

Y5 Be fair with your climate Learning Sequence

Synopsis: Be fair with your climate.

Fairtrade supports farmers to get a better price for their crops and provide good working conditions. They also aim to support their local communities. Climate crisis that has mainly been caused by developed countries? We will use different topics to investigate this.

In **English**, we will be using Fairtrade as a subject to debate in a balanced argument and using environmental themed text Varmints to inspire a story with a flashback.

In **Geography**, we will study human and physical geography using atlases and digital mapping, comparing Cote D'Ivoire and the local Cumbrian area.

In **D&T**, we will review current products on the market, adapt recipes and create our own Fairtrade/local suppliers inspired muffins.

In **PE**, we will develop strength and stamina to apply across all physical activities as well as develop our team cricketing skills and develop our athletics achievements.

In **Computing**, children will recognise how search systems can help them find the best information when researching Fairtrade and use word processing skills in Geography to present their work.

In **Science**, we will study Earth and Space and the human life cycle.

In **Art**, children will apply paper skills to create a 3d sculpture that conveys a message.

In **Music**, we will find the freedom to improvise and create a battle of the bands.

In **French**, learn and describe the planets.

In **PSHE**, we will be learning how to build healthy relationships and changes that happen to our body.

English

Develop our writing skills

YEAR 5	English Learning Sequence
<p>English Objectives</p> <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number or by varying tense • Indicate parenthesis using brackets, dashes and commas • Use commas to clarify meaning/avoid ambiguity 	<ul style="list-style-type: none"> • <u>Balanced argument</u> • Share a text that gives a balanced argument for 'should children be allowed to eat chocolate for breakfast?' • Understand key features of a balanced argument – record on box it up plan • Understand the text – comprehension • Identify – main arguments of balanced arguments • Facts Opinions using table to sort ideas

- Use expanded noun phrases for accuracy
- • Use active/passive voice for effect

Language & Vocabulary

- Become familiar with the language of writing eg. figurative language, style and effect
- Select appropriate language and vocabulary to reflect their understanding of audience and purpose
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Text Structure & Features

- Summarise and present familiar stories in their own words
- • Summarise main ideas from more than one paragraph using evidence
- • Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
- • Reflect understanding of audience and purpose though choice of grammar, vocabulary and structure
- • In fiction, consider how authors develop character and setting
- • Use a wide range of devices to build cohesion within and across paragraphs
- • Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning

- Identify sentence signposts – openers – verbal practise – switch in different signpost from list
- Use signposts – creative sentence openers
- Shared write – opening paragraph – sentence signposts – adverbials however
- Shared write arguments using sentence signposts
- Shared write conclusion using modal verbs
- Plan their own balanced argument – use box it up plan
- Research facts about fairtrade using internet (see computing section for objectives).
- Draft, edit and improve writing

Stories with a flashback

Identify effective use of language

Write a leaflet to inform

Describe the setting in a diary entry

Use different narrative techniques

Infer meaning through description

Understand how writers use flashbacks to create an impact

Apply inference skills

Use conjunctions as part of compound and complex sentences to explain

Write an opening paragraph to engage

Use parenthesis

Link paragraphs

Plan a persuasive paragraph

Diary entry

Express thoughts and feelings by using atmospheric language person

Organise events into order

Use punctuation for clarity and to create meaning

Write from different perspectives

- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Reading

Fostering positive attitudes to reading

Year 5

Word reading

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Comprehension

Read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

- Read books that are structured in different ways for a range of purposes
- Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures
- Recommend books to peers, giving reasons for their choices
- Identify and discuss themes and conventions. Comments identify similarities and differences between texts
- Make comparisons within and across books, commenting on similarities and differences between texts
- Learn a wider range of poetry by heart
- Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning)
- Checking that the book makes sense to them, discuss and explore meanings of words in context

Balanced argument

- Listen to and study the structure of a balanced argument
- Comprehension skills - Understand the text
- Use dictionary to check meaning of new words
- Research facts about fairtrade using internet (see computing section for objectives).
- Teacher to model effective balanced argument, using wide range of conjunctions and adverbials to reflect explanation
- Draft, edit and improve writing

- Stories with a flashback
- Understand how a flashback helps give background to a story

- Identify the theme and conventions used

Guided reading

Activities to learn, practise and apply reading objectives are carried out in weekly guided reading sessions

Maths

Develop confidence and mastery using shape, space and measure skills

Graphs and tables

Draw line graphs

Read and interpret line graphs

All year groups follow the Power Maths mastery programme

These curriculum objectives are covered daily in lessons through a small step, progressive approach.

Read and interpret tables

Two-way tables

Timetables

Geometry – properties of shapes

Understand and use degrees

Measure acute angles

Measure angles up to 180 degrees

Draw lines and angles accurately

Calculate angles around a point

Calculate angles on a straight line

Lengths and angles in shapes

Regular and irregular polygons

Parallel lines

Perpendicular lines

Investigate lines

3D shapes

Problem solving with coordinates

Translate shapes

Translate points

Reflection

Reflection in horizontal points

Decimals

Add and subtract decimals within 1

Complements to 1

Add and subtract decimals across 1

Add decimals with the same number of decimal places

Add decimals with a different number of decimal places

Subtract decimals with a different number of decimal places

Problem solving with decimals

Decimal sequences

Multiply decimals by 10

Multiply decimals by 10, 100 and 1,000

Divide by 10

<p>Divide by 10, 100 and 1,000</p> <p><u>Negative numbers</u></p> <p>Understand negative numbers</p> <p>Count through zero</p> <p>Compare and order negative numbers</p> <p>Find the difference</p> <p><u>Measurement</u></p> <p>Kilograms and kilometres</p> <p>Millimetres and millilitres</p> <p>Convert units of length</p> <p>Imperial units of length</p> <p>Imperial units of mass</p> <p>Imperial units of capacity</p> <p>Convert units of time</p> <p>Timetables – calculating</p> <p>Problem solving</p> <p>Cubic centimetres</p> <p>Compare volumes</p> <p>Estimate volume</p>	
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P.E.

Develop strength and stamina that can be applied to all sports

<p>Year 5</p> <ul style="list-style-type: none"> • Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel • Evaluate and recognise own and others' success and identify strategies for improvement • Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship • Apply principles suitable for attacking and defending • Participate in outdoor and adventurous activities • Use a broad range of skills in isolation and in combination to 	<p>Learning sequence</p> <p><u>Strength and conditioning</u></p> <p>To be able to understand the muscles used in strength training</p> <p>To be able to develop upper body strength</p> <p>To be able to develop stamina and cardio</p> <p>To be able to develop leg and lower body strength</p> <p>To be able to plan a workout to maintain strength and stamina at home</p> <p><u>Cricket:</u></p>
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<p>become physically confident</p> <ul style="list-style-type: none"> • Develop mastery of flexibility, strength, technique, control and balance 	<p>Throwing and catching under pressure/catching over distance Defending – stopping the ball Hit a moving ball with a bat Play a game as a team – communication</p> <p><u>Athletics:</u> Throwing, skipping and jumping techniques Increasing speed and strength Using your body to increase power Competing against others Reviewing performance</p> <p><u>Dodgeball :</u> Throw with technique and accuracy Catch the ball with control Play competitively showing respect</p>
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Geography

Describe geographical location of countries and cities supported by Fairtrade and understand our global responsibility for sustainability.

<p>Geography Objectives Year 5</p> <ul style="list-style-type: none"> • Locate majority of world’s countries and cities using maps and identify environmental regions, key physical/human features • Identify position of latitude/longitude and N/S hemispheres • Identify positions of tropics of Cancer/Capricorn, Arctic and Antarctic • Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world • Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically • Explain key aspects of physical geography (climate zones, vegetation belts, mountains, earthquakes, volcanoes, biomes) • Understand the interaction between physical and human processes and features 	<p>Geography Learning Sequence</p> <ul style="list-style-type: none"> • Describe the countries supported by Fairtrade by their location on Earth using atlases and globes. Confidently identify which continents/countries and oceans are crossed during the journey with links to compass directions and longitude and latitude eg Travel north east to get to ... • Examine similarities and differences between climate in Cote D’Ivoire and United Kingdom • Understand the differences between human and physical geography and how they affect cocoa farming • Use digital mapping to locate countries and cities that are supported by, and supporting Fairtrade. • Describe physical geography of countries supported by Fairtrade • Understand the impact of climate crisis on farming
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Computing

Develop physical systems using coding skills

Computing Objectives Years 5

- **E-Safety**
- **Confidently, competently and responsibly use information and communication technology**
- **Digital Literacy**
- **Express own ideas by selecting, using and combining a variety of software on digital devices to design and create programs**
- **Information Technology**
- **Be discerning in evaluating the reliability of digital content**

Computing Learning Sequence

Word processing

- Add and edit images on a word document
- Use word wrap with images and text
- Change the look of text
- To add features to a document to enhance its usability
- To use tables within MS Word to present information

3D modelling

- Use 2D model programme to design a building
- Explore the effect of moving points when designing
- Design a 3D model to fit design criteria
- Refine and print a model

Science

Animals including humans – Body systems

Science Objectives YEAR 5

- **Independently decide which observations to make**
- **Use science experiences to plan different types of enquiry**
- **Gather and record data/results of increasing complexity using diagrams, classifications keys, tables, bar and line graphs**
- **Report and present findings from enquiries examining causal relationships and reliability of results**
- **Recognise and control variables where necessary**
- **Take measurements using a range of scientific equipment with accuracy and precision**

Science Learning Sequence

SPACE

- What is the sun? What are planets?
- What is our solar system like?
- Why do we have day and night?
- Why do we have seasons?
- What are the phases of the moon?

Animals including humans – changes including puberty

- Order and compare the stages in the human life cycle
- Understand and describe the changes as humans develop to old age

<ul style="list-style-type: none"> Use test results to make predictions to set up further tests <p>Identify scientific evidence that has been used to support/refute arguments</p> <p>Working scientifically skills: Design experiment; Making conclusions</p>	<ul style="list-style-type: none"> Describe the changes experienced in puberty. Understand why puberty happens. Compare gestation time in animals
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Art

Children will apply paper skills to create a 3d sculpture that conveys a message.

<p>Art Objectives Year 5</p> <ul style="list-style-type: none"> Capture artistic process in sketch book In painting, use watercolours to suggest mood Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation <ul style="list-style-type: none"> In painting, use watercolours to suggest mood Communicate ideas and comment on artworks using artistic language 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> Sculpture Sculpture – visual & tactile qualities to create sculpture Study paper artists Create 3d shapes using nets Use varied paper techniques Understand how to convey a message through sculpture Use paper techniques and tactile qualities to convey a message through 3d sculpture. <p><u>Textiles</u> Transfer a design onto an old cotton item Use basic and back stitch Use running stitch to create pattern Design own stitching choices for individual final piece Complete final stitching artwork</p>
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Music

We will find the freedom to improvise and create a battle of the bands.

<p>Music Objectives Year 5</p> <ul style="list-style-type: none"> Appreciate and understand music from range of origins, traditions, historical periods and social contexts Further understand difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers 	<p>Music Learning Sequence</p> <ul style="list-style-type: none"> Freedom to Improvise Battle of the Bands Clap different rhythm notations including semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers
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<ul style="list-style-type: none"> • Read/play short rhythmic phrases at sight from prepared cards • Listen with attention to detail to combination of high quality recorded and live music • Play melodies on tuned percussion, melodic instruments or keyboards <p>Improvise freely using tuned percussion/melodic instruments, with range of dynamics</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Appreciate African and south American music • Use percussion instruments to learn rhythm notations and perform tribal rhythms • Evaluate and discuss African and South American music • Use song to practise rhythm - crotchets quavers • Play melodies of African and South American music
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D & T

Create new product/packaging for chosen sweet or savoury muffin using their own design criteria and adapting it to make it Fairtrade.

<p>Year 5</p> <p>Make According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Technical knowledge Construct more complex structures by applying range of strategies in order to solve real/relevant problems • Drawing on disciplines & making connections to wider subject areas,</p> <p>Evaluate Generate own design criteria and evaluate ideas and products against these Investigate and analyse a range of existing products that address real/relevant problems, in a range of relevant contexts</p> <p>Design</p> <ul style="list-style-type: none"> • Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, crosssectional and exploded diagrams • Use research to inform design and generate own design criteria • Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing • Confidently take calculated risks to become innovative, resourceful and enterprising 	<p>Learning sequence</p> <ul style="list-style-type: none"> • Collect examples of Fairtrade products and explore where they originate • Explain that Fairtrade need a new recipe/product and packaging design • Children research ingredients that involve Fairtrade products • Using design criteria, children design own recipe using Fairtrade ingredients • Examine range of existing logos to inspire own design • Make and evaluate the logo, making adaptations as they go through the process • Design packaging for own product, focusing on sustainability and aesthetics • ‘Pitch’ new design to rest of class, taking constructive feedback from others
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PSHE

We will be learning how to build healthy relationships and changes that happen to our body.

<p>Year 5</p> <ol style="list-style-type: none"> 1. RL (Relationships) Building positive, healthy relationships 2. CM (Changing Me) Coping positively with change 	<p>All year groups follow the Jigsaw PSHE programme These curriculum objectives are covered in lessons through a small step, progressive approach.</p>
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French

Build confidence using the French language to develop French conversation skills

<p>Space exploration</p>	<p>Solar system vocabulary Sun and moon metaphors Comparing planets Using the galaxy to understand adjective agreement Form questions to enquire about plants</p>
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