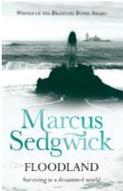


<p>Inspiration/Theme: Floodland What is our responsibility in protecting the environment?</p>	<p>Curriculum Driver: STEM</p>	<p>Outcome of learning: Children to publish their lost chapter to share with another year group</p>																																					
<p>Core texts/artefact/film</p>	<p>Provocation -Inspire, Immerse</p>	<p>Display outcomes</p>	<p>Topic specific speaking frames</p>																																				
<p>Floodland by Marcus Sedgwick</p>  <p>Global warming/ Blue Planet clips</p> <p>Art work by the author (wood engravings)</p>	<p><u>Hook?</u> Floodland/Blue planet clips</p> <p><u>Trips/Visitors/Marvellous Middle</u> We are planning a trip to Sutton Bingham reservoir near Yeovil, focussing on the water cycle and water treatment. The cost for this trip will be less than £10.</p> <p><u>Celebration/Fabulous Finish</u> Sharing our debate about Global Warming with other year groups.</p>	<p>Floodland display Questions about change and damage to our oceans.</p> <p>Art work Series of illustrations for new chapters in the style of the prints of the wood engravings completed by the author.</p> <p>Published work Lost chapter</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>																																				
<p>Topic Table</p>	<p>Book corner</p>	<p>Maths Challenge table</p>	<p>Home Learning</p>																																				
<p><u>Key questions</u> What is happening to our oceans? Why are sea levels rising? How and where have plastic islands emerged? How can we repair and prevent further damage to the oceans?</p> <p><u>Key images/artefacts</u> Photos showing consequences of global warming/ water pollution Map of the world. Compass. Blue fabrics.</p> <p><u>Key vocabulary</u> Erosion, flooding, global warming, ruin, devastation, island, inhabitants, discovery, derelict, plastic, toxic, littering, PCBs, recycling</p> <p><u>Science Table</u> Sand, salt, paper clips, rice, sieve, filter paper, magnets, water. Investigate making and separating mixtures.</p>	<p><u>Key questions</u> If sea levels continued to rise and towns became islands how would people cope? How would they respond? What would happen to individuals, families, societies? Are there any other stories of great floods?</p> <p><u>Key vocabulary</u></p> <table border="0"> <tr> <td>flood</td> <td>immortal</td> <td>marauding</td> </tr> <tr> <td>pounded</td> <td>struggled</td> <td>drinkable</td> </tr> <tr> <td>survive</td> <td>hobbled</td> <td>horribly</td> </tr> <tr> <td>dimly</td> <td>warehouse</td> <td>exhausted</td> </tr> <tr> <td>waded</td> <td>island</td> <td>stupor</td> </tr> <tr> <td>weaving</td> <td>awareness</td> <td>awkwardly</td> </tr> <tr> <td>storming</td> <td>mainland</td> <td>crumbling</td> </tr> <tr> <td>compass</td> <td>devastated</td> <td>cemetery</td> </tr> <tr> <td>supplies</td> <td>derelict</td> <td>succeeded</td> </tr> <tr> <td>deserted</td> <td>inhabitants</td> <td>collapsed</td> </tr> <tr> <td>sodden</td> <td>desperate</td> <td>automatically</td> </tr> <tr> <td>sprawling</td> <td>dominated</td> <td>reinforced</td> </tr> </table>	flood	immortal	marauding	pounded	struggled	drinkable	survive	hobbled	horribly	dimly	warehouse	exhausted	waded	island	stupor	weaving	awareness	awkwardly	storming	mainland	crumbling	compass	devastated	cemetery	supplies	derelict	succeeded	deserted	inhabitants	collapsed	sodden	desperate	automatically	sprawling	dominated	reinforced	<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>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p>
flood	immortal	marauding																																					
pounded	struggled	drinkable																																					
survive	hobbled	horribly																																					
dimly	warehouse	exhausted																																					
waded	island	stupor																																					
weaving	awareness	awkwardly																																					
storming	mainland	crumbling																																					
compass	devastated	cemetery																																					
supplies	derelict	succeeded																																					
deserted	inhabitants	collapsed																																					
sodden	desperate	automatically																																					
sprawling	dominated	reinforced																																					

English	Art	Computing	RE	
<p>Outcome of learning: Letter to parents in role as Zoe, lost chapter of Floodland (landing on a plastic island), an explanation text about plastic in oceans and a debate about global warming.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Appropriate and adventurous language • Using the 3rd person • Adverbial fronted starters • Expanded noun phrases • Correct and consistent use of tenses • Cohesive devices to link paragraphs • Planning, drafting and editing <p>Reading Skills:</p> <ul style="list-style-type: none"> • Infer character thoughts, feelings and motives from their actions and justify inference with evidence from the text. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. 	<p>Outcome of learning: Children will create an illustration using line, tone and colour</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Visual elements: line, tone and colour • 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: Design and build a makey-makey milk bottle flood alarm</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Use loops within programmes 	<p>Outcome of learning: Children will be able to be more understanding of other peoples' beliefs across the world</p> <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 	
Maths	Geography/History		Music	DT
<p>Outcome of learning: Children will be learning about place value, addition, subtraction and multiplication problems</p> <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>Outcome of learning: Children will be able to describe the main stages of the water cycle and identify and describe the main consequences of climate change</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Compare and contrast different climate zones • Identify the features of a water cycle • Identify, describe and debate the main consequences of climate change 		<p>Outcome of learning: Children will make sound pictures and atmospheric music using text from the book 'Floodland' for inspiration</p> <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: Survival cooking with unlabelled tins</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understand the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Curriculum Information

Term: Autumn Term 1

Class/Year Group: 5



Science	PSHE	MFL	PE
<p><u>Outcome of learning:</u> Children to describe and understand that some changes of state and mixtures are reversible and some are irreversible</p> <p><u>Key Skills:</u></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><u>Outcome of learning:</u> Children will be able to develop a deeper understanding of personal responsibility for behaviour and how rules help us to work with others</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understand our rights and responsibilities for looking after the 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><u>Outcome of learning:</u> 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> <p><u>Key Skills:</u></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 	<p><u>Physical literacy</u> Run and use equipment: Select and perform appropriately in response to the sporting situation.</p> <p><u>Healthy, Active, Safe Lifestyles</u> Select appropriate warm up and cool down activities.</p> <p><u>Skills taught through:</u> Football</p>