

St Dennis Primary Academy

Year: 5

Term: Autumn 2

Curriculum Drivers

Big Question: What is life like in different climate zones?

Stunning Start:

Building igloos and problem solving

Fabulous Finish:

Creating our own stuffed decoration using fabric

Real life experiences

Climate Zone workshop at Eden Project



English

Storytelling Text: Rainbow Bear by Michael Morpurgo



Imitation: Read The Rainbow Bear and learn the text through drama techniques (hot-seating)

Spelling, Punctuation and Grammar: Modal verbs, relative pronouns, relative clauses, parentheses using brackets, dashes and commas.

Innovation: Change the animal / environment

Invention: Write a wishing tale

Assembly Theme:

Aspiration

Emotional Literacy:

The zones in me, Understanding different perspectives, Me in my zone

Wellbeing

Ice Skating at Eden

Climate and Emotion Zones Link-Up:

Connecting the "Zones of Regulation" with climate zones.

Eco-Wellbeing Challenge:

Taking on small eco-challenges helps their own wellbeing.



Wider Curriculum Writing: Explanation about how global warming is affecting the planet (Environment)

Novel Study Text: The Last Bear by Hannah Gold

Oracy

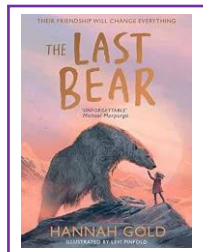
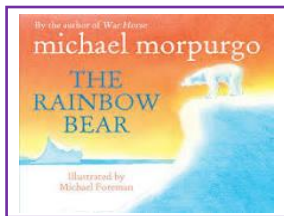
Physical: English: Use drama techniques (e.g. hot-seating from Rainbow Bear) to practise voice projection and natural body language.



Linguistic: RE: Use sentence stems in discussions about the Messiah (e.g. "I believe... because..." or "Linking to what ___ said...").

Cognitive: PSHE: Role play respectful disagreements during Anti-Bullying Week, using reasoning and real-world examples.

Social and Emotional: Music & Carol Service: Practise speaking and singing with expression and confidence in preparation for the community event.



Mathematics:



White Rose Units:

Number: Multiplication and Division A, Fractions A Assessment and Consolidation

Key Skills Session:



Mastering Number
Times tables
Number bonds
Maths jotter fluency




Environment and Community




Singing with the elderly at the Christmas community carol service



Arranging the school tree in the church for the Festival of Trees

	Geography 	RE 	Computing 	Design Technology 
Unit title:	Themes: Location, Physical processes, Physical features, Techniques Unit: Climate Zones	Theme: Incarnation Unit: Why do Christians believe that Jesus was the Messiah? (Unit 38)	Area: Data and information Unit: Flat-file databases Natterhub: Feel it	Area: Textiles Unit: Stuffed toys
Builds On:	Year: 5 Term: Autumn 1 Unit: Mountains	Year: 1 Term: Autumn 2 Unit: Incarnation – Why does Christmas matter to Christians? (Unit 8)	Year: 4 Term: Summer 1 Unit: Data logging	Year: 4 Term: Autumn 2 Unit: Fastenings
Memory Master:	Locate and identify the 'Seven Summits' on a world map – Seven summits world quiz in geography folder.	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Revisit how data-loggers work and situation they may be used in to collect data.	Quiz – Fastenings
Lesson Sequence:	I can name and locate the countries in the Polar Regions.	What was going on that meant the People of God needed a saviour?	I can use a form to record information.	Research: I can research traditional and modern sewn Christmas decorations. I can research a well-established company that specialises in fabric.
	I can identify the different lines of latitude and explain how latitude is linked to climate	What kind of rescuer/Messiah were people expecting?	I can compare paper and computer-based databases.	Skills: I can thread a needle. I can join fabric with blanket stitch. I can use applique to add details.
	I can locate different climate zones and explore the differences between the Northern and Southern Hemispheres.	Why do Christians believe Jesus fulfils the expectations of the Messiah?	I can outline how you can answer questions by grouping and then sorting data.	Design: I can design a stuffed Christmas decoration.
	I can explore weather patterns within a climate zone.	Why do most Christians believe Jesus is the Messiah?	I can explain that tools can be used to select specific data.	Make: I can make a stuffed Christmas decoration based on my design.
	I can produce a weather report for a chosen climate zone. Show what you know	How does Christmas fit in with Christian beliefs about Jesus? Why do Christians believe that Jesus was the Messiah? Show what you know	I can explain that computer programs can be used to compare data visually. I can use a real-world database to answer questions.	Evaluate: I can evaluate final products, suggesting improvements.
Composite:	Weather report for a chosen climate zone including key vocabulary.	Children create their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of Messiah and incarnation	Children use a database to order data and create charts to answer questions.	A stuffed Christmas decoration using blanket stitch.
Impact:	Children will know what climate zones are and how latitude is linked to climate.	Children can explain the place of Incarnation and Messiah within the 'big story' of the Bible. They can identify Gospel and prophecy texts, using technical terms. They can explain connections between biblical texts, Incarnation and Messiah, using theological terms.	Children know that computer databases allow us to organise, search and sort data and that it is represented as a row in a database table. They know each record contains multiple fields, which are columns in the table holding specific pieces of information. They know the difference between AND and OR searches and what results they would return and how fields can be used to produce graphs.	Children can design a stuffed toy by creating a template. They can join two pieces of fabric using a blanket stitch and decorate it using applique.

	Art and Design 	Physical Education (REAL PE) 	Sport (PE Planning) 	Music 
Unit title:	Technique: Craft and design Artist: Henri Matisse	Learning focus: Social Unit: REAL Dance	Unit: Tag Rugby	Unit: Livin' on a Prayer
Builds On:	New this year	Year: 4 Term: Autumn 1 Unit: REAL dance	Year: 4 Term: Autumn 2 Unit: Tag Rugby	Year: 4 Term: Autumn 1 Unit: Mamma Mia
Memory Master:	New this year	N/A	Revisit key aspects of the game e.g. number of players, positions and roles etc.	Revisit songs and key skills from Mamma Mia unit. Flashcards of key vocabulary to practise.
Lesson Sequence:	Artist I can recall the key feature of Henri Matisse's stained-glass work. (Nuit de Noel).	Cog: Social skills Warm up games: Dance battles, Follow the leader Fundamental Movement Skills: Shapes solo, Circles solo, Artistry abstraction, Artistry musicality, Partnering (lifts), Artistry (Making) Skills Application: Making it happen, Get turning, Make the silk, Feel the music, Flying and leaning Epic performance	I can travel and dodge at speed with the ball.	I can listen and appraise the song Livin' On a Prayer and other Classic Rock songs:
	Experiment I can maintain control and make deliberate brush strokes.		I can mark and tackle in game situations.	
	Plan I can develop my ideas for a stained-glass jar.		I can attack in opposed situations.	I can sing and play the instrumental parts to accompany Livin' On a Prayer'.
	Create I can create a stained-glass jar inspired by Matisse.		I can understand the rules of a rugby game.	I can discuss and appraise the song 'Smoke on the Water' and use musical language to respond to what can be heard.
	Evaluate I can review and revisit my creation.		I can move forward to attack as a team.	I can improvise with the song and make up my own accompaniment
Composite:	To decorate a glass jar with a Christmas theme inspired by Matisse's stained-glass work.	Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	I can defend in a line as a team.	I can compose a three-note song to accompany 'Livin' on a Prayer' and make suggestions on improving performances.
Impact:		REAL PE – Social Cog Children can negotiate and collaborate appropriately in creating and performing their dance.	A game of tag-rugby focussing on the skills of passing, marking, tackling and attacking and defending as a team.	Three-note song to accompany 'Livin' on a Prayer'
			Children increase accuracy and control when passing and catching whilst moving at speed. They improve different ways to pass – fast, slow, high, low.	Children will develop an understanding of the rock genre and use this to create a song.

	PSHE 	PSHE 	PSHE 
Unit title:	Brook Learn 1 Unit: Illness	Brook Learn 2 Unit: Nutrition and Healthy Eating	Theme: Anti-bullying Week
Builds On:	Year: Year 2 Term: Spring 1 Unit: Hand Hygiene	Year: Year 1 Term: Spring 1 Unit: Healthy Food Choices	Year: Year 4 Term: Autumn 2 Unit: N/A
Memory Master:	Revisit hand washing rules.	Revisit foods with a higher or lower sugar content.	N/A
Lesson Sequence:	I can explain what it feels like when we are unwell.	I can identify the different food groups in a balanced diet.	I can define respect.
	I can explain what the immune system is.	I can explain what foods are not healthy and reasons why.	I can explain how to show respect to others.
	I can describe different ways to keep our body healthy.	I can plan a healthy meal.	
	I can understand how some medications and vaccinations can help to keep us healthy.		
	I can identify who can help us when we are feeling unwell.		
Composite:	Create a wordsearch using they key vocabulary taught about illness.	In groups, design a healthy school lunch menu.	Role play scenarios that show respectful and disrespectful disagreements. Create a 'Respect Pledge'.
Impact:	Pupils will understand how to recognise signs of illness and make informed choices o help keep their bodies healthy.	Pupils will be knowledgeable about a balanced diet and why it is important to eat healthily.	School will be an inclusive place for all, and pupils will feel empowered to speak out against bullying.