

Class: SC/ JW	Term: Spring 1	Year Group: 5
Prime Learning Challenge	Geography - Why is Climate Change such an Important Topic Science - What do we know about the Sun, Earth, Moon and Planets?	

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 - Children in previous years have looked at Physical elements of Geography such as natural disasters, rivers and rainforests. We have discussed about climate change and saving the planets as part of whole-school assemblies.</p> <p>Science - The children have previously learnt about What do rocks tell us about the way the Earth was formed? (Yr 3) They will have heard about the planets and may not realise that Pluto is now classed as a dwarf planet.</p>	<p>Geography - The pupils want to investigate what climate change is and who discovered it. What is the ozone layer and why is it important? What do we mean by greenhouse gases and why is it important to know about them? What has been the impact of climate change on our world to date? Who is Greta Thunberg and why is she associated with climate change?</p> <p>Science - Can we name the planets? What is the relationship between the Earth, Sun and Moon? What is day and night? Who is Neil Armstrong?</p>	<p>Geography - Pupils will explore what climate change is. They will discuss ways we can reduce energy usage at home and at school to help prevent climate change. They will learn about relevant and current issues regarding ozone layer and greenhouse gases. They will learn about how individuals are taking action to help with climate change.</p> <p>Science - Pupils will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will describe the movement of the Moon relative to the Earth. The children will describe the Sun, Earth and Moon as approximately spherical bodies. They will use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>

By the end of this prime learning challenge...	Some: More Able	<p>Geography - Know what climate change is and ways to help reduce our carbon footprint at home and at school. They will understand terms like ozone layer and greenhouse gases. They will be able to name at least one person trying to help stop climate change. They will be able to explain the impact climate change is having on our planet.</p> <p>Science - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>
	Most: Core	<p>Geography - Know what climate change is and ways to help reduce our carbon footprint at home and at school. They will understand terms like ozone layer and greenhouse gases. They will be able to name at least one person trying to help stop climate change.</p> <p>Science - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Use Earth's rotation to explain day and night.</p>
	All: Less able	<p>Geography - Know what climate change is and ways to help reduce our carbon footprint at home and at school.</p> <p>Science - Describe the movement of the Earth. Describe the movement of the Moon relative to the Earth. Use Earth's rotation to explain day and night.</p>

Pre-Learning How will you make sure you are pitching appropriately?	Wow!	Reflection How will you reflect & evaluate?
Children to complete a pre-learning task and write their own questions as to what they want to find out about each topic.	<p>Science - Hook - Fictional situation. Receive a letter from an alien The 'alien' has discovered</p>	Children to complete a post-learning task, answer the questions on their pre-Learning

<p>Questions to be used for the classroom display board. Children to complete these as the topic evolves.</p>	<p>Earth via a long distance probe, but has no information about Earth or the planets, moons and stars that are 'near' to us other than a few images captured by the probe. (Show letter and pictures) - Our task, over the next 12 weeks is the help the alien learn about our planet.</p> <p>WOW! - Planetarium</p>	<p>task and record some reflection sentences on Seesaw blogs.</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy	Description on the planet - Pandora	Description on the planet - Pandora	Climate Change Poetry	David Attenborough biography	David Attenborough biography	David Attenborough biography
Rainbow Grammar	Understand that a complex sentence consists of a subordinate clause and a main clause.	Understand that a complex sentence consists of a subordinate clause and a main clause.	Understand that a complex sentence consists of a subordinate clause and a main clause.	To bank sentences with relative clauses and indirect/ direct speech.	To bank sentences with relative clauses and indirect/ direct speech.	To bank sentences with relative clauses and indirect/ direct speech.
Maths	Fractions	Fractions	Fractions	Fractions	Fractions	Fractions
Science	LO: To be able to explain the movement of the planets in our solar system. <i>LC1 - How can we explain the</i>	LO: To explain the movement of the moon in relative to the Earth. <i>LC2 - How can you explain the</i>	LO: To explain how night and day are created. <i>LC3: How can you demonstrate how night and day are created?</i>	LO: To explore the dimensions associated with the Sun, Earth and Moon <i>LC4: What do we know about</i>	LO: To explore and know the planets in our Solar System. <i>LC5: What do you know about the planets?</i>	LO: To be able to consolidate my learning of Earth and space.

	<i>movement of the Earth and other planets relative to the Sun?</i>	movement of the moon in relative to the Earth?		the dimensions associated with the Sun, Earth and Moon?		<i>LC6: What is in our solar system?</i>
Geography	<i>To understand what we mean by climate change LC1: What do we mean by climate change?</i>	<i>To understand why the ozone layer is so important. LC2: What is the ozone layer and why is it important?</i>	<i>To be able to explain what we mean by greenhouse gases. LC3: What do we mean by greenhouse gases and why is it important to know about them?</i>	<i>To explain the impact climate change has had on our world. LC4: What has been the impact of climate change on our world to date?</i>	<i>To know people associated with climate change. LC5: Who is Greta Thunberg and why is she associated with climate change?</i>	<i>Reflection and Post-Learning</i>
Music	Charanga - Make you feel my love	Charanga - Make you feel my love	Charanga - Make you feel my love	Charanga - Make you feel my love	Charanga - Make you feel my love	Charanga - Make you feel my love
PSHE	When I Grow Up To understand that I will need money to help me achieve some of my dreams <i>What is my dream lifestyle?</i>	Investigate Jobs and Careers To understand the contributions made by people in different jobs <i>What jobs/ careers are available in the future?</i>	My Dream Job. Why I want it and the steps to get there To be able to identify a job I would like to do when I grow up <i>What job would I like to do in the future?</i>	Dreams and Goals of Young People in Other Cultures To be able to understand the dreams and goals of young people in a culture different to mine <i>What aspirations do children from</i>	To understand the similarities and differences in aspirations between myself and young people in a different culture <i>How can we support each other?</i>	Rallying Support To be able to encourage my peers to support young people here and abroad to meet their aspirations <i>How can I help my friends to achieve their goals?</i>

				<i>other cultures have?</i>		
Art/DT	LO: To explore how a drawing can be developed.	LO: To explore how a drawing can be developed.	LO: To combine materials for effect.	LO: To identify the features of self-portraits.	LO: To develop ideas towards an outcome by experimenting with materials and techniques.	LO: To develop ideas towards an outcome by experimenting with materials and techniques.
RE	Lesson 1: What do Jewish people look like, and where do we find Jewish people in the UK?	Lesson 2: What is the Torah? What is a Sefer Torah?	Lesson 3: Why are there different types of synagogue in the UK?	Lesson 4: How does the Torah influence what Jewish people might eat?	Lesson 5: How are Jewish people adapting festivals in the UK?	Lesson 6: Why is the Torah important to Jewish people?
MFL	LO: To recognise, recall and spell the nouns of family members.	LO: To recognise, recall and spell the nouns of family members.	LO: To consolidate family members with definite articles and begin to use the possessive adjective 'my'.	LO: To consolidate family members with definite articles and begin to use the possessive adjective 'my'.	LO: To introduce family members using the phrase 'he is called/she is called...'	LO: To introduce family members using the phrase 'he is called/she is called...'
PE	Dance	Dance	Dance	Dance	Dance	Dance
Games	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey
Computing	E-Safety - My Online Life - Lesson 3 - What judgements do you make about other peoples online life?	Lost In Space - Decomposition and Algorithms	Lost In Space - Research	Lost In Space - Sprites	Lost In Space - Programs and Decisions	Lost In Space - Debugging

