

Unit planner: Are fairy tales just for kids? Year 5 5 weeks

Lead Subjects: RE, Literacy		Starter: Decorate classrooms for Lost Happy Endings Outcome: Story	
<p><u>National curriculum subject</u></p> <p><u>Writing</u></p> <p>Pupils should be taught to:</p> <p>Plan writing by identifying the audience and purpose of the writing. Select the appropriate form and use similar writing as models. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2</p> <p>Use organisational and presentational devices - sub-headings, columns, tables or bullet points.</p> <p>Evaluate and edit work using Purple Polishing Pens.</p> <p>Proof read for spelling and punctuation errors.</p> <p><u>Science</u></p> <p>Pupils should be taught to:</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><u>RE</u></p> <p>See the SACRE document</p> <p><u>Geography</u></p> <p>Pupils should be taught to:</p> <p>Know about the wider context of places- county, region, country. Explore areas focussing on their environmental regions, key physical and human characteristics.</p> <p>Identify the World's countries on a map.</p> <p>Understand and use a widening range of geographical terms.</p> <p><u>Art and DT</u></p> <p>Pupils should be taught to:</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at a particular audience.</p> <p>Generate, develop and communicate ideas through collaborative discussion. Select from and use a wider range of materials and components including ingredients.</p> <p>Investigate and analyse a range of existing products. Evaluate their design and end product.</p> <p><u>Music</u></p> <p>Pupils should be taught to:</p> <p>Compose complex rhythms from an increasing aural memory</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</p>		<p>Objective: What are fairy tales?</p> <ul style="list-style-type: none"> Description of LHE Diary entry from character perspective Own version of story, developing tension <ul style="list-style-type: none"> Design a castle- floor plan and sketch Make the castle - clay Peter and the wolf- music- exploring the use of different instruments, graphic notation Cinderella- Singing Drama based on fairy tales- Cinderella, Hansel and Gretel PHSE- 3 wishes and what is a good person? E-safety- stranger danger 	
		<p>Objective: How do living things live? Science unit - Living things and their habitats</p> <ul style="list-style-type: none"> Living things and their habitats- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <ul style="list-style-type: none"> Research the life cycles of other animals around the world (suggesting reasons for similarities and differences). Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world. 	
		<p>Objective: What can we learn from religion about temptations? (discrete RE unit)</p> <ul style="list-style-type: none"> What is temptation? How do people deal with temptation? What happens if you give in to temptation? What is forgiveness? Can it help people to be good? <ul style="list-style-type: none"> What do religions say about temptation? 	
		<p>Objective: Can you locate the world's countries?</p> <ul style="list-style-type: none"> Recap continents and oceans Using where different fairy tales originate from and how they differ in different places, research different countries using maps, atlases, and the internet. 	
		<p>Pupil lead learning:</p> <ul style="list-style-type: none"> Researching countries Art work- design and make a castle Independent writing pieces <ul style="list-style-type: none"> Science write up about life processes Presenting music piece to the class 	
		<p>Reflection:</p> <ul style="list-style-type: none"> Writing non-chorological report Diary entry 	
Text types:	Literature:	ICT:	Assessment Opportunities:
<ul style="list-style-type: none"> Non- chron Newspaper report Diary Entry 	<ul style="list-style-type: none"> Lost Happy Endings Cinderella Hansel and Gretel 	<ul style="list-style-type: none"> Internet Research I pads Switch-a-roo-zoo 	<ul style="list-style-type: none"> Outcome piece at the end of the Literacy Unit. Outcome pieces during literacy Speaking and Listening assessment

<ul style="list-style-type: none">• Persuasive letter• Story• Factfile• Biography		<ul style="list-style-type: none">• Seesaw	
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