


Challenge Pack:	Change makers	Challenge outcome:	How can we raise awareness of a global issue?	NC Year:	5
				Length of term:	14 weeks
Summary	This Challenge incorporates three key phases: Children will look at specific region facing a current global issue (Air pollution), they will compare life in Brazil to life in the UK and understand how the economies and our actions are linked. Children will learn about historic and current Changemakers, understanding how Greta Thunberg is campaigning for environmental change. Finally, they will develop their own campaign to raise awareness of air pollution.	Hook:	The Animal Man - visit to VPA. Children meet/touch animals – Support living things and their habitats and overlaps with Geography objectives – compare and contrast animals/habitats in UK and South America		
Key texts:	<p><u>Main texts for planning:</u></p>  <p><u>Additional books from book web:</u> No one is too small to make a difference by Greta Thunberg. Ecographics: Climate change by Izzy Howell. The Great Kapok Tree by Lynne Cherry. My story by Malala Yousafazi. Long walk to freedom by Nelson Mandela.</p>	Trips and visits:	The Animal Man.	Ballot street challenge:	

NICER: Now, Independence, Creativity, Enterprise, Regional.

Let RIP: Real, Immersive and Purposeful

CIn: Child initiated

	Maths:	English:	Class reader: VIPERS text/genre:	NICER:	Discrete/ Special events:
Week 4 (21/09/20)	Addition-worded problems, column method, decimals. Addition Column method Larger numbers Worded problems in context Addition mastery	Purpose: Report writing non-chronological. (Significant Changemakers) Key text/resource: Long walk to freedom by Nelson Mandela and example reports.	Long walk to freedom by Nelson Mandela. (Focus on explanation- how was Nelson Mandela a significant changemaker?) Vipers	WELCOME TO BRAZIL - THE WEATHER IS LOVELY! (introduction to Challenge - understanding the differences in climate between South America and the UK) As Geographers WALT - locate countries in South America and compare their climate to the UK	<i>Animal Man will visit each class on Monday and bring a selection of living things to describe and discuss how they are suited to the habitat they live in.</i>

	<p>Ongoing multiplication facts, continued.</p>	<p>Skills included: (From skills ladders) : RIP features Identification and purpose of reports.</p> <p>PGS: A mixture of simple, compound and complex sentences used to extend meaning and add variety and interest. Use of punctuation to clarify meaning or avoid ambiguity.</p> <p>Vocabulary: Change-makers, Apartheid, Global issue, segregation, equality, diversity.</p>	<ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games • See stp for daily details 	<p>As Geographers WALT - use technical vocabulary to explain the climate of Brazil</p> <p>As Geographers WALT - explain how the water cycle works (in relation to Brazil)</p> <p>We can use ICT to demonstrate and compare levels of Rainfall in Brazil and Britain</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 5 (28/09/20)</p>	<p>Subtraction Column method Larger numbers Worded problems in context Subtraction mastery Ongoing multiplication facts 6 and 7 times tables</p>	<p>Purpose: Recount to discuss animal man visit.</p> <p>Key text/resource: Animal man visit, example recount texts, the great kapok tree by Lynne Cherry.</p> <p>Skills included: (From skills ladders) : features Identification and purpose of recount writing.</p> <p>PGS: Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. A mixture of simple, compound and complex sentences are used to extend meaning and add variety and interest, taking into account audience and purpose for writing.</p> <p>Vocabulary: animals, habitats, climate, adaption, hibernate, characteristics, mammals, reptiles, bird.</p>	<p>The Great Kapok Tree by Lynne Cherry.</p> <p>(Link to environmental change in Brazil)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>WHAT LIVING THINGS ARE IN THE BRAZILIAN RAINFOREST AND WHAT ARE THEIR HABITATS LIKE? (As Scientists we will explore the classification of living things, their similarities and differences including micro-organisms, plants and animals)</p> <p>As Scientist WALT: describe the adaptations animals have to suit their environments.</p> <p>As Scientist WALT: Use our understanding of different living things <i>in the rainforest</i> so that we can classify them</p> <p>As Scientist WALT: design a fair test so that we can understand the conditions for life <i>in the rainforest</i>.</p> <p>As Scientist WALT research so that we can understand the importance of microorganisms <i>to the rainforest</i></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6 (5/10/20)</p>	<p>Addition and subtraction combined- worded problems.</p> <p>Addition and subtraction links Worded problems Deeper investigations Review</p> <p>Ongoing multiplication facts 8 and 9 times tables (use do nows as part of our basic skills work)</p>	<p>Purpose: Setting description (Amazon description.)</p> <p>Key text/resource: The great kapok tree by Lynne Cherry and examples setting descriptions.</p> <p>Skills included: (From skills ladders) : Features of descriptive writing. Identification of purpose and audience. Descriptions of setting are used to create and reflect changes in mood.</p> <p>PGS: A mixture of simple, compound and complex sentences are used to</p>	<p>The Great Kapok Tree by Lynne Cherry</p> <p>(Inference from the images- what can we tell about the habitat from the pictures? Links to art.)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>HOW CAN WE CELEBRATE THE BEAUTY OF THE BRAZILIAN RAINFOREST THROUGH ART? (We've studied the book 'The Great Kapok Tree' by Artist and Author Lyne Cherry, now we are going to use her work to inspire our own Amazon Artwork)</p> <p>As Artists WALT identify shape, colour, tone and shading in works of Art (Critically analyse one of the illustrations in the book to observe the techniques used.)</p> <p>As Artists WALT to blend colours to create a palette for the Amazon</p> <p>As Artists WALT select and reproduce a section of a painting that captures the colours of the Amazon</p>	

		<p>extend meaning and add variety and interest, taking into account audience and purpose for writing. Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.</p> <p>Vocabulary: Generated from artwork and VIPERS)</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 7 (12/10/20)</p>	<p>Multiplication- using facts in different contexts.</p> <p>Multiplication Using facts, applying in different contexts Written multiplication strategies</p>	<p>Purpose: Setting description</p> <p>Key text/resource: The great kapok tree by Lynne Cherry and examples setting descriptions.</p> <p>Skills included: (From skills ladders) : Features of descriptive writing. Identification of purpose and audience. Descriptions of setting are used to create and reflect changes in mood.</p> <p>PGS: A mixture of simple, compound and complex sentences are used to extend meaning and add variety and interest, taking into account audience and purpose for writing. Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.</p> <p>Vocabulary: Generated from artwork and VIPERS)</p>	<p>The Great Kapok Tree by Lynne Cherry</p> <p>(Focus on intonation and tone- how can the voices of the animals effect their message?)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>WHAT IS BRAZIL LIKE? WHY SHOULD WE BE INTERESTED IN IT? (Children will be provided carefully selected fact files of Brazil containing declarative knowledge on Ecosystems, settlements and the environment - they will then decide in groups how to learn and present this information back to the class)</p> <p>https://tropical-rainforest-facts.com/Amazon-Rainforest-Facts/Amazon-Rainforest-Birds-Facts.shtml</p> <p>As Geographers WALT - understand key aspects of Brazil/Amazon so that we can clearly explain them to an audience</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">week 8 (19/10/20)</p>	<p>Multiplication Using facts, applying in different contexts Written multiplication strategies continued</p>	<p>Purpose: Letter to persuade someone significant with our cause.</p> <p>Key text/resource: Ecographahics: Climate change by Izzy Howell and hook letter.</p> <p>Skills included: (From skills ladders) : RIP features. Identification of purpose and audience. PGS: A mixture of simple, compound and complex sentences are used to extend meaning and add variety and interest, taking into account audience and purpose for writing. Use of brackets, dashes or commas to indicate parenthesis.</p>	<p>Ecographahics: Climate change by Izzy Howell.</p> <p>(Focus on non-fiction text to grow vocabulary and understand causes of air pollution and their effects.)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>What is the climate crisis facing the Brazilian Rainforest and what how can our choices effect similar Climate Change disasters?</p> <p>As Geographers WALT: Understand <i>land use and economic activity</i> so that we can understand causes of climate change</p> <p>Why have parts of the Amazon been cleared? (Deforestation) What are the new uses of this land? How do economic choices motivate this?</p> <p>As Geographers WALT: explain the environmental effects of deforestation.</p> <p>As Geographers WALT: Compare the effects of deforestation in Brazil and the UK so that we can prevent future decline.</p>	

		<p>Expand phrases and clauses to add information and detail.</p> <p>Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER</p>			
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Week 1 (2/11/20)	<p>Number problems in context, using formulas to calculate areas and perimeter and relating that to number.</p> <p>Focus on multiplication calculations and mathematical relationships.</p>	<p>Purpose: Letter to persuade someone significant with our cause.</p> <p>Key text/resource: Ecograpahics: Climate change by Izzy Howell and hook letter.</p> <p>Skills included: (From skills ladders) : RIP features. Identification of purpose and audience. PGS: A mixture of simple, compound and complex sentences are used to extend meaning and add variety and interest, taking into account audience and purpose for writing. Use of brackets, dashes or commas to indicate parenthesis. Expand phrases and clauses to add information and detail.</p> <p>Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER</p>	<p>Ecograpahics: Climate change by Izzy Howell.</p> <p>(Focus on prediction- What might happen if we continue to pollute the planet?)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>What is the main religion in Brazil? Who are its religious leaders? How can religious leaders make changes? How have non-religious leaders historically influenced changes?</p> <p>As Theologians WALT: identify the main religions in Brazil <i>so that</i> we can make comparisons with the UK</p> <p>As Theologians WALT: describe how religious leaders have persuaded people to make changes</p> <p>As Historians WALT: identify Changemakers so that we can understand their impact (Who are the people that have affected our lives and in which different areas) (What might life have been like without their influence?)</p>	
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Week 2 (9/11/20)	<p>Decimal numbers and their relationship to fractions, fractions of amounts, parts of etc</p>	<p>Purpose: Speech to convince public to support our cause.</p> <p>Key text/resource: No one is to small to make a difference by Greta Thunberg and examples of persuasive speeches.</p> <p>Skills included: (From skills ladders) : RIP features. Identification of purpose and audience. PGS: Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. Direct or reported speech.</p>	<p>No one is to small to make a difference by Greta Thunberg.</p> <p>(Focus on persuasive language and vocabulary.)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>What can we learn from historical and current Changemakers so that we can actively help our community?</p> <p>As a British Citizen WALT: I can evaluate the impact of Changemakers on their local and wider communities</p> <p>As a British Citizen WALT: I can plan ways to raise awareness of a global issue in my own community (school)</p> <p>As a British Citizen WALT: I can plan ways to raise awareness of a global issue in the wider community (Birmingham/UK) <i>Go viral...</i></p>	
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		Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER			
Week 3 (16/11/20)	<p>Fractions of quantities.</p> <p>Decimal numbers and their relationship to fractions, fractions of amounts, parts of etc.</p>	<p>Purpose: Speech (performance)</p> <p>Key text/resource: No one is to small to make a difference by Greta Thunberg and examples of persuasive speeches.</p> <p>Skills included: (From skills ladders) : RIP features. Identification of purpose and audience. PGS: Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. Direct or reported speech.</p> <p>Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER</p>	<p>No one is to small to make a difference by Greta Thunberg.</p> <p>(Focus on persuasive language and vocabulary.)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>How can we present and manipulate data and facts to strengthen our persuasive performance poetry?</p> <p>As technicians WALT: present data so that we can trust the source and make people interested</p> <p>As technicians WALT: analyse data so that we can support an argument</p>	
Week 4 (23/11/20)	<p>Data and Statistics</p> <p>Complete, read and interpret data in tables.</p> <p>Solve comparison sums, sum and difference problems using information presented.</p>	<p>Purpose: Persuasive poetry</p> <p>Key text/resource: No one is to small to make a difference by Greta Thunberg and examples or persuasive poetry.</p> <p>Skills included: (From skills ladders) : RIP features Identification and purpose of persuasion. PGS: Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. A widening range a layout conventions and presentational devices are used indicate main and supporting points.</p> <p>Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER.</p>	<p>No one is to small to make a difference by Greta Thunberg.</p> <p>(Focus inference to find clues about Greta’s life.)</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>How have protest songs raised awareness of global issues? Can a singer be a Changemaker?</p> <p>As Musicians WALT: Identify how lyrics can help raise awareness of issue</p> <p>As Musicians WALT: Use emotive language <i>so that</i> we can write effective lyrics about deforestation and climate change</p> <p>As Musicians WALT: Compose using simple structures using verse/chorus/verse</p>	<p>Technicians- perform and record poems? Use garage band to create beat?</p>
Week 5 (30/11/20)	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>	<p>Purpose: Persuasive poetry. (performance)</p> <p>Key text/resource: No one is to small to make a difference by</p>	<p>No one is to small to make a difference by Greta Thunberg.</p> <p>(Focus ON emotive language- use Greta’s speech to WHO.)</p>	<p>CHALLENGE OUTCOME: How can we raise awareness of a global issue? (Two week project)</p> <p>Child initiated approach to how they will spread their persuasive/awareness message (link back to ideas around Changemakers, local or national scope)</p>	

		<p>Greta Thunberg and examples or persuasive poetry.</p> <p>Skills included: (From skills ladders) : RIP features Identification and purpose of persuasion. PGS: Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. A widening range a layout conventions and presentational devices are used indicate main and supporting points.</p> <p>Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER.</p>	<p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>Could they make a video for the Youtube? Write a Blog for the school website? Write a letter to be published in the Birmingham Mail.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week 6 (7/12/20)</p>	<p>Christmas Math's- coordinates and shape/symmetry.</p>	<p>Purpose: Persuasive advert/poster</p> <p>Key text/resource: No one is to small to make a difference by Greta Thunberg and examples of persuasive posters.</p> <p>Skills included: (From skills ladders) : RIP features Identification and purpose of persuasion. PGS: Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. A widening range a layout conventions and presentational devices are used indicate main and supporting points.</p> <p>Vocabulary: Climate change, air pollution, deforestation, habitats and generated from VIPERS and NICER.</p>	<p>No one is to small to make a difference by Greta Thunberg.</p> <p>Vipers</p> <ul style="list-style-type: none"> • Vocabulary • Close Reading • Comprehension • Reading for pleasure • Reading games <p>See stp for daily details</p>	<p>CHALLENGE OUTCOME:</p> <p>Children present/perform/compose their challenge outcomes.</p>	<p>Killer questions. Assessments.</p>