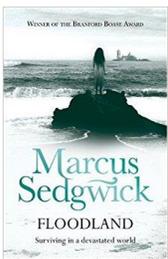


Curriculum Information

Term: Autumn Term 1 Class/Year Group: 5 (Noctules)



Inspiration/Theme: Floodland How are we changing the world?		Curriculum Driver: Geography/Current Affairs	Outcome of learning: Children to publish their lost chapter of Floodland
Core texts/artefact/film	Provocation - Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Floodland by Marcus Sedwick</p> 	<p><u>Hook</u> Email from Environment Agency News clips of hurricane Irma</p> <p><u>Trips/Visitors/Marvellous Middle</u> Slimbridge Wetlands Centre</p> <p><u>Celebration/Fabulous Finish</u> Publish class book on Floodland</p>	<p><u>Floodland display</u> – questions about climate change on post it notes. Children to write answers to their questions as they are answered throughout the topic</p> <p><u>Art work</u> – series of illustrations for new chapter in the style of the prints of the wood engravings completed by the author. Publishing the lost chapter and displaying in the classroom</p>	<p>Based on the evidence I have been presented with...I can conclude... Taking everything into account... If we accept this hypothesis, what else will be true? Having analysed the data.... Another feature they have in common is... I predict that... Due to the fact that... There is a high probability that... In some ways...and...are alike. For instance they both...Another feature they have in common is...However they differ. For example...Another difference is... My view is that...because... this is supported by the fact that...Furthermore...</p>
Topic Table	Role play (boat/weather station)	Maths Challenge table	Home Learning
<p><u>Key questions</u> Using the evidence and information, what will be the consequences? What is climate change? How is our climate changing? Is climate change really happening?</p> <p><u>Key images/artefacts</u> Consequences of climate change Recent flooding pictures. Pictures of the books on climate change. Map of the world. Map of climate zones.</p> <p><u>Key vocabulary</u> Flooding, climate change, global warming, ruin, devastation, island, inhabitants, discovery, derelict</p> <p><u>Science Table</u> Mixtures and separation</p>	<p><u>Key questions</u> What direction are you going? Where are you going on your journey? Where did the water come from?</p> <p><u>Key images/artefacts</u> Climate change, maps, graphs, weather reports</p> <p><u>Key vocabulary</u> Climate change, climate zones</p>	<p><u>Key questions</u> What is the value of 5 in these numbers? 520,246 Convince me that the value of 6 in the number 572,634 is 600</p> <p><u>Key images/artefacts</u> Place value cards, number discs</p> <p><u>Key vocabulary</u> Million, compare, place value, digits, digit value, increase, decrease, greater, smaller</p> <p><u>Cross-curricular Maths</u> Geography link</p>	<p>There are many ways in which you can help your child at home...</p> <p>Please support your child with their home learning. Your child will receive their home learning on a Friday to complete and return to school by Thursday. Alongside home learning there will be My Maths set every week for the children to access on a laptop at home. Please also support your child to read their ZPD book every day.</p> <p>Spellings: Spellings are made up of eight words from our week's spelling rule lessons and three 'yellow' spellings that are taken from your child's own work. The eleven spellings go home in your child's home learning book on a Friday and are tested the following Thursday in school.</p> <p>P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms. If they are taking part in Swimming lessons they will need a swimming kit on a Monday.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities.</p> <p>Slippers: Children are encouraged to bring slippers into school to wear in the classroom.</p>

English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will write the lost chapter of 'Floodland' and an explanation text about climate change <p>Key Skills:</p> <ul style="list-style-type: none"> Use appropriate and adventurous language Use speech to advance the action Making appropriate vocabulary choices to add description Use expanded noun phrases Correct and consistent use of tenses Use cohesive devices to link paragraphs Planning, drafting and editing 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be learning about place value, addition, subtraction and multiplication problems <p>Key Skills:</p> <ul style="list-style-type: none"> Reading and writing numbers up to a million Comparing numbers up to a million Creating patterns Rounding numbers using number lines and graphs Adding and subtracting within a million Multiplying by 1 and 2 digit numbers <p>Cross Curricular:</p> <ul style="list-style-type: none"> Reading and creating graphs showing the effects of climate change 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will describe and understand that some changes of state and mixtures are reversible and some are irreversible <p>Key Skills:</p> <ul style="list-style-type: none"> Compare and contrast the properties of solids, liquids and gases Recognise changes in state are reversible changes Understand that some materials will dissolve in liquid to form a solution Recognise that dissolving and mixing are reversible changes and understand how to reverse them Identify irreversible changes 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will work as a team to attack and defend with precision <p>Key Skills:</p> <ul style="list-style-type: none"> Perform correct arm and leg action Improve ability to change direction Develop dribbling skills Defend effectively as a team Evaluate the performance
Art	RE	Music	Geography/History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create an illustration using line, tone and colour <p>Key Skills:</p> <ul style="list-style-type: none"> Use visual elements: line, tone and colour Use art processes: drawing and painting Draw different types of line in pencil Draw different tones in pencil Construct mood boards using the work of artists for ideas Explore different materials to express ideas Evaluate and improve 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to be more understanding of other peoples beliefs across the world <p>Key Skills:</p> <ul style="list-style-type: none"> Ask and answer questions Collaborate effectively Listen to other people's opinions Compare and contrast people's opinions in the classroom to people across the world 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will make sound pictures and atmospheric music using text from the book 'Floodland' for inspiration <p>Key Skills:</p> <ul style="list-style-type: none"> Create atmospheric music Explore different timbres of instruments Practise and perform Watch and evaluate 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to identify and describe the main stages of the water cycle and identify and describe the main consequences of climate change. <p>Key Skills:</p> <ul style="list-style-type: none"> Compare and contrast different climate zones Identify and describe the main stages of the water cycle Describe climate change Identify and explain the main consequences of climate change
Computing	PSHE	DT	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will produce a representation of Floodland using the Kodu gaming world. <p>Key Skills:</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to develop a deeper understanding of personal responsibility for behaviour and how rules help us to work with others <p>Key Skills:</p> <ul style="list-style-type: none"> Understand our rights and responsibilities for the learning environment Understand that we are valued and how to develop ourselves Understand how responsibility affects us Understand why rules are in place Collaborate effectively in a group 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will build a free-standing, self-supporting structure to transport weight between two points <p>Key Skills:</p> <ul style="list-style-type: none"> Apply ways to strengthen, stiffen and reinforce complex structures Test and evaluate their ideas and products Select from a wide range of tools, equipment, materials and components 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to talk about themselves and their family in French, stating their age, where they live and what they like. Name a range of colours, numbers days and months <p>Key Skills:</p> <ul style="list-style-type: none"> Speaking in pairs, rehearsing days of the week and months of the year Listening to authentic French clips Cultural understanding, learning about differences in greeting each other

ENGLISH

Week 1 – w/c 4 th September	Week 2 – w/c 11 th September	Week 3 – w/c 18 th September	Week 4 – w/c 25 th September	Week 5 – w/c 2 nd October	Week 6 – w/c 9 th October	Week 7 – w/c 16 th October Debate
<p>Mon – INSET DAY</p> <p>Tues – Fri School closed for building</p>	<p>Mon – Immerse children into Floodland (read Chapter 1) Learning Intention: Draw inferences and make predictions</p> <p>Tues - Visualisation, drawing and collecting vocabulary for setting description (Chapter 2 read before lesson) Learning Intention: Use art to visualise a setting after reading</p> <p>Weds – Share writing a setting description Learning Intention: Use expanded noun phrases to describe settings</p> <p>Thurs – Edit and Peer assessment Learning Intention Edit and evaluate a setting description</p> <p>Fri – Freeze frame and writing in role (post it notes) ('Then' chapter one read before lesson) Learning Intention: Inferring a character's feelings, actions and motives</p>	<p>Mon – Plan letter using post it notes Learning Intention: Structure our writing</p> <p>Tues - Share write letter Learning Intention: Structure writing into paragraphs</p> <p>Wed – Share write letter and continually edit Learning Intention: Use tenses consistently</p> <p>Thurs – Edit and Peer assessment Learning Intention: Edit and evaluate a letter</p> <p>Fri – Publish Learning Intention: Present writing for a purpose</p>	<p>Mon – Working in pairs discuss ideas for new adventure (only read up to third section of book) Learning Intention: developing initial ideas</p> <p>Tues - Freeze frame lost chapter Learning Intention: developing initial ideas</p> <p>Wed – Model planning the lost chapter Learning Intention: Sequence ideas for writing</p> <p>Thurs – Continuing and editing planning the lost chapter Learning Intention: Sequence ideas for writing</p> <p>Fri – Share write Learning Intention: Use expanded noun phrases to create atmosphere</p>	<p>Mon – Share write and Peer assessment at end of lesson Learning Intention: Use speech to advance the action</p> <p>Tues – Share write Learning Intention: Structure writing into paragraphs</p> <p>Wed - Edit and Peer assessment Learning Intention: Edit and evaluate</p> <p>Thurs – Publish Learning Intention: Present writing for a purpose</p> <p>Fri – Publish Learning Intention: Present writing for a purpose</p>	<p>Mon – Highlight key features Learning Intention: Identify the features of an explanation text</p> <p>Tues - Organising information under headings Learning Intention: Structure our writing (learning and research carried out in Geography, brief subheadings given)</p> <p>Wed – Share write introduction of an explanation text Learning Intention: Use paragraphs to organise writing</p> <p>Thurs – Share write under second heading Learning Intention: Use organisational and presentational devices (punctuation for parenthesis, colons to introduce a list)</p> <p>Fri – Edit and Peer assessment Learning Intention: Edit and evaluate</p>	<p>Mon - Publish using laptops (google docs/website) Learning Intention: Present writing for a purpose</p> <p>Tues - Publish using laptops (google docs/website) Learning Intention: Present writing for a purpose</p> <p>Weds - Assessments</p>