

Unit planner: What are we doing to the world? Year 5 6 Weeks

<p>Key Concepts: Morals, respect, change, impact, sustainability, citizenship,</p>	<p>Intent: To understand the current problems our world faces and what we can do to help.</p>					
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: A mysterious letter arrives in year 5... Outcome: Exhibition in the hall to discourage plastic pollution</p>					
<p>Pupils will be taught to – <u>RE</u> See SACRE document –Unit 4 <u>Science</u> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <u>Art</u> Develop different ideas which can be used and explain his/her choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. Evaluate his/her work against their intended outcome.</p>	<p>Music</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Can I understand how music can be used to portray the mood? Can I visualise a scene when listening to the music? Can I create my own piece of music that symbolises the sounds created by the sea? Can I create my own graphic notations when creating a piece of music? </td> <td style="width: 20%;"> <ul style="list-style-type: none"> • Character • Visualise • Composing • Graphic notations </td> <td style="width: 20%;"> <ul style="list-style-type: none"> • Emotions • Mood • Replicate </td> </tr> </table>			Can I understand how music can be used to portray the mood? Can I visualise a scene when listening to the music? Can I create my own piece of music that symbolises the sounds created by the sea? Can I create my own graphic notations when creating a piece of music?	<ul style="list-style-type: none"> • Character • Visualise • Composing • Graphic notations 	<ul style="list-style-type: none"> • Emotions • Mood • Replicate
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	<p>Science/Geography/History/PSHE</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Can I understand the history of plastic pollution? Can I explain the changes in energy sources and why these changes have happened? Can I identify a historic disaster linked to pollution? Can I understand what is meant by climate change? Can I identify the natural resources used to make a range of everyday items? Can I describe some of the impacts on the environment of making everyday objects? Can I give examples of how people can reduce, reuse and recycle to help the world? Can I understand how sea life is impacted by the actions of humans? </td> <td style="width: 20%;"> <ul style="list-style-type: none"> • Sustainability • Climate change • Pollution • Responsibilities • Plastic pollution • Renewable • Extinction </td> <td style="width: 20%;"> <ul style="list-style-type: none"> • Help • Impact • Natural resources • Economic activity • Reuse, reduce, recycle • Disaster • Air pollution, polar ice caps, smog, nuclear </td> </tr> </table>			Can I understand the history of plastic pollution? Can I explain the changes in energy sources and why these changes have happened? Can I identify a historic disaster linked to pollution? Can I understand what is meant by climate change? Can I identify the natural resources used to make a range of everyday items? Can I describe some of the impacts on the environment of making everyday objects? Can I give examples of how people can reduce, reuse and recycle to help the world? Can I understand how sea life is impacted by the actions of humans?	<ul style="list-style-type: none"> • Sustainability • Climate change • Pollution • Responsibilities • Plastic pollution • Renewable • Extinction 	<ul style="list-style-type: none"> • Help • Impact • Natural resources • Economic activity • Reuse, reduce, recycle • Disaster • Air pollution, polar ice caps, smog, nuclear
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<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. Mix colours to express mood, divide foreground from background or demonstrate tones Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures. Return to work over longer periods of time and use a wider range of materials.</p> <p><u>DT</u> Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable.</p> <p><u>Geography</u> Understand about weather patterns around the world and relate these to climate zones. Understand how humans affect the environment over time. Know about changes to world environments over time. Understand why people seek to manage and sustain their environment.</p> <p><u>History</u> Make comparisons between aspects of periods of history and the present day. Give some reasons for some important historical events.</p> <p><u>Music</u> Compose complex rhythms from an increasing aural memory. Understand how pulse, rhythm and pitch work together. Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. Develop an increasing understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><u>PHSE</u> Know how their body will, and their emotions may, change as they approach and move through puberty Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the</p>	<p>Can I understand how to keep clean during puberty? Can I explain how to get support during emotional changes? Can I understand pressures associated with social media and body image?</p>	<ul style="list-style-type: none"> • Body Shaming 	<ul style="list-style-type: none"> • Confidence
<p>Reflection:</p>			
<ul style="list-style-type: none"> • Reflect on their actions within the world. 		<ul style="list-style-type: none"> • Reflect on what it means to be a good person and a valued member of society. 	

environment; to continue to develop the skills to exercise these responsibilities
 Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
 Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
 Explore and critique how the media present information
 Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Text types:	Literature:	Maths Links	Enrichment
<ul style="list-style-type: none"> • Novel based unit. • Poetry • Own section of the book • Complaint/persuasive Letter 	<ul style="list-style-type: none"> • <i>Garbage Guts</i> 	<ul style="list-style-type: none"> • Statistics on pollution and climate change 	<ul style="list-style-type: none"> • Trip to the park - what rubbish can be seen?