

Class: Mr Welbourne/ Mr Constantinou	Term: Summer 1	Year Group: 5
Prime Learning Challenge	Geography - What creates a rainforest and why are they located where they are? Science - What do we know about the life cycles of plants and animals?	

Past What do pupils already know/understand? Do they have any misconceptions?	Present What do pupils want to know/understand? What are they interested in? What motivates them?	Context How is this challenge relevant to the needs of your children?
<p>Geography - The children understand that there are no rainforests in the UK and that a variety of animals live there. They are unsure as to why a rainforest is important, where they are located and that there are two different types of rainforest. As very few will have experienced a real life rainforest, it may be difficult to convey what it is really like to live in one.</p> <p>Science - The children understand that as you grow older your body will physically change. They are unsure as to why our bodies change and what happens at each stage as our bodies grow and develop.</p>	<p>Geography - Where are the rainforests located? What are the main features of a rainforest? What endangered animals live in the rainforest? How big is the Amazon Rainforest? How important is the Amazon to the South American rainforest? Why are rainforests important? What can we do to keep the future of rainforests safe? The children are always interested in animals and unusual plants.</p> <p>Science - What are the stages of human development? What happens to the body during puberty? How does a baby grow in the womb? What happens to our bodies as we get older? What is a gestation period? How can we lead a healthy lifestyle and keep our bodies fit</p>	<p>Geography - The children in Year 5 will have previously learnt about living things and their habitats. They have learnt about Brazil and its natural resources. By choosing a particular locality - the rainforests - prior knowledge will be built upon.</p> <p>Science - In Year 3 the children identified that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They learnt that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

By the end of this prime learning challenge...	Some: More Able	<p>Geography - Some children will progress further. They will be able to name and locate rainforests on a globe or map. They will be able to suggest how a plant or animal has adapted to its environment. They will be able to talk about deforestation in terms of primary and secondary impacts. They will have some early understanding of how rainforests contribute to the world's ecology and can discuss this in terms of oxygen supply. Children will also be able to explain how important the Amazon is to the South American rainforest. They will also know the names of the biomes and where they are in the world.</p> <p>Science - Know the names of the parts of the leaves and the flower. To know whether they are male or female parts of the flower. To name most of the functions within the roles of the flower. To explain how flowers reproduce. To know what the term "metamorphosis" means and provide examples of animals that go through this process. To explain the life cycle of various animals including mammals and marsupials.</p>
	Most: Core	<p>Geography - Children will be able to name and locate rainforests on a globe or map. They can talk about the climate and how plants/animals are suited to their habitat. They can talk about deforestation and how this can impact upon people and places. Children will also be able to understand how important the Amazon is to the South American Rainforest.</p> <p>Science - Know the names of the parts of the leaves and the flower. To know whether they are male or female parts of the flower. To name some of the functions within the roles of the flower. To explain how flowers reproduce. To know what the term "metamorphosis" means and provide examples of animals that go through this process.</p>

Pre-Learning	Wow!	Reflection
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How will you make sure you are pitching appropriately?		How will you reflect & evaluate?
<p>Children to complete a WIWTK activity with questions that they would like to learn.</p> <p>Questions to be used for the classroom display board. Children to complete these as the topic evolves.</p>	<p>Geography hook - Lights off - Soundscape of the rainforest. Photos - focus in on animals - <i>Guess what they are</i> (quiz).</p> <p>Science hook - Children to watch video of animals and plants and try to name as many as possible.</p>	<p>Geography - LC5: Reflection - Present a documentary on a day in the rainforest. Working in groups of 2 - 4, their task is to put together a short presentation / Documentary - E-driven - PPT (A day in the rainforest). Upload onto Seesaw about the issues associated with the rainforest. It could contain any work they have completed including their art work.</p> <p>Science - Children to complete a post-learning task, answer the questions on their pre-Learning task and record some reflection sentences on Seesaw blogs.</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Non-chronological reports about endangered animals and their life cycles (science cross curricular writing)	Non-chronological reports about endangered animals and their life cycles (science cross curricular writing)	Non-chronological reports about endangered animals and their life cycles (science cross curricular writing)	Non-chronological reports about endangered animals and their life cycles (science cross curricular writing)	Poetry	Poetry

Rainbow Grammar	Relative clauses Subordination Colon sentences	Relative clauses Subordination Colon sentences	Relative clauses Subordination Colon sentences	Relative clauses Subordination Colon sentences	Fronted Adverbials Figurative Language	Fronted Adverbials Figurative Language
Spellings/Handwriting	Step 26 - Words that are Homophones	Step 27 - Words that are Homophones	Step 28 - Words that are Homophones or Near Homophones	Step 29 - Words that are Homophones or Near Homophones	Step 31 - Words with hyphens	Step 32 - Challenge Words
Maths (JW/SC)	Fractions	Fractions, decimals and percentages	Decimals and Percentages	Decimals and Percentages	Decimals and Percentages	Volume
Maths (GH)	Shape - Calculate Angles Around a Point	Shape - Angles on a straight line	Shape - Lengths and Angles In Shapes	Shape - Regular and Irregular Polygons	Shape - 3D Shapes	Shape - Post Learning Assessment
Science	<u>LO: To name the parts of a flower.</u> <i>LC4: What is the process of reproduction in plants?</i>	<u>LO: To describe the life cycle of a plant.</u> <i>LC4: What is the process of reproduction in plants?</i>	To understand which animals depend on each other for survival <i>LC5: What is the process of reproduction in animals?</i>	LO: To explore and describe the life cycles of different mammals. <i>LC5: What is the process of reproduction in animals?</i>	LO: To compare the life cycles of animals and insect by exploring complete and incomplete metamorphosis. <i>LC5: What is the process of reproduction in animals?</i>	Reflection and Post-Learning

Geography	Learning Challenge 1 - To explore what are biomes and can a rainforest be described as one?	Learning Challenge 2 - To know where are the world's most famous rainforests situated?	Learning Challenge 3 - To know what the main features are associated with rainforests?	Learning Challenge 4 - To understand why is it important for us to protect the rainforests?	Learning Challenge 5 - To understand which creatures are endangered if we do nothing?	Reflection and Post-Learning
Music	CHARANGA Dancing In The Street	CHARANGA Dancing In The Street	CHARANGA Dancing In The Street	CHARANGA Dancing In The Street	CHARANGA Dancing In The Street	CHARANGA Dancing In The Street
PSHE	Relationships Recognising Me To be able to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities What are my personal qualities?	Relationships Safety with online communities To understand that belonging to an online community can have positive and negative consequences. What are the pros and cons of belonging to an online community?	Relationships Being in an Online Community To understand that there are rights and responsibilities in an online community or social network. What rules should I follow when online?	Relationships Online Gaming To understand there are rights and responsibilities when playing a game online. What rules should I follow when I am online playing a game?	Relationships My relationship with technology - Screen time To be able to recognise when I am spending too much time using devices (screen time). How much time should I spend on devices?	Relationships - Staying Safe and Happy Online LO - To explain how to stay safe when using technology to communicate with my friends

DT	<p>Cooking and Nutrition: Developing a Recipe</p> <p>LC1: From farm to Fork</p>	<p>Cooking and Nutrition: Developing a Recipe</p> <p>LC2: Different choices</p>	<p>Cooking and Nutrition: Developing a Recipe</p> <p>LC3: Nutritional value</p>	<p>Cooking and Nutrition: Developing a Recipe</p> <p>LC4: Preparing ingredients</p>	<p>Cooking and Nutrition: Developing a Recipe</p> <p>LC5: Designing labels</p>	<p>Cooking and Nutrition: Developing a Recipe</p> <p>LC6: Making bolognese</p>
	Lesson 1: To explore what we learn about the story of the Exodus in the Bible?	Lesson 2: To reflect on the Exodus story shows Moses' trust in God	Lesson 3 : To explore how the Exodus story may help Christians when life gets tough.	Lesson 4: To reflect on the importance of the Ten Commandments.	Lesson 5: To investigate how many Christians try to bring freedom and justice (themes from the Exodus story) into today's world.	Lesson 6: To explore What we can say about the Exodus story, its themes and its importance for Christians today.
MFL	<p>Chez Moi</p> <p><u>WEEK 2: L2</u> - recognise, recall and spell 5 different rooms in the house.</p>	<p>Chez Moi</p> <p><u>WEEK 3: L3</u> - recognise, recall and spell another 5 rooms in the house.</p>		<p>Chez Moi</p> <p><u>WEEK 4: L4</u> - revisit negative structures to talk about the rooms that they do not have.</p>		<p>Chez Moi</p> <p><u>WEEK 5: L5</u> - consolidate and apply their new learning.</p>
PE	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket
	Tennis	Tennis	Tennis	Tennis	Tennis	Tennis

