

Year 5/6 Unit of Learning – Spring 1 5 weeks (excluding school journey week)

Key Question How can we make the world a better place?		Central Idea Heal the World The world is forever changing and it is our responsibility to protect it.	Guiding Questions How can we help to protect the environment? How can we help disadvantaged communities?	
<p style="text-align: center;">NC Computing</p> <p>I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns and content and contact.</p> <p>I can design, write and debug programmes that accomplish specific goals.</p> <p>I can use sequence selection and repetition in programmes.</p> <p>I can work with variables and various forms of input and output.</p> <p>I can use logical reasoning to explain how simple algorithms work and to detect and correct others.</p> <p>I can understand computer networks including the internet; how they can provide multiple services.</p> <p>I can use the world wide web and the opportunities they offer.</p> <p>I can be discerning in evaluating digital content.</p> <p>I can select using a combing variety of software.</p> <p style="text-align: center;">Specific foci for unit;</p> <p>Using I-movie to create nature documentaries, using the internet for reasearch With the use of microsoft publisher children will present researched information about environments in danger.</p>		<p style="text-align: center;">Values <i>Excellence, resilience, responsibility, Trust, Courage, Respect</i></p> <p style="text-align: center;">Core Texts /Visits</p> <p>School Journey - Swanage The Window When the Forest Meets the Sea The Landlady Stone Cold The man with the yellow face Wonder</p> <p style="text-align: center;">Writing Genres Coverage across the year: Fiction Narrative – Split narratives Ghost writing & suspense writing Non-Fiction Instructions Explanations Persuasive writing - viewpoint</p>	<p style="text-align: center;">Religious Education</p> <p>Greenwich Agreed Syllabus – Judaism 4 – Jewish life</p> <p>How does the Shema tell Jews to keep their religion alive? How does a Jewish person's life change after their Barmitzva? Why is the home and synagogue equally important in Jewish life?</p>	<p style="text-align: center;">PHSE Link to Values <i>Excellence Resilience Responsibility Trust Courage Respect</i></p> <p>How can we plan and run a charity event? What charities help the world?</p>
<p style="text-align: center;">PE NC Knowledge and Skills</p> <p>I can play competitive games and attack and defend.</p> <p>I can take part in outdoor activities which challenges me both individually and as a team.</p> <p style="text-align: center;">Dance – Where the forests meets the sea inspired.</p> <p style="text-align: center;">Netball</p>	<p style="text-align: center;">PE Evaluation, Fitness and Health</p> <p>I can compare my performances with previous ones.</p> <p>I can evaluate my own and others work in order to improve it.</p> <p>I can understand why exercise is good for my fitness.</p> <p>I know why warming up and cooling down are important.</p>	<p style="text-align: center;">Singing & Music</p> <p>Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.</p>		
<p style="text-align: center;">Science NC Skills Working Scientifically</p> <p>I can plan different types of scientific enquiry to answer questions.</p> <p>I can take measurements using a range of specific equipment.</p> <p>I can record data and results using scientific diagrams and labels, classification keys, tables and bar or line graphs.</p> <p>I can report and present findings and enquiries.</p> <p>I can use test results to make predictions to set up fair tests.</p> <p>I can report and present findings.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p style="text-align: center;">Science NC Knowledge and Skills</p> <p>Se6 2.3 – evolution</p> <p>What was the world like millions of years ago?</p> <p>How have living things evolved? What is adaptation? How can we use fossils to give us clues about the past? How does adaption lead to evolution? How might humans adapt in the future?</p>	<p style="text-align: center;">Geography NC Knowledge and Skills</p> <p>Pollution, Solar power, Renewable energy, Natural habitats, Plant life.</p> <p style="text-align: center;">Human and Physical Geography</p> <p>What is a Rainforest? How is the Amazon rainforest in danger? What is a natural disaster? What is a man-made disaster? I can describe and understand key aspects of : physical geography, including: climate zones, biomes and vegetation belts.</p> <p style="text-align: center;">Geographical skills and fieldwork</p> <p>Use maps, atlases, globes, and digital computer mapping to locate countries and describe features studied.</p>	<p style="text-align: center;">Art NC</p> <p>I can create sketch books to record my observation and use them to review and revisit ideas.</p> <p>I can improve my mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g pencil, charcoal, paint and clay)</p> <p>I know about great artists and artitects and designers in history.</p> <p style="text-align: center;">Key Skills Drawing: Lines and Marks, Shape, Tone, Texture</p> <p>I can use my sketch book as a starting point for my art work I can increase my critical awareness of the roles and purposes of art craft and design in different times and cultures.</p> <p>I can select and record through first hand observations.</p> <p style="text-align: center;">Specific Media Focus Key Stage Coverage <i>Amazonian Artists, Painting, textiles, collage, Sculpture, observational sketching and collage.</i></p>	

Key Outcome - Halstow Earthfest: a mini festival in the nature garden/playground to raise money for charities. A Fairtrade food stall.