





# Curriculum | Medium Term Plan - Autumn - 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:				
		Science Units	Living Things and their habitats Animals including Humans			
 <b>Physical Oracy (Voice, Body Language)</b>  For body language to become increasingly natural. To project their voice to a large audience		 <b>Linguistic Oracy (Vocabulary, language, rhetorical techniques)</b>  To use an increasingly sophisticated range of sentence stems with accuracy.		 <b>Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)</b>  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		 <b>Social &amp; Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)</b>  Listening actively for extended periods of time. To speak with flair and passion.

	Maths:	English:	NICER:
1	Baseline assessments and number work	<p>Basic skills - SPAG</p> <p>Purpose: Recap</p> <p>Text type:</p> <p>Text:</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> <li>Identify and use <i>nouns, pronouns, adjectives and determiners</i> appropriately</li> <li>Use <i>expanded noun phrases</i> to give complicated information concisely</li> </ul> <p>Vocabulary: Freedom, change-makers, apartheid, global issue, segregation, equality, diversity.:</p>	<p>WELCOME TO BRAZIL – THE WEATHER IS LOVELY! (introduction to Challenge PACK)</p> <p>What are Changemakers? Introduction to Challenge pack. Understanding of what we will be learning about and why – what is our outcome?</p> <p>Lesson 1: TASC Wheel/ Complete 'Explore the Challenge' page - Year 5 will spend the first 3 days exploring and ripping apart the challenge pack.</p> <p><b>Lesson 2: Explore the trip/ children CAFRA for trip (complete risk assessment)</b></p> <p>Lesson 3: Using thinking hats to explore oracy statements in relation to challenge pack e.g. pollution, extinction, change makers</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

Knowledge and skills:  
Knowledge of skills:  
*Recognition of place value*  
*Exploring multiples and estimating the position of numbers, reading and writing numbers to 1,000,000*

*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.*

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

Mental maths-  
Multiplication

Purpose: Writing to inform

Text type: Non-chronological report to inform the reader about a significant changemaker (Nelson Mandela)

Text: Long Walk to Freedom

Knowledge and skills:

- 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.:

CHANGE MAKERS THROUGH HISTORY–

(introduction to different change makers overtime- (Nelson, Malala and Greta)

Killer Questions

How can religious leaders make changes?

How have non-religious leaders historically influenced changes?

As **Historians** WALT: identify Changemakers so that we can understand their impact

Outcome: Chn create a personal profile of changemakers

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.

As **scientists** WALT: describe the life processes of reproduction in flowering plants. (Lesson 1)

(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 100,00s.</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>As <i>Theologians</i> 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><u>Killer Questions</u> What is diversity? why is it so important?</p> <p>As <i>Theologians</i> WALT: Express our views on different beliefs and practices so that we understand how we self-reflect</p> <p>As <i>Theologians</i> WALT: Discuss and develop individual views so that we can make connections</p> <p>As <i>scientists</i> WALT: describe the life processes of reproduction in flowering plants. (Lesson 2) INVESTIGATION – taking cuttings</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 Yousafzai

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.

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)

<div data-bbox="52 1502 94 1550">(5)</div> <div data-bbox="115 16 430 1567"><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:</p><p>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</p></div>	<div data-bbox="462 16 1113 1567"><p>Purpose: Writing to inform</p><p>Text type: Recount of event relating to the visit their hook day.</p><p>Text: My story by Malala Yousafazi</p><p>Knowledge and skills:</p><ul style="list-style-type: none"><li>Identify and use personal pronouns, prepositions and fronted adverbials appropriately</li><li>Use a wide range of punctuation accurately and consistently</li><li>Recognise and use abstract nouns</li><li>Use expanded noun phrases to give complicated information concisely</li></ul><p>Vocabulary: animals, habitats, climate, adaption, hibernate, characteristics, mammals, reptiles, bird</p></div>	<div data-bbox="1134 16 1942 1567"><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</p><p>Can we become a changemaker?</p><p>How can we persuade people to make a change?</p><p>C3.3 - As a <b>British Citizen</b> WALT: I can evaluate the impact of Changemakers on their local and wider communities</p><p>Outcome:</p><p>C3.6 - As a <b>British Citizen</b> 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)</p><p>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></div>
---	--	---

	and methods to use and why.		
--	-----------------------------	--	--

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

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 **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

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

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)



	<p>rounding and partitioning eg. 12, 462 - 2,300 =10, 162</p> <p>Use rounding and the in- verse to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Solve addition and sub- traction multistep problems in contexts, deciding which operations and methods to use and why</p>		

<div data-bbox="52 1015 94 1047">5</div> <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"> <li>Identify and use subordinate clauses, modal verbs and proper nouns appropriately</li> <li>Use a wide range of punctuation accurately and consistently</li> <li>Recognise and use abstract nouns</li> <li>Use reported speech accurately</li> </ul> <p>Vocabulary: activist, enforced, human rights, discrimination, advocate, accomplishments and generation</p>	<p>G2.2 -As <i>Geographers</i> 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>
---	--	--

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>	Grammar and Punctuation focus week	<p>G2.2 -As <i>Geographers</i> WALT – explain how the water cycle works (in relation to Brazil) Outcome – Chn label the water cycle with key vocabulary. (Lesson 2)</p> <p><b>Science:</b> Retrieval and end of unit evaluation (Living things and their habitats)</p>
	Half Term		

Area of learning:  
Multiplication and division

Multiply by 10, 100 and  
1,000

Divide by 10, 100 and  
1,000

Multiples of 10, 100 and  
1,000

Children understand the  
relationship between  
multiplication and division  
and links with place value.

SL ref:  
Multiply and divide whole  
numbers and those  
involving decimals by 10,  
100 and 1,000

Purpose: Writing to persuade

Text type: Letter to persuade people to reduce their  
carbon footprint

Text: Climate Action

Knowledge and skills:

- 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

Vocabulary: Climate, climate change, pollution, footprint,  
deforestation and carbon footprint

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)

Killer Questions

How can you create effect using brush strokes?

How do colours/media create a mood?

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.

As **Scientists** WALT - describe the human life cycle (Lesson 1)

Area of learning:  
Multiplication and division

Prime numbers  
Square numbers  
Cube numbers

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.

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

Purpose: Writing to persuade

Text type: Letter to persuade people to reduce their carbon footprint

Text: Climate Action

Knowledge and skills:

- 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

Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint

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

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

**As Scientists WALT- understand how a foetus develops in a womb**  
(Lesson 1)

Area of learning: Fractions

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

Knowledge of skills:

Identifying fractions

Equivalent fractions

Fractions greater than 1

Improper fractions to mixed numbers

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?

Purpose: Writing to persuade

Text type: Speech to convince the public to support our cause

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

Knowledge and skills:

- 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

Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint

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)

Killer Questions

Why is the climate beneficial for Brazil and its natural resources?

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.

<https://tropical-rainforest-facts.com/Amazon-Rainforest-Facts/Amazon-Rainforest-Birds-Facts.shtml>

**As Scientists WALT- understand how a foetus develops in a womb**  
(Lesson 2)

Area of learning: Ordering and comparing fractions

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.

Knowledge of skills:

Mixed numbers to improper fractions and vice-versa  
Number sequences  
Ordering and comparing fractions greater than 1

Mental maths

Finding fractions of numbers,  $\frac{1}{2}$  of,  $\frac{1}{4}$  of etc

Purpose: Writing to persuade

Text type: Speech to convince the public to support our cause

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

Knowledge and skills:

- 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

Vocabulary: Climate, climate change, pollution, footprint, deforestation and carbon footprint

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)

Killer Questions

Why have parts of the Amazon been cleared?

What are the new uses of this land?

How do economic choices motivate this?

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.

G3.1 - As **Geographers** WALT: explain the environmental effects of deforestation.

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.

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.

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)

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

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)



(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 &amp; 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"> <li>Identify and use boastful language</li> <li>Coordinating and subordinating conjunctions</li> <li>Use a wide range of punctuation accurately and consistently</li> <li>Use emotive language and exaggeration</li> </ul> <p>Vocabulary: coral reefs, rebuild, public, destroyed, polluted, pollution</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 <i>Design Technicians</i> 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 <i>Design Technicians</i> WALT: use tool and equipment safely to cook our dish. Outcome: Class will cook their dish and come together as a year group to judge and enjoy the food.</p> <p>As <i>Scientists</i> WALT- understand what happens when we become senior</p>
(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><b>Science:</b> Retrieval and end of unit evaluation (Animals including Humans)</p>