

Year 5/6 – Cycle B- Autumn- Half Term 1

The Final Frontier

CHRISTIAN VALUES: 'LIFE'

LOVE, INTEGRITY, FORGIVENESS, EQUALITY

Pupils will explore Space and The Antarctic, other 'final frontiers' that have been conquered. Shackleton (who was one of the principle figures in the Heroic Age of Antarctic Exploration), and his experiences, will be studied to give an insight into the difficulties of survival in extreme environments, and how people have strived to explore and understand them. They will study Antarctica as an integral part of this work. Pupils will also think about exploration beyond the earth, considering where our earth fits into the solar system. They will also learn about our moon, the sun and consider how they affect life on earth, including seasonal change & night and day.

Big Question: Does the gain of exploration of our planet & beyond outweigh the cost?

SMSC: Window moment: Looking outwards at the world & appreciating its wonders- both the awful and the 'awe-ful': Pupils will experience star gazing at night with an astronomy expert, and take part in a virtual reality workshop which will focus on considering our place within the universe. Mirror: Time to reflect on what we have learned, and others points of view: Pupils will consider why people risk their lives to conquer and experience these environments. Are the gains (personal, spiritual, global) worth the risks and personal sacrifice?

Rich Texts:
The First Men in the Moon by HG Wells
The Day of the Triffids by John Wyndham
Shackleton's Journey by William Grill

Our Learning Values: 'REACHING'

The children will:

- . **Responsibility** - be in control of their own learning,
- . **Evaluative** - evaluate what they have done and make changes if they need to
- . **Ambitious** - always want to do my best to reach my goals.
- . **Collaborative** - work with others, sharing my strengths and ideas.
- . **Hardworking** - strive to do their best in all they do
- . **Independent** - find and use what I need to help me.
- . **Nimble-minded** - be open to new ideas and ways of doing things.
- . **Gritty** - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers and Writers we will:

- Create non fiction pieces of writing based on key figures with in the space write
- Read and respond to fictional stories on the theme of exploration.
- Present our knowledge of Shackleton's expedition in our choice of format.

As Mathematicians we will:

- Extend our knowledge of place value to numbers up to ten million.
- Explore negative numbers, including counting, comparing and calculating.
- Learn about the part-part-whole relationship and use this to solve problems
- Learn strategies for addition and subtraction including equivalence.
- Apply these skills to problem solving in a range of contexts.

As Geographers we will:

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

As Scientists we will:

- Learn about the movement of the earth and other planets relative to the sun in the solar system.
- Know that the sun, moon and earth are approximately spherical bodies.
- Understand the movement of the moon relative to the earth.
- Describe day and night using the idea of the rotation of the earth.
- Think about whether there is evidence of water in Space? How do we know? Where?

As British & Global Citizens we will:

- Explore the issue of migration and the difference between immigrants and refugees.
- Debate the pros and cons of modern day migration/refugee movement in modern times.
- Consider the 'pushes' and 'pulls' of migration including injustice, inequality, deprivation and persecution.
- Consider our role as stewards of our planet.
- Consider why people risk their lives to conquer and experience our world and universe, thinking about personal sacrifice.

RSHE: This term we will consider: 'What makes up our identity?' Children will recognise and respect similarities and differences between people and what they have in common with others. They will also think about the range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) and how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). This Unit also focuses on stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. Children will consider how they can challenge stereotypes and assumptions about others. We will also take part in 'Think Safe', an active safety training programme in which children take part in mock ups of dangers they may face in everyday day life and learn through experience how to deal with them. The type of activities they learn about include road, water, fire, gas, consumer, emergency first aid, avoiding abduction and bogus callers to the door. They also have the opportunity to make a mock 999 emergency call to know what to do if a real emergency arises.

MFL: The children will learn to greet people and say their name in French. They will learn to ask how many brothers or sisters another person has and describe what a person is like. The children will learn all about food in France including vocabulary around the subject. Children will have the opportunity to taste some French food.

Computing: The children will learn to explain how an algorithm works and to detect and correct errors in a programme. E-safety – Children explore the positive and negative impact of the use of technology in their own lives and those of their peers and family.

ART and DT: The children will design abstract art in the style of Lyubov Popova through a choice of medium – chalk, paint, pencils, pastels. They will create a space-scape using paint effects for the background and sewing on fabric to form planets. They will learn to tessellate sections of contrasting nebula images. Finally, they will learn how to paint with watercolour, creating 'sky at night' pictures, focusing on adding depth with silhouettes. In Design and Technology, we will investigate CAD (Computer Aided Design) to create frame structures.

PE/GAMES:

Football: Understand Attacking and Defending; Relate and use different skills to different positions; Send and receive effectively as part of a team when overloading in an opposed situation; Develop awareness through effective body positioning.

Outdoor Challenges/Activity; Take part in outdoor and adventurous activity challenges both individually and within a team; Orienteering; Apply skills to solve problems individually and as part of a team

MUSIC: 'Frozen lands': In this unit we will listen to Arctic Breath – and identify, compare and contrast music with an awareness of the music's context and purpose. Children will learn to understand and identify why and how the composer has used key features / devices. The children will also perform 'The Wind Blew Cold' song with icy accompaniment and they will create and perform 'Frozen Lands' compositions.

RE: We will explain our own interpretations of God, alongside those of Christians, and consider why these are important to believers. We will explain how interpretations of God may change in different circumstances.