online and create a summary report of the information they find.<br>Describe ways that information about people online can be used by others to make judgements about an individual.<br>Understand the difference between online misinformation and disinformation.<br>Links to bullying and safeguarding. | influenced by the Greeks (legacy). The symbol design will be one that sorts our society today in a movement towards full equality for all.<br><br>Global Citizenship:<br>Understand the importance of language, beliefs and values in cultural identities<br>Understand Universal Declaration of Human Rights<br>Understand the importance of citizens, societies and governments respecting and defending people's human rights<br>Understand current and historical human rights issues and movements in own country and elsewhere | greener and cleaner approach with the textiles.<br><br>Global Citizenship-<br>Concern for the environment and commitment to sustainable development.<br>Show appreciation of interdependence between people and planet.<br>Show concern about the effects of lifestyles and choices on people and the planet.<br>Believe that people can bring about change.<br>Critical & Creative Thinking –<br>Evaluate media & other sources for bias, stereotypes and a range of perspectives (eg airport promoting positive aspects and not focussing on negative environmental impact) |
| LA STRATEGY LINKS | Great Eight Priorities:<br>Developing the skills to thrive in life and work<br>Building opportunities for healthier, happier & longer lives | Great Eight Priorities:<br>Improving community cohesion and resilience through raising levels and providing opportunities for | Creating a 'Greener & Cleaner' community – knowledge and awareness of environmental issues and opportunities to respond.<br>Great Eight Priorities: |

**Wellbeing Goal:**
**Being skilled & Creative**

Fair & Inclusive

Healthy & Compassionate

Skilled & Creative

community-based learning that connects to local culture

**Wellbeing Goal:**
**Safe and Resilient: Improving community cohesion and resilience through raising levels and providing opportunities for community based learning that connect to local culture.**

Fair & Inclusive

Skilled & Creative

Prosperous & Connected

Safe & Resilient

**This will –**
**Tackle climate change**
**Make Doncaster people healthier, happier & have longer lives**
**Create safer, stronger, greener & cleaner communities**

Greener & Cleaner

Prosperous & Connected

| **LINK TO PREVIOUS LEARNING (IN-YEAR AND PREVIOUS)** | **ICT**<br>Computing and on-line safety skills<br><br>**Music**<br>Composition and performance skills | **Art**<br>Pupils have printed in Y3:<br>• Experiment with layered printing using 2 colours or more<br>• Understand how printing can be used to make numerous designs<br>• Transfer a drawing into print<br>• Explore a variety of printing techniques | **Mapping/Geography skills**<br>Lead their own mapping skills and present findings in a preferred way.<br>Navigate a route of the local area.<br>Use eight point compass points<br>Collect and record evidence. |
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| | **Art & Design**<br>**Painting skills**<br><br>**English**<br>**Fictional descriptive recount – using adjectives, adverbs and powerful vocabulary to build atmosphere (link to Iron Man, Egyptians etc.).** | • Create an accurate print design<br><br>Use printmaking as a tool with other medias to develop final outcomes<br><br>**And Y1:**<br>• Recognise different marks through printing with different objects<br>• Repeat prints to make a pattern<br>• Apply drawing skills to print<br>• Create a repeated print<br>• Create an impression in a surface and use this to print<br><br>Find printing opportunities in everyday objects | Analyse and draw conclusions.<br><br>Write effectively for a range of purposes & audiences (brochure/powerpoint etc.) |
| **SCAFFOLD TASKS AND BUILD UP (TIMINGS INCLUDED)** | **Descriptive writing/Novel Study**<br>**Computing/Websites**<br>**Painting**<br>**Harry Potter Visit**<br>**Anti-Bullying week**<br>**(SEE MEDIUM TERM PLAN)** | **Research about Greek life and Democracy / Legacy**<br>**Look at what has changed in society since ancient Greece**<br>**Do we still have slaves? Why not?** | **Walk of local area/photographing/mapping**<br>**Research into local area – what is there around here? What is missing?**<br>**(SEE MEDIUM TERM PLAN)** |