

Extreme Weather – Year 5/6

Subject/Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	In English, we will complete 'The Place Value of Punctuation and Grammar'. Within this unit we will master and consolidate our knowledge of sentence structure, word class and how to produce accurate and effective extended writing. We will apply our learning into a non-chronological report focussing on the Earth's Geography.						
Spelling	Morphs Spelling and Grammarsaurus activities linked to spelling strategies and Y5/6 word lists.						
Guided reading	Holes by Louis Sachar						
Maths	Place value: Roman numerals; compare and order numbers to one million (Year 5) /ten million (year 6); round numbers within one million (year 5)/ten million (year 6); counting in powers of ten; negative numbers. Four operations: Add and subtract numbers with more than 4 digits; multiples and common multiples; multiply and divide numbers by 10/100/1000; multiply numbers up to 4 digits by numbers with 2 digits; factors and common factors; divide up to 4 digit numbers by 1 digit numbers (year 5)/ Long division of 2 digit numbers (year 6); prime numbers, square numbers and cube numbers; order of operations.						
Science Grammarsaurus	Learning question: How are animals classified? Learning activities: I can describe how living things can be classified into broad groups.	Learning question: What is a classification key? Learning activities: I understand how I can use classification keys to help group, identify and name a variety of living things.	Learning question: How can we classify plants? Learning activities: I can describe how living things can be classified into broad groups.	Learning question: Is yeast a living microorganism? Learning activities: I understand that microorganisms are also living things.	Learning question: What are the five main groups of microorganisms? Learning activities: I can describe how living things can be classified into broad groups.	Learning question: Who was Carolous Linnaeus? Learning activities: I know that scientists have developed different ways to classify living things.	Learning question: What have we learnt? Learning activities: To summarise my learning and think of real-world applications.
Geography	Wow Day – Storm shelter building – can you survive a hurricane?	Learning question: How does climate vary from equator to pole? Learning activities: Chn will understand how climate varies from north to south. This understanding will include an understanding of the equator, tropics, poles, and the Arctic and Antarctic Circle.	Learning question: How and where do tropical cyclones form? Learning activities: Chn will understand the formation of tropical cyclones and their link to the warm waters of the tropics.	Learning question: How will climate change impact upon life at the poles? Learning activities: Chn will understand the impact that melting icecaps are having on the immediate locality; the impact upon the animals that live near the poles, the impact on the wider world (sea level rise)	Learning question: Can we accurately describe the position of extreme weather events? Learning activities: Chn will understand how to use latitude and longitude to describe a position on the earth. They will understand the significance of the Greenwich Meridian and the Equator. Northern Hemisphere, Southern	Learning question: Can time zones be explained with the use of lines of longitude? Learning activities: Chn will understand that time zones are somewhat arbitrary, they are based upon the lines of longitude. They tend to follow country borders.	Learning question: Is human activity (climate change) causing tropical storms to increase in intensity and frequency? Learning activities: Chn will understand that there is strong evidence that increasing sea temperatures increase the intensity

			They will know that these storms are known as hurricanes, typhoons and tropical cyclones in different parts of the world. They will understand the impact these storms have on people nearby.		Hemisphere		of tropical storms when they develop. Heavier rainfall is also expected as global temperatures rise because a warmer atmosphere holds more moisture. Additionally, rising sea levels increase the risk of coastal flooding as tropical storms make landfall. Chn to collate learning.
Design & technology	Learning question: What features do cuddly toys have in common? Learning activities: Analyse a range of cuddly toys. What materials are they made of? What stitching can be seen/is hidden? What are they stuffed with?	Learning question: What do I want my cuddly toy to look and feel like? Learning activities: Design the cuddly toy with the brief of library mascot/reading buddy in mind.	Learning question: How will I prepare for the construction of my cuddly toy? Learning activities: Make patterns for body and facial features of the cuddly toy; make templates for body and facial features.	Learning question: How will I construct my cuddly toy? Learning activities: Construction of cuddly toy.	Learning question: How will I stuff my cuddly toy? Learning activities: Stuffing the cuddly toy and securing the opening; sewing on facial features.	Learning question: How effective was my design and construction? Learning activities: Evaluate the design and construction techniques by critiquing patterns, fabric choice, sewing techniques, stuffing and overall finished appearance.	Recap and analysis of skills
Music	Charanga – Happy a pop song by Pharrell Williams						
RE	Learning question: Christians and how to live: what would Jesus do?	Learning question: Christians believe that Jesus was the Messiah?	Learning question: Why do Hindus want to be good?	Learning question: What difference does the resurrection make to Christians?	Learning question: Christians, what kind of king is Jesus?	Learning question: Why do some people believe in God and some not? How does faith help people when life gets hard?	What have I learnt from this unit?
Computing	Learning question: What is 3D modelling? Learning activities: To recognise that you can work in three dimensions on a computer	Learning question: How can I modify 3D objects? Learning activities: To identify that digital 3D objects can be modified I can resize an object in three dimensions	Learning question: How can I combine objects for a 3D model? Learning activities: To recognise that objects can be combined in a 3D model	Learning question: How can I make accurate measurements for 3D models? Learning activities: To create a 3D model for a given purpose	Learning question: How can I plan a 3D model? Learning activities: To plan my own 3D model I can analyse a 3D model	Learning question: How can I make a 3D model? Learning activities: To create my own digital 3D model I can construct a 3D model based on a design	Learning question: How can I apply my skills to a scenario? Learning activities: To create a 3D model to solve a problem.

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	- I can add 3D shapes to a project - I can view 3D shapes from different perspectives - I can move 3D shapes relative to one another	- I can lift/lower 3D objects - I can recolour a 3D object	- I can rotate objects in three dimensions - I can duplicate 3D objects - I can group 3D objects	- I can accurately size 3D objects - I can show that placeholders can create holes in 3D objects - I can combine a number of 3D objects	- I can choose objects to use in a 3D model - I can combine objects in a design	- I can explain how my 3D model could be improved - I can modify my 3D model to improve it	
PE	We will play invasion games, focussing on Netball.						
	We will complete outdoor adventure activities such as orienteering and map routes.						
PHSE	Learning question: How can we work collaboratively? Learning activities: Learning Outcomes Children will be able to: Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.	Learning question: How can I keep my friendships healthy? Learning activities: Children will be able to: Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.	Learning question: What is assertiveness? Learning activities: Children will be able to: Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.	Learning question: How can I recognise assertive behaviours? Learning activities: Children will be able to: List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.	Learning question: How can people show their commitment? Learning activities: Children will be able to: Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.	Learning question: What is inappropriate touch? Learning activities: Children will be able to: Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.	

