





Curriculum | Medium Term Plan – Autumn 2023 – Year five



Challenge Pack:	Change Makers	Challenge outcome:	How can we can we raise awareness of a global issue? Children will present a persuasive speech in the style of a protest to persuade viewers to take climate action.	NC Year: Length of term:	(8 & 7 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 speech to raise awareness of pollution, including a presentation to raise awareness of pollution				
Key texts:	<u>Fiction:</u> The Great Kapok Tree <u>Non-Fiction:</u> My story by Malala Yousafazi, Climate Action, The Brilliant Deep Long Walk To Freedom, - Nelson Mandela No-one is too small to make a difference by Great Thunberg,	Trips and visits:	The Animal Man – school visit	Inspire parent sessions:	5SC 11/10/23 5JS 04/10/23 5RG 27/09/23
		Science Units	Living Things and their habitats Animals including Humans	PE: Music:	Personal, social, cognitive, creative, Applying Physical, Health and Fitness Guitars
 Physical Oracy (Voice, Body Language) For body language to become increasingly natural. To project their voice to a large audience	 Linguistic Oracy (Vocabulary, language, rhetorical techniques) To use an increasingly sophisticated range of sentence stems with accuracy.	 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning) To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track	 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness) Listening actively for extended periods of time. To speak with flair and passion.		

	Maths:	English:	Phonics: VIPERS text:	NICER:	Discrete/ Special events:
04.09.23 (1)	Baseline assessments and number work	Basic skills - SPAG Purpose: Recap Text type: Text: Knowledge and skills: <ul style="list-style-type: none"> Identify and use nouns, pronouns, adjectives and determiners appropriately Use expanded noun phrases to give complicated information concisely Vocabulary: Freedom, change-makers, apartheid, global issue, segregation, equality, diversity.:	Baseline assessments (Salford/Phonics and reading book allocation and checks)	WELCOME TO BRAZIL – THE WEATHER IS LOVELY! (introduction to Challenge PACK) What are Changemakers? Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome? Lesson 1: TASC Wheel/ Complete ‘Explore the Challenge’ page - Year 5 will spend the first 3 days exploring and ripping apart the challenge pack. Lesson 2: Explore the trip/ children CAFRA for trip (complete risk assessment) Lesson 3: Using thinking hats to explore oracy statements in relation to challenge pack e.g. pollution, extinction, change makers	Monday – All staff INSET: Tuesday – All staff INSET Wednesday 07.09.22 – children return (1-6) Thursday/Friday: Stay and play in EYFS International Literacy Day World First Aid Day
Homework	Number bond or timetables practise: e.g $4 \times 3 = 12$ $3 \times 4 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$	Spellings: Words with endings that sound like /shus/ spelt with -cious	Reading book/ Reading Plus Long walk to freedom by Nelson Mandela	Flipped homework: (Based on supplied information sheets and posted on Showbie;) 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.	

11.09.23. (2)	<p>Area of learning: Place Value Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000</p> <p>Knowledge and skills: Knowledge of skills: <i>Recognition of place value</i> <i>Exploring multiples and estimating the position of numbers, reading and writing numbers to 1,000,000</i></p> <p><i>Children represent numbers to 1,000,000 using concrete resources. They understand that a 7 digit number is made up of 1,000,000s, 100,000s, 10,000s, 1000s, 100s, 10s and ones.</i></p> <p>SL ref: Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>Mental maths- Multiplication</p>	<p>Purpose: Writing to inform</p> <p>Text type: Non-chronological report to inform the reader about a significant change-maker (Nelson Mandela)</p> <p>Text: Long Walk to Freedom</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>The Boy in the Tower</p>	<p>CHANGE MAKERS THROUGH HISTORY– (introduction to different change makers overtime- (Nelson, Malala and Greta)</p> <p>Killer Questions How can religious leaders make changes? How have non-religious leaders historically influenced changes?</p> <p>As Historians WALT: identify Changemakers so that we can understand their impact Outcome: Chn create a personal profile of changemakers</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 scientists WALT: describe the life processes of reproduction in flowering plants. (Lesson 1)</p>	<p>Roald Dahl Day</p> <p>British Science Festival (week)</p> <p>National Teacher Assistant day</p> <p>Rosh Hashanah</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>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Killer question, “What do all living things need to survive?”</p>

18.09.22 (3)	<p>Area of learning: Place Value</p> <p>Knowledge and skills: Powers of 10</p> <p>10/100/1,000/10,000/100,000 more or less</p> <p>Partition numbers to 1,000,000</p> <p>Number line to 1,000,000</p> <p>Skills and knowledge: <i>Within this step children revise adding and subtracting 10s, 100s 1000s, 10,000s, and 100,000s.</i></p> <p>SL ref: Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>Mental maths focus: Rounding numbers (10,100,1000,10,000, 100,00)</p>	<p>Purpose: Writing to inform</p> <p>Text type: Non-chronological report to inform the reader about a significant changemaker</p> <p>Text: Long walk to freedom</p> <p>Basic skills - Identify and use nouns, pronouns, adjectives and determiners appropriately Use expanded noun phrases to give complicated information concisely</p> <p>Vocabulary: Freedom, change-makers, apartheid, global issue, segregation, equality, diversity.:</p>	<p>The Boy in the Tower</p> <p>Vipers -Vocabulary -Close Reading -Comprehension -Reading for pleasure/ Reading Plus</p> <p>-Reading games/ Reading Plus</p>	<p>As Theologians WALT: identify the main religions in Brazil so that we can make comparisons with the UK Outcome: Children list religions and beliefs in Brazil</p> <p>Link to challenge outcome: Children will learn that through history famous figures have brought issues to the world's attention. Refer to our LO for the challenge pack to focus on the issues we need to bring attention to.</p> <p>Killer Questions <u>What is diversity? why is it so important?</u></p> <p>As Theologians WALT: Express our views on different beliefs and practices so that we understand how we self-reflect</p> <p>As Theologians WALT: Discuss and develop individual views so that we can make connections</p> <p>As scientists WALT: describe the life processes of reproduction in flowering plants. (Lesson 2) INVESTIGATION – taking cuttings</p>	<p>Jeans for Jeans Week</p> <p>British Food Fortnight</p> <p>International day of peace</p> <p>Recycling week</p> <p>National fitness day</p> <p>Talk like a pirate day</p> <p>Autumn Equinox</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>Rocket Phonics Levelled reader 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>

Area of learning: **Place Value**
 Compare and order numbers to 100,000

Compare and order numbers to 1,000,000

Round to the nearest 10, 100 or 1,000

Round within 100,000 and within 1,000,000

Skills and knowledge:

Children can describe what is happening to place value columns when they are adding, subtracting or manipulating numbers.

SL ref:
 Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit

Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000

Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0

Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000

Purpose: **Writing to inform**

Text type: **Recount of event relating to the visit their hook day.**

Text: My story by Malala Yousafazi

Knowledge and skills:

- 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

Vocabulary: animals, habitats, climate, adaption, hibernate, characteristics, mammals, reptiles, bird.

The Boy in the Tower

Vipers

-Vocabulary
 -Close Reading
 -Comprehension
 -Reading for pleasure/ Reading Plus

-Reading games/
 Reading Plus

As **Theologians** WALT: Investigate what people believe and how they live in communities so that we can make connections.

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.

As **Historians** WALT: identify the religion and culture of the **Mayans so that we can identify similarities and differences in different religions**

Link to challenge outcome (for weeks learning)

We will be learning that respect for one another and our environment is extremely important. We will work on how we understand our own responsibilities to be a good role model to help become changemakers ourselves.

As **scientists** WALT: describe the life processes of reproduction in flowering plants. (Lesson 3)

European day of languages

Sukot

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	Rocket Phonics Levelled reader 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 5RG INSPIRE
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<p>Area of learning: Number addition and subtraction.</p> <p>Mental strategies</p> <p>Add whole numbers with more than four digits</p> <p>Subtract whole numbers with more than four digits</p> <p>Round to check answers</p> <p>Skills knowledge:</p> <p>Children will add 4-digit numbers with one exchange. They will use a place value grid to support alongside understanding column addition.</p> <p>SL ref: Add and subtract whole numbers with 5 digits, including using formal written methods (columnar addition and subtraction)</p> <p>Add and subtract numbers mentally with increasingly large numbers, using known skills such as rounding and partitioning eg. $12,462 - 2,300 = 10,162$</p> <p>Use rounding and the inverse to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why.</p>	<p>Purpose: Writing to inform</p> <p>Text type: Recount of event relating to the visit their hook day (animal man)</p> <p>Text:</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 Boy in the Tower</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?</p> <p>(Children will explore ways to help raise awareness of global issues within the community)</p> <p>Killer Questions 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:</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) Then Birmingham UK</p> <p>Link to challenge outcome (for weeks learning) We will be working to understand local issues and how we can raise awareness of them by our actions and presenting evidence to support our points of view.</p> <p>As scientists WALT: describe the lifecycles of insects and amphibians. (Lesson 1)</p>	<p>BLACK HISTORY MONTH</p> <p>World Space week</p> <p>National poetry day</p> <p>World teacher day</p> <p>World animal day</p> <p>Yom Kippur</p>
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Homework	Number bond or timetables practise: 9 x tables focussing on all 4 number sentences for each calculation	Spellings: Homophones and near homophones	Rocket Phonics Levelled reader Reading Plus	Flipped homework: What can we find out about historical changemakers; Nelson Mandela, Malala Yousuf Greta Thunberg. What did they do, what did they change or begin to change? Use books and fact files	6JD Class assembly 5JS INSPIRE
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Area of learning: Number addition and subtraction.

Inverse operations (addition and subtraction)

Multi-step addition and subtraction problems

Compare calculations

Find missing numbers

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.

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.

SL ref:
Add and subtract whole numbers with 5 digits, including using formal written methods (columnar addition and subtraction)

Add and subtract numbers mentally with increasingly large numbers, using known skills such as rounding and

Purpose: Writing to inform

Text type: Newspaper report about a key even from a change maker – Malala

Text type: My story by Malala Yousafazi

Knowledge and skills:

- Identify and use **relative clauses** appropriately
- Use a wide range of punctuation accurately and consistently
- Recognise and use **abstract nouns**
- Use **reported speech** accurately

Vocabulary: activist, enforced, human rights, discrimination, advocate, accomplishments and generation

My story by Malala Yousafa

The Boy in the Tower

Vipers

-Vocabulary
-Close Reading
-Comprehension
-Reading for pleasure/ Reading Plus

-Reading games/
Reading Plus

WELCOME TO BRAZIL – THE WEATHER IS LOVELY! (introduction to Challenge – understanding the differences in climate between South America and the UK)

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?

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.

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 practice using words in context.

Link to challenge outcome (for weeks learning) – 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.

As scientists WALT: describe the lifecycles of insects and amphibians. (Lesson 2)

World Mental Health day

International day of the girl

	<p>partitioning eg. $12,462 - 2,300 = 10,162$</p> <p>Use rounding and the inverse to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why</p>				
Homework	<p>Number bond or timetables practise: 100 x tables focussing on all 4 number sentences for each calculation</p>	<p>Spellings: Homophones near homophones</p>	<p>Rocket Phonics Levelled reader 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>	<p>6MC Class assembly 5SC INSPIRE</p>

16.10.23 (7)	<p>Area of learning: Multiplication and division</p> <p>Multiples Common multiples Factors Common factors</p> <p>Using place value charts to accurately multiply whole numbers Children understand the relationship between multiplication and division and links with place value.</p> <p>SL ref: Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers</p> <p>Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p>	<p>Purpose: Writing to inform</p> <p>Text type: Newspaper report about a key event from a change maker – Malala</p> <p>Text: My story by Malala Yousafazi</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>The boy in the Tower</p> <p>(links to ICT – Malala fund)</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. (Lesson 1)</p> <p>As scientists WALT: describe the lifecycles of insects and amphibians. (Lesson 3)</p>	World food day
	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>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: What evidence can you see or collect of the water cycle inaction around the home or in school?</p>

23.10.23 (8)	<p>Multiplication and division</p> <p>Multiply by 10, 100 and 1,000</p> <p>Divide by 10, 100 and 1,000</p> <p>Multiples of 10, 100 and 1,000</p> <p>Children understand the relationship between multiplication and division and links with place value.</p> <p>SL ref: Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p>	<p>Grammar and Punctuation focus week</p>	<p>The Boy in the Tower</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. (Lesson 2)</p> <p>Science: Retrieval and end of unit evaluation (Living things and their habitats)</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>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: How can you display your science learning around life cycles to explain and inform somebody else?</p>	<p>3SW INSPIRE</p>
<p>Half term</p>					

06.1.1.23 (9)	<p>Area of learning: Multiplication and division</p> <p>Multiply by 10, 100 and 1,000</p> <p>Divide by 10, 100 and 1,000</p> <p>Multiples of 10, 100 and 1,000</p> <p>Children understand the relationship between multiplication and division and links with place value.</p> <p>SL ref: Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p>	<p>Purpose: Writing to persuade</p> <p>Text type: Letter to persuade people to reduce their carbon footprint</p> <p>Text: Climate Action</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 <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>The Boy In the Tower</p> <p>(Links in with reduction of carbon footprint)</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>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>As Scientists WALT- describe the human life cycle (Lesson 1)</p>	<p>Beaver Moon</p> <p>World Science day</p> <p>National Recycling week</p> <p>Remembrance day Diwali</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>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework:</p> <p>What examples of different religions do we have in the local area.</p> <p>Can we describe one, maybe the religion/belief that we follow?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">13.11.23 (10)</p>	<p>Area of learning: Multiplication and division</p> <p>Prime numbers Square numbers Cube numbers</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>SL ref: Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19</p>	<p>Purpose: Writing to persuade</p> <p>Text type: Letter to persuade people to reduce their carbon footprint</p> <p>Text: Climate Action</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 <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>The Boy in the Tower</p> <p>(Links in with reduction of carbon footprint)</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>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>As Scientists WALT- understand how a foetus develops in a womb (Lesson 1)</p>	<p>Road Safety Week</p> <p>Anti-Bullying week</p> <p>Inter faith week</p> <p>Children in need</p>
	<p>Homework</p>	<p>Number bond or timetables practise: 10, 100, 100 times table</p>	<p>Spellings: Words with silent sounds</p>	<p>Rocket Phonics Levelled reader Reading Plus</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>

20.11.23 (11)	<p>Area of learning: Fractions</p> <p>Skills Children explore fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line. They explore and recap the meaning of numerator and denominator, non-unit and unit fractions</p> <p>Knowledge of skills: Identifying fractions Equivalent fractions Fractions greater than 1 Improper fractions to mixed numbers</p> <p>Mental maths Mental division strategies Key question Busses hold 60 passengers, 125 passengers want to go on a trip, how many busses will be needed?</p>	<p>Purpose: Writing to persuade</p> <p>Text type: Speech to convince the public to support our cause</p> <p>Text: No one is too small to make a difference by Greta Thunberg</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 <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>The Boy in the Tower</p> <p>(Links in with writing a speech to persuade public to support a cause)</p>	<p>WHAT IS BRAZIL LIKE? WHY SHOULD WE BE INTERESTED IN IT?</p> <p>(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 Link to challenge outcome (for weeks learning) Chn will produce a fact file about Brazil so they can understand Geographical , Scientific and cultural features of the country.</p> <p>https://tropical-rainforest-facts.com/Amazon-Rainforest-Facts/Amazon-Rainforest-Birds-Facts.shtml</p> <p>As Scientists WALT- understand how a foetus develops in a womb (Lesson 2)</p>	<p>Thanksgiving</p> <p>First Sunday of Advent</p>
	Homework	<p>Number bond or timetables practise:</p> <p>9/11 x tables focusing on all 4 number sentences for each calculation</p>	<p>Spellings: Modal Verbs</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>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.</p>

<p>Area of learning: Ordering and comparing fractions</p> <p>Skills Children explore equivalent fractions using models and concrete representations. They use models to make the link to multiplication and division. Children then apply the abstract method to find equivalent fractions.</p> <p>Knowledge of skills: Mixed numbers to improper fractions and vice-versa Number sequences Ordering and comparing fractions greater than 1</p> <p>Mental maths Finding fractions of numbers, $\frac{1}{2}$ of, $\frac{1}{4}$ of etc</p>	<p>Purpose: Writing to persuade the public to support our cause</p> <p>Text type: Speech to convince the public to support our cause</p> <p>Text: No one is too small to make a difference by Greta Thunberg</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 <p>Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint</p>	<p>The Boy in the Tower</p> <p>(Links in with writing a speech to persuade public to support a cause)</p>	<p>WHAT IS THE CLIMATE CRISIS FACING THE BRAZILLIAN RAINFOREST?</p> <p>(Children will explore effects of deforestation and how can our choices effect similar Climate Change disasters)</p> <p>Killer Questions 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 land use and economic activity so that we can understand causes of climate change 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>G3.2 -As Geographers WALT: Compare the effects of deforestation in Brazil and the UK so that we can prevent future decline. Outcome: Chn will use their knowledge from previous lesson and compare v effects using a venn diagram.</p> <p>Link to challenge outcome (for weeks learning) Chn will identify and collect facts of effects of deforestation. We will use this knowledge to begin to understand the effect on The Amazon that humans are creating.</p> <p>As Scientists WALT- understand how we change through puberty School nurses talk for this week? (PSHE – B318 – identify changes in my body PSHE B3.19 – I can recognise emotions may change as well as body)</p>	<p>St Andrew's day</p>
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Homework	Number bond or timetables practise:	Spellings: Words ending in ment	Rocket Phonics Levelled reader Reading Plus	Flipped homework:	4OS Assembly 1NH INSPIRE
	12/6 x tables focusing on all 4 number sentences for each calculation			<p>Create an APC to describe how to find out information.</p> <p>Extend this, can we create our own hypothesis and use graphs and charts to prove them.</p>	

Area of learning: Addition of fractions

Skills

Children build on their equivalent fraction knowledge to compare and order fractions less than 1 where the denominators are multiples of the same number. Children compare the fractions by finding a common denominator or a common numerator. They use bar models to support their understanding.

Knowledge of skills:

Order fractions
Add fractions within 1
Add 3 or more fractions

Mental maths

Mentally convert mixed numbers to fractions and vice versa

Purpose: Writing to persuade
Text type: Persuasive advert/poster to convince the public to save & rebuild the world coral reefs, (relates to key text)

Text: No one is too small to make a difference by Greta Thunberg

Knowledge and skills:

- Identify and use boastful language
- Coordinating and subordinating conjunctions
- Use a wide range of punctuation accurately and consistently
- Use emotive language and exaggeration

Vocabulary: coral reefs, rebuild, public, destroyed, polluted, pollution

The Boy in the Tower

HOW CAN WE USE REAL DATA TO PERSUADE COMMUNITIES TO MAKE A CHANGE?

How does population growth and economic activity affect the Amazon environment. Research data and create mathematical graphs, tables etc to build evidence to draw attention of a world issue.

Killer Questions

Can we become a changemaker?

How can we persuade people to make a change?

C3.2e - As **Digital Technicians** WALT: collect and analyse data

Outcome: Children will research figures that show how economic activity has affected the rainforest, i.e. population growth causing building work to create homes and contract the area of the Amazon

C3.d2 - As **Digital Technicians** WALT: present data so that we can show how the Amazon has contracted and the growth of different types of land use affecting it.

Link to challenge outcome (for weeks learning)

We can show that the Amazon is contracting and that humans are playing a major role in this. This information can then be used in the LO for the challenge pack as evidence for the wider issue.

<https://malala.org/champions?sc=header>

As Scientists WALT- understand how we change through puberty
School nurses talk for this week?
(PSHE – B318 – identify changes in my body
PSHE B3.19 – I can recognise emotions may change as well as body)

International Volunteer day

Cold Moon

Human rights day

Homework	Number bond or timetables practise: 8/4 x tables focussing on all 4 number sentences for each calculation	Spellings: Adverbials of possibility and frequency	Rocket Phonics Levelled reader Reading Plus	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?	Winter fair (Wed)
11.12.23 (14)	<p>Area of learning: Add and subtract fractions</p> <p>Skills Children recap their Year 4 understanding of adding and subtracting fractions with the same denominator. They use bar models to support understanding of adding and subtracting fractions.</p> <p>Knowledge of skills: Add and subtract fractions Subtract and add mixed number fractions</p> <p>Mental Maths Mental strategies for making 1 using fractions</p>	<p>Purpose: Writing to persuade</p> <p>Text type: Persuasive advert/poster to convince the public to save & rebuild the world coral reefs, (relates to key text)</p> <p>Text: The Brilliant Deep</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 Boy in the Tower</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 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 South America during the festive season and 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 dish.</p> <p>Outcome: Class will cook their dish and come together as a year group to judge and enjoy the food.</p> <p>As Scientists WALT- understand what happens when we become senior</p>	
Homework	Number bond or timetables practise:	Spellings:	Rocket Phonics Levelled reader Reading Plus	Flipped homework:	Y2 Subject led assembly (Tues) EYFS Carol concert (Weds) Pantomime (TBC)

18.12.23 (15)	<p>Maths – consolidation and evaluation of this term’s work</p>	<p>English – how can we apply the skills used this term in our challenge outcome project?</p>		<p>Challenge Outcome: How can we raise awareness of a global issue?</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>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>Link to challenge outcome (for weeks learning) We will be putting together our evidence from the learning that we have completed in order to create a persuasive argument.</p> <p>Child finalise and perform outcome (presentation/speech)</p> <p>-TASC wheel Evaluate our work, how can we display it and make our message long lasting.</p> <p>Science: Retrieval and end of unit evaluation (Animals including Humans)</p>	
	Homework	<p>Number bond or timetables practise:</p>	<p>Spellings:</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: The next Challenge Pack in Year 5 is Space:Infinity – what can you find out about our solar system before then?</p>