





Curriculum | Medium Term Plan - Autumn 2021

Challenge Pack:	Change Makers - How can we can we raise awareness of a global issue?	Challenge outcome:	Children deliver a speech to persuade people to support with saving the planet (preventing further deforestation and air pollution).	NC Year: Length of term:	Y5 14
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 speech to raise awareness of pollution, including a presentation to raise awareness of pollution	Hook:	<p>Stratford Butterfly Farm – Trip to the ‘Stratford Upon Avon Butterfly Farm’ to experience a real rainforest and learn why we are it is so important to our planet.. This will be an opportunity for children to learn about tropical rainforest environments and the plants and animals that live within these habitats.</p> <p>Children will also have the opportunity to discover the Maya, a rainforest civilisation (Children are aware of Mayans from year 4) This experience also links with NICER while children observe South America. The class will become jungle explorers and go into the Rainforest Flight Area.</p>		
Key texts:	<p>Fiction: No-one is too small to make a difference by Great Thunberg, The Great Kapok Tree, Earth Heroes</p> <p>Non-Fiction: My story by Malala Yousafazi, Climate Action, The Brilliant Deep</p>	Trips and visits:	Stratford Upon Avon Butterfly Farm	Aspire sessions:	5WB – 29 th September 5SU – 6 th October 5RG – 13 th October
 <p>To project their voice to large audience. For gestures to become increasingly natural.</p> <ul style="list-style-type: none"> I can use several different tones of voice and adapt the pace of my speech to the context. <p>I can use subtle gestures and body language to indicate a range of different emotions.</p>	 <p>To use an increasingly sophisticated range of sentence stems with fluency and accuracy</p> <ul style="list-style-type: none"> I can construct language effectively for a range of purposes, e.g. to persuade someone. I can identify different types of language: metaphor, tripling, emphasis. 	 <p>To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives</p> <ul style="list-style-type: none"> I can choose and organise the content <p>I can include relevant content to help achieve the purpose of the talk.</p>	 <p>Listening for extended periods of time. To speak with flair and passion.</p> <ul style="list-style-type: none"> I seek feedback to improve aspects of my oracy I can show calmness and composure when speaking to an audience 		

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
06.09.21	<p>Area of learning: Place Value</p> <p>Knowledge of skills: Recognition of place value Rounding to the nearest 10,100,100</p> <p>Skills</p> <p>Children represent numbers to 9999 using concrete resources. They understand that a 4 digit number is made up of 1000s, 100s, 10s and ones.</p> <p>Mental maths- Multiplication</p>	<p>Basic skills- SPAG</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Identify and use nouns, pronouns, adjectives and determiners appropriately - Use expanded noun phrases to give complicated information concisely <p>Vocabulary: Freedom, change-makers, apartheid, global issue, segregation, equality, diversity.:</p>	<p>Earth Heroes</p> <p>(Link to climate change)</p> <p>Vipers</p> <ul style="list-style-type: none"> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus 	<p>WELCOME TO BRAZIL – THE WEATHER IS LOVELY! (introduction to Challenge – understanding the differences in climate between South America and the UK)</p> <p>Killer Questions Where on the planet are different global and environmental issues taking place? Geographically describe some of the different locations of these global issues?</p> <p>G1.1 - As Geographers WALT – locate countries in South America and compare their climate to the UK Outcome – Chn will label a map and complete a quiz to recall countries in south America.</p> <p>G2.3 - As Geographers WALT – use technical vocabulary to explain the climate of Brazil Outcome – Chn will match the words to their definition and then use a talk prompt to practise using words in context.</p> <p>G2.2 -As Geographers WALT – explain how the water cycle works (in relation to Brazil) Outcome – Chn label the water cycle with key vocabulary.</p> <p>Link to challenge outcome – children will be able to explain where to find the amazon rainforest and locate it using a map. They will use exploratory talk to better understand the climate which they will later use in their presentational talk.</p>	<p>Rosh Hashanah (6-8 September)</p> <p>International Literacy Day (8 September)</p>
Homework	<p>Number bond or timetables practise: 4 x tables focussing on all 4 number sentences for each calculation e.g $4 \times 3 = 12$ $3 \times 4 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$</p>	<p>Spellings: Words with endings that sound like /shus/ spelt with –cious</p>	<p>Reading book/ Reading Plus</p> <p>Earth heroes</p>	<p>Flipped homework: Provide hard copies, information sheets and post on Showbie;</p> <p>Killer question How are living creatures, plants and animals adapted to live and grow in the Amazon? Research using a range of sources including hard copies for the children to work from.</p>	

13.09.21	<p>Area of learning: Place Value</p> <p>Knowledge and skills: Recognition of place value Counting in 10s – 100,000s</p> <p>Skills Within this step children revise adding and subtracting 10s, 100s and 1000s</p> <p>Mental maths focus: Rounding numbers (10,100,1000)</p>	<p>Purpose: Writing to inform Text type: Non-chronological report to inform the reader about the rainforest including the climate and the animals (Earth Heroes)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Identify and use nouns, pronouns, adjectives and determiners appropriately - Use expanded noun phrases to give complicated information concisely <p>Vocabulary: Climate change, animals, habitats, climate, adaption, hibernate, characteristics, mammals, reptiles, bird.</p>	<p>Earth Heroes</p> <p>(Link to climate change)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>WHAT LIVING THINGS ARE IN THE BRAZILIAN RAINFOREST AND WHAT ARE THEIR HABITATS LIKE? <u>(As Scientists we will explore the classification of living things, their similarities and differences including micro-organisms, plants and animals)</u></p> <p>Killer Questions Why do animals that come from the rainforest have to be kept in special habitats in British zoos? Why do some animals face extinction more than others?</p> <p>S3.1k - As Scientist WALT: describe the adaptations animals have to suit their environments. Outcome -Chn will label animals and their adaptations and sort them into appropriate environments</p> <p>S3.1o - As Scientist WALT: Use our understanding of different living things in the rainforest so that we can classify them Outcome - Children will sort and classify animals</p> <p>S2.2 - As Scientist WALT: design a fair test so that we can understand the conditions for life in the rainforest. Outcome – Children will plan and implement a test to observe evaporation.</p> <p>Link to challenge outcome – Children will recap and develop their understanding of the needs of different types of animals including how they are adapted to their environment. This will help chn to understand the need for deforestation to stop.</p>	<p>Jeans for Genes (begins 13 September) International Day of Democracy (15 September)</p>
Homework	<p>Number bond or timetables practise: 6 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings: Words with endings that sound like/ shus/ spelt with -tious or -ious</p>	<p>Reading book/ Reading Plus</p> <p>Long walk to freedom by Nelson Mandela</p>	<p>Flipped homework: Killer question - What do all living things need to survive? Why do different living things need different features to survive and grow? Create an APC to highlight features.</p>	
20.09.21	<p>Area of learning: Place Value</p> <p>Knowledge and skills: Comparing and ordering numbers Negative numbers Roman Numerals</p> <p>Skills Children can describe what is happening to place value columns when they are</p>	<p>Purpose: Writing to inform Text type: Non-chronological report to inform the reader about the rainforest including the climate and the animals (Earth Heroes)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Identify and use nouns, pronouns, adjectives and determiners 	<p>Earth Heroes</p> <p>(Link to climate change)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus</p>	<p>S3.1m- As Scientist WALT identify the importance of microorganisms to the rainforest Outcome – Children will plan and implement a test to observe evaporation.</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>Sukkot (begins 20 September) International Day of Peace (21 September) European Day of Languages (26 September) Yom Kippur (begins 27 September)</p>

	<p>adding, subtracting or manipulating numbers.</p> <p>Mental maths focus: Rounding numbers up to a mill</p>	<p>appropriately</p> <ul style="list-style-type: none"> - Use expanded noun phrases to give complicated information concisely <p>Vocabulary: Climate change, animals, habitats, climate, adaption, hibernate, characteristics, mammals, reptiles, bird.</p>	<p>-Reading games/ Reading Plus</p>	<p>Killer Questions How can you create effect using brush strokes? How do colours/media create a mood?</p> <p>A3.2a - As Artists WALT identify shape, colour, tone and shading in works of Art Outcome - Critically analyse one of the illustrations in the book to observe the techniques used.</p> <p>A3.3b - As Artists WALT to blend colours to create a palette for the Amazon Outcome- Chn use techniques of blending to represent the Amazon</p> <p>Link to challenge outcome – Children will display their artwork to inspire people to support protection of the rainforest.</p>	
Homework	<p>Number bond or timetables practise: 7 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings: Words with the short vowel sound /i/ spelt with y</p>	<p>Reading book/ Reading Plus Long walk to freedom by Nelson Mandela</p>	<p>Flipped homework: Create a table of similarities and differences between Brazil and Great Britain. Use fact files for the week ahead to help complete this.</p>	
27.09.21	<p>Area of learning – Addition and Subtracting</p> <p>2- 4 digit number with and without exchanging</p> <p>Skills Children will add 4-digit numbers with one exchange. They will use a place value grid to support alongside understanding column addition.</p> <p>Mental maths focus- comparing negative numbers</p>	<p>Purpose: Writing to inform Text type: Non-chronological report to inform the reader about the rainforest including the climate and the animals (Earth Heroes)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> • Identify and use personal pronouns, prepositions and fronted adverbials appropriately • Use a wide range of punctuation accurately and consistently • Recognise and use abstract nouns • Use expanded noun phrases to give complicated information concisely <p>Vocabulary: Climate change, animals, habitats, climate, adaption, hibernate, characteristics, mammals,</p>	<p>Earth Heroes (Link to environmental change in Brazil)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>A3.3b - As Artists WALT select and reproduce a section of a painting that captures the colours of the Amazon Outcome – Chn produce a painting using the colours of the Amazon</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>Killer Questions Why is the climate beneficial for Brazil and its natural resources?</p> <p>G3.3 -As Geographers WALT - understand key aspects of Brazil/Amazon so that we can clearly explain them to an audience Outcome: Chn will produce a fact file about Brazil.</p> <p>Link to challenge outcome – Children will develop their understanding of the rainforest which will help them to explain what makes it so important to the planet.</p>	<p>Sukkot ends (27 September) Yom Kippur ends (28 September) Black History Month (begins 1 October)</p>

		reptiles, bird.			
Homework	Number bond or timetables practise: 8 x tables focussing on all 4 number sentences for each calculation	Spellings: Words with the short vowel sound /y/ spelt with y	Reading book/ Reading Plus The Great Kapok Tree by Lynne Cherry.	Flipped homework: What is climate?, how does climate affect activities in different parts of the world. Use fact file and secondary sources to create fact sheets and posters that illustrate different climates.	6MA Class assembly 5SW INSPIRE
04.10.21	<p>Area of learning – Subtraction and estimation</p> <p>Addition and subtraction using the inverse operation</p> <p>Skills</p> <p>Children will explore what happens when subtraction has more than one exchange.. They can use manipulatives to support their understanding. Some children may feel confident calculating with a written method.</p> <p>Mental maths focus- Mental strategies for addition and subtraction</p>	<p>Purpose: Writing to inform</p> <p>Text type: Newspaper/ research article to inform people about the effects of deforestation</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Identify and use personal pronouns, prepositions and fronted adverbials appropriately Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Use expanded noun phrases to give complicated information concisely <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 Plus -Reading games/ Reading Plus 	<p>WHAT IS THE CLIMATE CRISIS FACING THE BRAZILLIAN RAINFOREST? (Children will explore effects of deforestation and how can our choices effect similar Climate Change disasters)</p> <p>Killer Questions</p> <p>Why have parts of the Amazon been cleared? What are the new uses of this land? How do economic choices motivate this?</p> <p>G3.3 -As Geographers WALT: Understand <i>land use and economic activity</i> so that we can understand causes of climate change</p> <p>Outcome: Children will explore the cause and effect of climate change.</p> <p>G3.1 - As Geographers WALT: explain the environmental effects of deforestation.</p> <p>Outcome: Chn will identify and collect facts of effects of deforestation.</p> <p>G3.2 -As Geographers WALT: Compare the effects of deforestation in Brazil and the UK so that we can prevent future decline.</p> <p>Outcome: Chn will use their knowledge from previous lesson and compare v effects using a venn diagram.</p> <p>Link to challenge outcome – Children will understand how deforestation contributes to global warming/ climate change which will help them to explain to others what needs to change in order to prevent further pollution.</p>	<p>World Space Week (begins 4 October)</p> <p>World Teachers’ Day (5 October)</p> <p>Walk to School Day (6 October)</p> <p>World Mental Health Day (10 October)</p> <p>World Homeless Day (10 October)</p>
Homework	Number bond or timetables practise:	Spellings: Homophones and near homophones	Reading book/ Reading Plus	Flipped homework: What can we find out about historical changemakers; Nelson Mandela, Malala Yousuf	6JD Class assembly 5SU INSPIRE

	9 x tables focussing on all 4 number sentences for each calculation		The Great Kapok Tree by Lynne Cherry.	Greta Thunberg What did they do , what did they change or begin to change? Use books and fact files	
11.10.21	<p>Area of learning – Statistics</p> <p>Reading and interpreting graphs and charts</p> <p>Skills</p> <p>Children will revise how to use bar charts, pictograms and tables to interpret and present data. Children will use the information they have gathered to create questions to understand it.</p> <p>Mental maths focus- Inverse operation</p>	<p>Purpose: Writing to inform Text type: Newspaper/ research article but focus on key event from change maker (Greta Thunberg) to link</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Identify and use subordinates clauses, modal verbs and proper nouns appropriately Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Use reported speech accurately <p>Vocabulary: activist, enforced, human rights, discrimination, advocate, accomplishments and generation</p>	<p>No one is so small to make a difference by Greta Thunberg</p> <p>(links to changemaker/ English)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>WHAT IS THE MAIN RELIGION IN BRAZIL? WHO ARE THE RELIGIOUS LEADERS? (Who are the people that have affected our lives and in which different areas) (What might life have been like without their influence?)</p> <p>Killer Questions 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 Outcome: Children list religions and beliefs in Brazil</p> <p>As Theologians WALT: describe how religious leaders have persuaded people to make changes Outcome: Chn explore decisions made by religious leaders and collect information which helped persuade leaders.</p> <p>As Historians WALT: identify Changemakers so that we can understand their impact Outcome: Chn create a personal profile of changemakers</p> <p>Link to challenge outcome – Children will develop their understanding of the importance of changemakers and inspire them to drive change themselves during the challenge outcome.</p>	<p>National Braille Week begins (11 October) Ada Lovelace Day (12 October) World Food Day (16 October) International Day for the Eradication of Poverty (17 October)</p>
	Homework	<p>Number bond or timetables practise: 12 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings: Homophones near homophones</p>	<p>Reading book/ Reading Plus My story by Malala Yousafazi</p>	<p>Flipped homework: Create an APC to describe how to find out information. Extend this, can we create our own hypothesis and use graphs and charts to prove them.</p>

18.10.21	<p>Area of learning – Problem solving using graphs and charts</p> <p>Skills</p> <p>To read and interpret charts Children will solve comparison and difference problems using discreet data with a range of scales.</p> <p>Mental maths focus- mental strategies to interpret graphs</p>	<p>Purpose: Writing to inform Text type: Newspaper/ research article but focus on key event from change maker (Greta Thunberg) to link</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Identify and use subordinates clauses, modal verbs and proper nouns appropriately Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Use reported speech accurately <p>Vocabulary: activist, enforced, human rights, discrimination, advocate, accomplishments and generation</p>	<p>No one is to small to make a difference by Greta Thunberg</p> <p>(links to changemaker/English)</p> <p>Vipers</p> <ul style="list-style-type: none"> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus 	<p>HOW CAN WE USE REAL DATA TO PERSUADE COMMUNITIES TO MAKE A CHANGE? (Children will research and retrieve information about how Malala’s fund has helped make changes to the lives of female children)</p> <p>Killer Questions Can we become a changemaker? How can we persuade people to make a change?</p> <p>C3.2e - As Digital Technicians WALT: collect and analyse data Outcome: Children will research figures observing the increase of pollution levels compared to the decrease of forests.</p> <p>C3.d2 - As Digital Technicians WALT: present data so that we demonstrate how many females globally miss out on education Outcome: Children will research figures observing the increase of pollution levels compared to the decrease of forests.</p> <p>Link to challenge outcome – Children will learn facts and statistics that will support their persuasive speech and will learn how to present this information electronically to strengthen their persuasion.</p>	<p>Anti-Slavery Day (18 October) The Prophet Muhammad’s birthday (19 October) International Stammering Awareness Day (22 October)</p>
Homework	<p>Number bond or timetables practise: 144 Club</p>	<p>Spellings:</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p>	<p>3TB INSPIRE</p> <p>Everybody write day</p>
25.10.21				<p><i>Half Term</i></p>	<p>Halloween (31 October)</p>
Homework	<p>Number bond or timetables practise: 100 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings:</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Collect information that highlights a local issue, litter, graffiti etc and create a mini fact file to show it.</p>	

01.11.21	<p>Area of learning – Identify factors of multiples</p> <p>Recognise prime numbers and common factors</p> <p>Skills</p> <p>Building upon their times tables knowledge children will find multiples of whole numbers. Children understand that a multiple of a number is the product of the number and another whole number.</p> <p>Mental maths focus- multiplication</p>	<p>Purpose: Writing to persuade Text type: Letter to persuade people to reduce their carbon footprint</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Identify and use emotive language and exaggeration Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Use imperatives and rhetorical questions accurately Use of commas to avoid ambiguity <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>Climate Action</p> <p>(Links in with reduction of carbon footprint)</p> <p>Vipers</p> <ul style="list-style-type: none"> -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus 	<p>WHAT CAN WE LEARN FROM HISTORICAL AND CURRENT CHANGEMAKERS? (Children will explore ways to help raise awareness of global issues within the community)</p> <p>Killer Questions</p> <p>How can we become a changemaker? How can we persuade people to make a change?</p> <p>C3.3 - As a British Citizen WALT: I can evaluate the impact of Changemakers on their local and wider communities Outcome: Children will review and present the impact that various changemakers have had.</p> <p>C3.6 - As a British Citizen WALT: I can plan ways to raise awareness of a global issue in my own community (school) Outcome: Children will work collaboratively to discuss and agree on how they will raise awareness.</p> <p>C3.8 - As a British Citizen WALT: I can plan ways to raise awareness of a global issue in the wider community (Birmingham/UK) Outcome: Children will begin to break down their plan into steps considering what they will need to prepare in advance.</p> <p>Link to challenge outcome – Children will study significant individuals that have driven change and consider how they can apply/ employ similar qualities to support their own drive for change.</p>	<p>All Saints' Day (1 November) Diwali/Deepavali (4 November) Guy Fawkes Day (5 November)</p>
Homework	<p>Number bond or timetables practise: 1000 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings: Words with silent sounds</p>	<p>Reading book/ Reading Plus Climate Action</p>	<p>Flipped homework:</p> <p>What examples of different religions do we have in the local area. Can we describe one, maybe the religion/belief that we follow?</p>	<p>3SB INSPIRE</p>
08.11.21	<p>Area of learning – Multiply by 10, 100 and 1000</p> <p>Using place value charts to accurately multiply whole numbers</p> <p>Skills</p>	<p>Purpose: Writing to persuade Text type: Letter to persuade people to reduce their carbon footprint</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> Identify and use emotive language and exaggeration 	<p>Climate Action</p> <p>(Links in with reduction of carbon footprint)</p> <p>Vipers</p> <ul style="list-style-type: none"> -Vocabulary -Close Reading -Comprehension 	<p>How do people from different cultures live in their communities? (Children will explore ways to help raise awareness of global issues within the community)</p> <p>Killer Questions</p> <p>As Theologians WALT: Express our views on different beliefs and practices so that we understand how we self-reflect</p>	<p>World Science Day (10 November) Armistice/Remembrance Day (11 November) World Diabetes Day (14 November)</p>

	<p>Children understand the relationship between multiplication and division and links with place value.</p> <p>Mental maths focus- factors/ factor trees</p>	<ul style="list-style-type: none"> • Use a wide range of punctuation accurately and consistently • Recognise and use abstract nouns • Use imperatives and rhetorical questions accurately • Use of commas to avoid ambiguity <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>-Reading for pleasure/ Reading Plus</p> <p>-Reading games/ Reading Plus</p>	<p>As Theologians WALT: Discuss and develop individual views so that we can make connections.</p> <p>As Theologians WALT: Explore the beliefs and practices of others so that we understand the importance of places that give people peace.</p> <p>Link to challenge outcome – Children will develop their understanding of a wider range of perspectives about global issues (deforestation and air pollution). This will help them to provide counterpoints to strengthen their persuasion.</p>	
Homework	<p>Number bond or timetables practise: 10, 100, 100 times table</p>	<p>Spellings: Words with silent sounds</p>	<p>Reading book/ Reading Plus Climate Action</p>	<p>Flipped homework:</p>	<p>3JF INSPIRE</p>
15.11.21	<p>Area of learning – Division</p> <p>Dividing by 10, 100, 1000</p> <p>Skills</p> <p>Children understand the relationship between multiplication and division and links with place value. They will build upon their prior knowledge.</p> <p>Mental maths focus- Multiply whole numbers by 10, 100, 1000</p>	<p>Purpose: Writing to persuade Text type: Speech to convince the public to support our cause</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> • Use simple and compound sentences • Identify and use • Coordinating and subordinating conjunctions • Use a wide range of punctuation accurately and consistently • Recognise and use abstract nouns • Use emotive language and exaggeration • Use of modal verbs to show the likelihood of the effects of pollution <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>No one is so small to make a difference by Greta Thunberg</p> <p>(Links in with writing a speech to persuade public to support a cause)</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>As Theologians WALT: Investigate what people believe and how they live in communities so that we can make connections.</p> <p>As Theologians WALT: identify how a place of worship is used so that it is an expression of their beliefs and how they are put into practice.</p> <p>Link to challenge outcome - Children will develop their understanding of a wider range of perspectives about global issues (deforestation and air pollution). This will help them to provide counterpoints to strengthen their persuasion.</p>	<p>Road Safety Week (begins 15 November)</p> <p>Anti-Bullying Week (begins 15 November)</p> <p>Birthday of Guru Nanak Jayanti (19 November)</p> <p>World Children’s Day (20 November)</p>

Homework	Number bond or timetables practise: 10, 100, 100 times table	Spellings: Modal Verbs	Reading book/ Reading Plus No one is to small to make a difference by Greta Thunberg	Flipped homework: Draft a speech that we can use for this weeks work towards the learning outcome. What will we need to include? How will we make it effective?	4PA Assembly 1FG INSPiRE
22.11.21	Area of learning – Measurement Measuring perimeters of different shapes Skills Children will measure the perimeter of rectilinear shapes without grids. They will recap measuring skills and understand the importance of measuring lengths accurately. They can begin to think of finding perimeters using alternative methods; L + l + w + w Mental maths focus- Mental division strategies	Purpose: Writing to persuade Text type: Speech to convince the public to support our cause Knowledge and skills: <ul style="list-style-type: none"> Use simple and compound sentences Identify and use Coordinating and subordinating conjunctions Use a wide range of punctuation accurately and consistently Recognise and use abstract nouns Use emotive language and exaggeration Use of modal verbs to show the likelihood of the effects of pollution Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint	No one is to small to make a difference by Greta Thunberg (Links in with writing a speech to persuade public to support a cause) Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	Challenge Outcome: How can we raise awareness of a global issue? (Two week project) Child initiated approach to how they will spread their persuasive/awareness message (link back to ideas around Changemakers, local or national scope) 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. Link to challenge outcome – Children will use knowledge and prior learning to support them to plan and create a medium to persuade and promote the need for change.	Disability History Month (begins 22 November) Hanukkah (begins 28 November)
Homework	Number bond or timetables practise: 8/9 x tables focussing on all 4 number sentences for each calculation	Spellings: Words ending in ment	Reading book/ Reading Plus No one is to small to make a difference by Greta Thunberg	Flipped homework: Continue to work on creating our speech and presentation. Use this weeks flipped learning to continue to draft and refine our presentations	4PM Assembly 1TG INSPiRE Parents evening
29.11.21	Area of learning – Measurement Measuring and calculating area of shapes Skills Once children understand that area is measured in squares	Purpose: Writing to persuade Text type: Persuasive poster to convince the public to save & rebuild the world coral reefs, (relates to key text) Knowledge and skills: <ul style="list-style-type: none"> Identify and use boastful language 	The Brilliant Deep (Link to final outcome- persuading people to make a change) Vipers	Challenge Outcome: How can we raise awareness of a global issue? (Two week project) Child finalise and perform outcome (presentation/speech) Link to challenge outcome – Children will use knowledge and prior learning to support them to plan	St Andrew's Day (30 November) Advent (begins 1 December) World AIDS Day (1 December) International Day for the Abolition of Slavery (2 December)

	<p>they can use an efficient method of counting the squares in rectilinear shapes to compare the size of areas.</p> <p>Mental maths focus- Perimeter</p>	<ul style="list-style-type: none"> • Coordinating and subordinating conjunctions • Use a wide range of punctuation accurately and consistently • Use emotive language and exaggeration <p>Vocabulary: coral reefs, rebuild, public, destroyed, polluted, pollution.</p>	<p>-Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>and create a medium to persuade and promote the need for change.</p> <p>Children will complete the final sections of the TASC wheel to evaluate the effectiveness of their outcome.</p>	<p>International Day of People with Disabilities (3 December)</p>
Homework	<p>Number bond or timetables practise: 6/7 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings: Adverbials of possibility and frequency</p>	<p>Reading book/ Reading Plus The Brilliant Deep</p>	<p>Flipped homework: Research some of the different dishes that the Brazilians are famous for. Can we find recipes and think about the challenges of creating them in class?</p>	<p>4OS Assembly 1SS INSPIRE</p>
06.12.21	<p>Area of learning,</p> <p>Measurement</p> <p>Consolidate our understanding of measures so that we can explore the connections between area and perimeter in rectilinear shapes.</p> <p>Skills</p> <p>Children will learn to calculate the area of compound shapes. They will explore that splitting a shape up does not affect the area.</p> <p>Children will need to have experience of drawing their own shapes in this step.</p> <p>Mental Maths</p> <p>Revise mental strategies for multiplying numbers, 2 digit by 1 digit.</p> <p>Key question, how can we multiply 22 by 5?</p> <p>What strategy will be the best one?</p>	<p>Purpose: Writing to persuade Text type: Persuasive advert to convince the public to save & rebuild the world coral reefs, (relates to key text)</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> • Identify and use boastful language • Coordinating and subordinating conjunctions • Use a wide range of punctuation accurately and consistently • Use emotive language and exaggeration <p>Vocabulary: coral reefs, rebuild, public, destroyed, polluted, pollution</p>	<p>The Brilliant Deep</p> <p>(Link to final outcome- persuading people to make a change)</p> <p>Vipers</p> <p>-Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus</p>	<p>WHAT ARE THE MOST POPULAR DISHES IN BRAZIL? (Children will explore Brazilian culture and food and make a popular dish)</p> <p>As Design Technicians WALT: explore different dishes across Brazil and how identify how these products are grown.</p> <p>Outcome: Class will decide on a dish to cook and explore the ingredients within the recipe.</p> <p>As Design Technicians WALT: use tool and equipment safely to cook our Brazilian dish.</p> <p>Outcome: Class will cook their dish and come together as a year group to judge and enjoy the food.</p>	<p>Hanukkah (ends 6 December)</p> <p>Human Rights Day (10 December)</p>

Homework	Number bond or timetables practise: 144 Club	Spellings: Statutory spelling challenge words	Reading book/ Reading Plus The Brilliant Deep	Flipped homework: Yellow/black hat our work on changemakers. Can we call ourselves a changemaker now? Why is this? Use an OPV to illustrate our thoughts.	Winter fair (Tues)
13.12.21	Area of Learning Measurement How can we estimate and calculate the area of non rectilinear shapes? What connections and links can we make? Skills Children use their knowledge of counting squares to work out the areas of non rectilinear shapes. They will use their knowledge of fractions to estimate the area of part covered squares. Mental Maths Mental calculations involving units of measures (add/subtract/multiply and divide)	Text type: Persuasive advert to convince the public to save & rebuild the world coral reefs, (Children will create an advert on clips) Knowledge and skills: <ul style="list-style-type: none"> • Identify and use boastful language • Intonation and tone • Use emotive language and exaggeration Vocabulary: coral reefs, rebuild, public, destroyed, polluted, pollution	The Brilliant Deep Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus -Reading games/ Reading Plus	G3.2 -As Geographers WALT: Use a range of secondary sources so that we can find out how Christmas is celebrated in Brazil. G3.2 -As Geographers WALT: Use our understanding of Brazilian Christmas celebrations so that we can find similarities and differences with celebrations in other parts of the world.	Jane Austen's birthday (16 December)
	Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework: