

**St Anne's CEVA
Primary School**



**Year Groups 5/6
Terms 1/2
Curriculum A**

Learning Theme Big Question:

What happens when the world gets angry?

Other questions worth asking:

- What is it like to live near a volcano?
- Why do people live near volcanoes?
- What is it like to experience an earthquake, tsunami, flooding etc..?
- How do we put the world back together?
- Can we prevent it from happening again?
- What happens when we get angry?

What will be your real life project?

What matters to children? (Children's questions about the big question)

- Knowing about the world
- Acting on the world
- Being in a different place
- Making the world a better place

- Why does the world get angry?
- How can you survive a natural disaster?
- Where do they get money from to rebuild all of the 'stuff' after a tornado?
- How do we get the natural disasters?
- Why does God let this happen?
- Have people built something to resist natural disasters?
- What is it like to be in a natural disaster?

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

Geography

- GL1 Locate the world's countries
- GL2 Use maps to focus on Europe (locate Russia), North and South America
- GL2a-Their environmental regions
- GL2b -Their key physical and human characteristics
- GL2c -Their countries & major cities
- GL3 Name and locate counties and cities of the United Kingdom
- GL3a It's geographical regions and their identifying human and physical characteristics
- GL3b It's key topographical features (including hills, mountains, coasts and rivers)
- GL3c It's land-use patterns
- GL3d understand how some of these aspects have changed over time
- GP1 understand geographical similarities and differences through the study of human and physical geography
- GP3 Of a region in a European country
- GHP1 Describe and understand key aspects of physical geography
- GHP1a Climate zones, rivers and the water cycle
- GHP1b Mountains, volcanoes and earthquakes
- GSF1 use maps, atlases and globes to locate countries and describe features studied
- GSF2 use digital/computer mapping to locate countries and describe features studied
- GSF3 To build their knowledge of the United Kingdom and the wider world use:
 - GSF3a- the eight points of a compass,
 - GSF3b- four and six-figure grid references,
 - GSF3c symbols and key (including the use of Ordnance Survey maps
- GSF5a -sketch maps
- GSF5b -plans and graphs

GSF5c - digital technologies (Aerial photos and GIS)

Science

- LT1 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5)
- LT2 describe the life process of reproduction in some plants and animals. (Y5)
- LT3 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6)
- LT4 give reasons for classifying plants and animals based on specific characteristics (Y6)

Design & Technology

- C1 understand and apply the principles of a healthy and varied diet
- C2 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- C3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Art

- A2 to create sketch books to record their observations and use them to review and revisit ideas
- A3 to improve their mastery of art and design techniques with a range of materials [for example, pencil, charcoal, paint, clay], including:
 - A3a - drawing,
 - A3c - and sculpture

RE

Unit 10 What does it mean to belong to a religion? Judaism and Buddhism.

Computing

Ancient Civilisations

Cultural

British values: mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

What maths POS can you incorporate?

- solve number and practical problems
- describe positions on the full coordinate grid (all four quadrants)
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)

- Communication
- Social skills



What do we want them to be like? (Values, dispositions and attitudes)

- Further develop
- Hope
- Empathy
- Compassion

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

- Documentary followed by the news and weather
- Museum of artefacts
- Dance

What are the big ideas? (Concepts and values)

Evaporation Shelter and protection
Patterns Safety and comfort
Climate Survival and luxury
Predictions Change
Sustainability Fascination
Awe and wonder
water cycle, weather patterns, climate zones, environmental change, flooding, drought, settlements near rivers, flooding, volcanoes

Where can we visit? Who can visit us? (Real life experiences)

Science labs Natural History Museum
A water plant School nurse / first aid
Weather station
Met office
Fountains
Waterfalls
Cheddar

What books/films can we use? (High quality literature)

News about climate/weather
Guinness book of records biggest, highest, fastest
National Geographic
Surviving tsunamis, earthquakes etc... - children's true stories
Storm breaker – Anthony Horowitz
Foodland by Marcus Sedgwick

What can we make?

Shelters – waterproof and windproof
A dam (in a river)
3d model of rain, volcano, earthquake
A weather forecast
Rain go down gutters
3d map of key features around the world
A home safe from flooding
Rain dance

What can we use? (High quality resources)

Water butts
Hose pipes
Rain gauges
Prisms
Music – Why does it always rain on me?
Hairdryers, waterwheels, absorbent materials

What big words will we use? (High level vocabulary)

evaporation, condensation, cycle, plate tectonics, key topographical features, gorge, floods, tornadoes, hurricanes, thunderstorms and lightning, winter storms and extreme cold, extreme heat, earthquakes, volcanoes, magma chamber, mantle, vent, barometer, cloud column, Coriolis force, hemisphere, meteorologist, millibar, storm surge, vortex, updraft, catastrophic, deluge, phenomenon, torrential, volatile, aftershock, epicentre, Richter scale, seismograph, seismologist, wavelength, landslide and debris flow (mudslide), tsunamis, fires, wildfires, precipitation, continental drift, oceanic plates, monsoon, aseismic, magnitude, recurrence, velocity, extinct

What can we collect? (Tactile display to aid learning)

Pictures of rain: Hokusai, Hiroshige, Renoir, Rousseau
Fund raising for water aid
Rain words drizzle, monsoon, mist, and drench
Photos from amazing places
Rocks, lava rain water

What can our role –play area be? (Outdoor imaginative play)

TV studio – presenting the news with weather forecast.
Clothing for the cold/ice age

What did the children think? (Review)

(To be completed at end of theme)

What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)