

<b>Class:</b> SC/ JW	<b>Term:</b> Autumn 1 2025/26	<b>Year Group:</b> 5
<b>Prime Learning Challenge</b>	<b>Geography</b> - What are the main features of South America and Brazil in particular? <b>Science</b> - Which Materials can or cannot be changed back to their original form?	

<b>Past</b> What do pupils already know/understand? Do they have any misconceptions?	<b>Present</b> What do pupils want to know/understand? What are they interested in? What motivates them?	<b>Context</b> How is this challenge relevant to the needs of your children?
<p><b>Geography</b> - The children have, in previous years, looked at the human and physical features of different countries in a range of different continents such as the United Kingdom, the Mediterranean and Egypt. They have also learnt about different biomes as well as how rivers are formed.</p> <p><b>Science</b> - The children have previously learnt to identify and compare the suitability of a variety of everyday materials, including wood, plastic, metal, glass, brick, rock, paper and cardboard. They have found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. The children have also identified and classified materials.</p>	<p><b>Geography</b> - The children will learn about the names and locations of the 12 South American countries and their capital cities. We will investigate and research the human and physical features of Brazil. We research a range of different South American countries and present our findings to the class. We will also research different time zones and how these differ across the world. We will also learn about the lives of street children in Brazil.</p> <p><b>Science</b> - What is a reversible change? What happens when we heat and cool different materials? How can we separate different materials?</p>	<p><b>Geography</b> - Children enjoy learning about different countries and how compare to ours. They will get to research a country of their choice and find out more about that country including significant landmarks, places, wildlife and famous people. They will learn about the rainforests within Brazil as well as what animals live there which will link to our class names as some of the animals within the rainforest are endangered.</p> <p><b>Science</b> - Children enjoy carrying out practical investigations and will learn about the features of different materials and how some changes can be reversible and irreversible.</p>

<b>Some: More Able</b>	<u>Geography</u> - Children will know the names of all of the countries in South America and most of their capital cities. They will recognise that different countries have different time zones and know
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By the end of this prime learning challenge...		<p>approximately how many hours' South American countries are behind us. They will be able to name a wide range of physical features and human features in Brazil and what we mean by the term human and physical features. They will be able to list facts on a different South American country of their choice from a wide range of categories. They will be able to describe the lives of street children in Brazil.</p> <p><u>Science</u> - (As Core) Plus - To be able to describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
	<b>Most: Core</b>	<p><u>Geography</u> - Children will understand the names of most of the countries in South America and some of their capital cities. They will recognise that different countries have different time zones know if South America is behind or ahead of us. They will be able to name some physical features and human features in Brazil and what we mean by the term human and physical features. They will be able to list some facts on a different South American country of their choice.</p> <p><u>Science</u> - To be able to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To know that some materials will dissolve in liquid to form a solution. To demonstrate that dissolving, mixing and changes of state are reversible changes. Use scientific vocabulary independently.</p>
	<b>All: Less able</b>	<p><u>Geography</u> - Children will understand the names of some of the countries in South America and which are the biggest. They will recognise that different countries have different time zones and that countries will be at different part of the day. They will be able to name some physical features and human features in Brazil.</p> <p><u>Science</u> - To be able to group materials together based on their properties. To explain why some materials are used and suited for certain purposes. To know what dissolving involves.</p>

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
Children will complete a pre-learning assessment for science and history.	<b>Geography</b> - Hook lesson - Brazilian Art inspired by Romero Britto.	Children will complete the post-learning assessments.

<p>We will use the Focus curriculum document and the National Curriculum statutory requirements.</p> <p>We will also use children's questions as a guide for our planning and teaching.</p>	<p><b>Geography</b> - WOW day - <i>Brazil Day including looking at Brazilian sports, carnival and Brazilian art.</i></p> <p><b>Science hook</b> - Children experiment with cornflour and water to see what mixture is produced (solid/liquid).</p>	<p>We will return to children's pre unit questions at the end of the topics. Children will complete reflection tasks towards the end of the topics.</p> <p><b>Science</b> - Children to complete a post-learning task, answer the questions on their pre-Learning task and record some reflection sentences on Seesaw blogs.</p> <p><b>Geography</b> - Children to complete a post-learning task and produce a presentation showcasing all their knowledge they have learnt from the topic.</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Rainbow Grammar/ The Explorer Rainforest Setting Description	The Explorer Rainforest Setting Description	The Explorer Rainforest Setting Description	The Explorer Rainforest Setting Description/ The Day the Crayons Quit Letter of complaint	The Day the Crayons Quit Letter of complaint	The Day the Crayons Quit Letter of complaint	The Day the Crayons Quit Letter of complaint
Rainbow Grammar	Expanded Noun Phrases Adverbial Clauses	Expanded Noun Phrases Adverbial Clauses Fronted Adverbials			Expanded Noun Phrases Adverbial Clauses		

					<b>Fronted Adverbials</b>		
					<b>Relative Clauses</b>		
<b>Spellings</b>		Sounds Write Initial Code Set 1	Sounds Write Initial Code Set 1	Sounds Write Initial Code Set 2	Sounds Write Initial Code Set 2	Sounds Write Initial Code Set 3	Sounds Write Initial Code Set 3
		<i>Year 5 Statutory Spellings - Words with endings that sound like / shuhs/ spelt with -cious</i>	<i>Year 5 Statutory Spellings - Words with endings that sound like / shuhs/ spelt with -cious</i>	<i>Year 5 Statutory Spellings - Words with endings that sound like / shuhs/ spelt with -tious or -ious</i>	<i>Year 5 Statutory Spellings - Words with endings that sound like / shuhs/ spelt with -tious or -ious</i>	<i>Year 5 Statutory Spellings - Words with the short vowel sound /i/ spelt with y</i>	<i>Year 5 Statutory Spellings - Words with the short vowel sound /i/ spelt with y</i>
<b>Handwriting</b>	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2	Soundwrite x2  Statutory Spellings x2
<b>Maths (JW/SC)</b>	Place Value	Place Value	Place Value	Addition and subtraction	Addition and subtraction	Multiplication	Multiplication
<b>Maths (AH PPA)</b>	<b>Perimeter and Area</b> Perimeter of Rectangles	<b>Perimeter and Area</b> Perimeter of rectilinear shapes.	<b>Perimeter and Area</b> Perimeter of Polygons	<b>Perimeter and Area</b> Area of Rectangles	<b>Perimeter and Area</b> Area of compound shapes	<b>Perimeter and Area</b> Estimate Area	<b>Perimeter and Area</b> Post-Learning Assessment

<p><b>Science</b></p>	<p><i>Pre-Learning Task and Hook</i></p>	<p>To compare and group together everyday materials on the basis of their properties.</p>	<p>To understand reversible and irreversible changes.</p> <p><b>COMPONENT 1:</b> <i>What does reversible and irreversible changes mean?</i></p>	<p>To be able to explain that some changes, caused by heating or cooling form new materials, and that these changes are often not reversible.</p> <p><i>How can we change a material?</i></p>	<p><b>LO:</b> To set up an investigation to find which materials can and cannot be changed back to their original state.</p> <p><b>COMPONENT 2:</b> <i>How can you set up an investigation to find which materials can and cannot be changed back to their original state?</i></p>	<p><b>LO:</b> To complete an investigation to find which materials can and cannot be changed back to their original state.</p> <p><b>COMPONENT 2:</b> <i>How can you set up an investigation to find which materials can and cannot be changed back to their original state?</i></p>	<p><b>LO:</b> To be able to explain that some changes, caused by heating or cooling form new materials.</p> <p><i>How can we change a material?</i></p>
<p><b>Geography</b></p>	<p><b>LINK IT</b> Hook Pre-Learning Task</p> <p><b>LEARN IT</b> <u>LO: To identify the countries and capital</u></p>	<p><b>LEARN IT</b> <u>LO: To recall the names and key features of South American countries.</u></p> <p><i>LC1: What are the names and key features of South American countries</i></p>	<p><b>LEARN IT</b> <u>LO: To discuss the human and physical features of Brazil.</u></p> <p><i>LC2: What can we learn about the physical and human features of Brazil?</i></p>	<p><b>LEARN IT</b> <u>LO: To investigate a chosen country in South America in further detail.</u></p>	<p><b>LEARN IT</b> <u>LO: To explore time zones within South America.</u></p> <p><i>LC4: How do time zones</i></p>	<p><b>LEARN IT</b> <u>LO: To write an emotive poem from the perspective of a street child in South America.</u></p>	<p><b>SHOW IT</b> Reflection Task <u>LO: To showcase our knowledge on Brazil and South America</u> Post-Learning Task</p>

	<u>cities within South America.</u>	<i>Brazilian WOW Day!</i>		<i>LC3: Which other South American country fascinates you?</i>	<i>work in South America?</i>	<i>LC5: What do we know about the lives of street children?</i>	
<b>Music</b>	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.	Charanga - Livin' On A Prayer by Bon Jovi - A classic Rock song.
<b>PSHE</b>	My Year Ahead  To face new challenges positively and know how to set personal goals.	Being a Citizen of My Country  To be able to understand my rights and responsibilities as a citizen of my country	Year 5 Responsibilities  To understand my rights and responsibilities as a citizen of my country and as a member of my school	Rewards and Consequences  To be able to make choices about my own behaviour because I understand how rewards and consequences feel	Rewards and Consequences  To be able to make choices about my own behaviour because I understand how rewards and	Our Learning Charter  To understand how an individual's behaviour can impact on a group	Our Learning Charter  To understand how an individual's behaviour can impact on a group
<b>Art/DT</b>	Growth Mindset Art	<b>Lesson 1 - Space Imagery</b>  LO: To explore the purpose and effect of imagery.	<b>Lesson 2 - Drawing Decisions.</b>  LO: To understand and explore decision	<b>Lesson 3 - Teis Albers</b> LO: To develop drawn ideas through printmaking.	<b>Lesson 4 - A Vision for the Future</b> LO: To test and develop	<b>Lesson 4 - A Vision for the Future</b> LO: To test and develop	<b>Lesson 5 - Revisiting Ideas</b> LO: To apply an understanding of drawing processes to



<b>PE (JW)</b>	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba
<b>Outdoor PE</b>	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey
<b>Computing</b>	E-safety: Knowsley SOW - Lesson1 - <b>What does your online life say about you?</b>	<b>Knowsley SOW - Making AR Games -</b> LO: To understand what AR stands for and what it is.	<b>Knowsley SOW - Making AR Games</b> LO: To review an app using a vlog.	<b>Knowsley SOW - Making AR Games</b> LO: To understand what a vlog is.	<b>Knowsley SOW - Making AR Games online. What happens when it goes wrong?</b>	<b>Knowsley SOW - Making AR Games.</b> LO: To understand how I can create AR graphics.	<b>Knowsley SOW - Making AR Games</b> LO: To create a scene using AR.
<b>Class Novel</b>	<b>Bobby Bains plays a blinder</b> by Bali Rai	<b>Bobby Bains plays a blinder</b> by Bali Rai	<b>Bobby Bains plays a blinder</b> by Bali Rai	<b>Bobby Bains plays a blinder</b> by Bali Rai	<b>Bobby Bains plays a blinder</b> by Bali Rai	<b>Bobby Bains plays a blinder</b> by Bali Rai	<b>Bobby Bains plays a blinder</b> by Bali Rai
<b>WCGR (JW/SC)</b>		Be Prepared	Fluency Factory - Railway Children	Beetle Facts (Non-Fiction)	Fluency Factory - Victorian Workhouse Adventure	Walrus and the Carpenter	Readers Theatre
<b>WCGR (CG/AH PPA)</b>	My Reading Identity	The Storm-Keepers Island	The Storm-Keepers Island	The Storm- Keepers Island	The Storm- Keepers Island	The Storm- Keepers Island	