**Critical Pathway: Climate Change**  **YEAR 5** **Term: Spring 1 2024**

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|  | **1**  **8/1/24** | **2**  **15/1/24** | | | **3**  **22/1/24** | | | **4**  **29/1/24** | | **5**  **5/2/24** |
| **English Writing** | **Varmints**  **Helen Ward and Marc Craste** | | | | | | | | | |
| **Written Outcomes** | Warning leaflet  Write a diary entry in role  Write a persuasive letter | | Create a poem based on a narrative text | | Write and plan a persuasive argument for a debate | | | | | Edit and publish our story ending |
| **Guided Reading**  **Journey to the River Sea** | We are working on: **V**ocabulary Have you noticed anything special about the way language is used in this book?  **I**nference Why did this character react in this way? **P**rediction How do you think the story will end? **E**xplaining Why did this happen?  **R**etrieval What was the name of the town in which she lived? **S**ummarising What is the main theme of this paragraph? | | | | | | | | | |
| **Geography** | **Climate Change and Pollution** | | | | | | | | | |
| What is the difference between climate and Weather?  WALT: understand and explain the difference between climate and weather | How are humans causing climate change?  WALT: Understand the impact humans are having on the environment | | | | What is the impact of climate change on the world to date?  WALT: Understand the implications of climate change to date | | What can we do to sop climate change?  WALT: explain ways in which we can stop climate change | | Who has had a huge impact on environmental awareness?  WALT: research climate activists  WALT: explain how they have influenced climate education |
| **Computing** | **How do we create stop motion animation?** | | | | | | | | | |
| What is animation?  **WALT:** Explain animation, what it is and how it is created | | | What is Stop Motion animation?  **WALT**: understand stop motion animation and how it works | | | How do we plan our own stop motion animation?  **WALT:** plan our own stop motion animation | | How do we create stop motion?  **WALT:** create our own stop motion animation | |
| **Design Technology** | **Design and Technology**  **What could be healthier?** | | | | | | | | | |
| Where does our food come from?  **WALT:** identify sources of food | What does healthy food look like?  **WALT:** explain what healthy food is | | | | How do we adapt and improve a recipe?  **WALT:** adapt and improve a recipe | | How do we make a tasty Bolognese?    **WALT**: make, from scratch, a healthy Bolognese sauce | | What makes a good product label?  **WALT**: design a label for a pasta sauce |
| **RE** | **RE**  **How is God Holy and Loving?** | | | | | | | | | |
| What are the key qualities Christians see in God?    **WALT:** identify the qualities Christians see in God | What is the difference between Holy and Loving?    **WALT**: explain the difference in Holy and Loving | | | | How do Christians Share beliefs through Music?    **WALT**: describe how Christians share their beliefs through music | | How do Cathedrals play an integral part in Christianity?    **WALT**: explain how cathedrals are an integral part to Christianity | | |

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| **Maths** | **Fractions** | | | | | | | **Multiplication and Division** |
| **Science** | **Properties of materials**  **Which material is best for the job?** | | | | | | | |
| What are the properties of these materials?  WALT: group materials based on their properties | Do all materials conduct electricity?  WALT: test whether materials conduct electricity | | WALT: plan a fair and comparative test | | WALT: carry out a fair test and record data | | WALT: explain (using evidence) how materials are suitable for different purposes |
| **PSHE** | **PSHE**  **How do we keep ourselves safe?** | | | | | | | |
| How do we spot bullying?      **WALT**: identify signs of bullying | How do we recognise disrespectful behaviour online?    **WALT**: recognise disrespectful online behaviour | | | How do we recognise a risky situation?      **WALT:** recognise risky situations | | Would you risk it?      **WALT:** be assertive in risky situations | |
| **MUSIC** | **Music**  **What is traditional African song?** | | | | | | | |
| Can we sing acapella?    **WALT:** sing Shosholoza acapella | How do we play Shosholoza?    **WALT:** play Shosholoza on an instrument | | | Can we incorporate traditional South African dance steps?    **WALT:** improvise South African dance to the rhythm and beat of Shosholoza | | How can we drum to a rhythm?    **WALT**: drum to a west African beat | Can we create 8 beat breaks?    **WALT:** create 8 beat breaks in our drumming |



