

Question:

HOW CAN I MAKE A POSITIVE IMPACT ON THE PLANET?

Hook: Assembly (Recycling plant? Green wall?) (External provider)
Visit - Lister Park (urban environment) Denso Marston?

How does Bradford compare with other environments?

Geography Autumn 1:

-Research & present key physical & human features using a range of geographical resources such as own interpretations from maps, globes, digital mapping rather than textbooks. To make the connection that latitude affects climate

Concept

Understand climate affects biomes, vegetation belts & that climate is dependent on latitude.

Understand the processes of climate change, pollution, the greenhouse effect and deforestation

How does the environment influence who or what lives there?

Science Autumn 1

Habitats VISIT
Plant and animal life cycles

- Pupils are taught to develop a timeline which indicates the stages of growth and development
- Pupils are taught to use scientific research to support findings
- Pupils are taught to pose pertinent questions that explore and answer how humans grow over time

Skills

Pupils can independently research lifecycles, recognising useful secondary sources and synthesising these into concise explanations or scientific diagrams.

Pupils can identify different causal relationships in their data and identifying evidence that refutes or supports their ideas.

RE

Concept

Stewardship
Compare how different religions view stewardship of our planet

WRITING

Autumn 1 Explanation – link to Science/Geography (plastic pollution, climate change, deforestation)

Autumn 2 persuasion – re our positive impact -what can we change in school?
(buy re-usable bottles, recycle properly, walk instead of drive)

MUSIC AND COMPUTING

DT

ICT Stop motion animation to link with DT project
<https://sites.google.com/sheffield.ac.uk/thinklikeanengineer2021/projects/6-eco-animation>

ART

Separate planning
Observational drawing of things in nature – use Art Skills document

ORACY

Autumn 1

Establish talk What is Oracy and why is it important?
rules as a class
Establish class talk targets, see Oracy action plan
Play some talking games – barrier games, I went shopping, would you rather, odd one out etc.
Oracy skills lesson weekly

Autumn 2

Have a go at presentation and debate around topic areas – write and present a persuasive speech see Voice 21 IGNITE speeches.
(short burst writing)

PSHCE

Growth mindset

Identity

Teach growth mindset

Review zones of regulation
Recognising and managing our emotions
Respect

Use PAT Curriculum resources

How does the environment influence what materials are used?

Science Autumn 2

Concepts

- Pupils are taught that materials can be changed using different processes some of which are reversible others are irreversible.

Pupils are taught that sometimes new materials can be made because an existing material has been altered and this is not usually reversible

- Pupils are taught that materials have different properties (hardness, solubility, transparency, conductivity and response to magnets).
- Pupils are taught that changes can occur, some are reversible some are irreversible (evaporating, filtering, sieving, melting and dissolving, burning, rusting).
- Pupils are taught that some changes result in the making of new materials.

Skills

- Pupils are taught to compare, group and classify materials based on their properties.
- Pupils are taught to make decisions on how to set up appropriate, fair tests
- Pupils are taught to make well-reasoned predictions and begin to offer evidence to support their idea
- Pupils are taught to observe changes to material as they are exposed to change. –
- Pupils are taught to gather, record and present data in a suitable way, creating accurate charts
- Pupils are taught to report findings and conclusions in different ways and communicate using scientific language

MATHS

Autumn 1

Pre-assess to find starting point (Testbase 4)

Place value using WRM/NCETM planning structure

Autumn 2

Addition/subtraction?

READING

Autumn 1 focus – recapping key skills already covered:
Inference, retrieval, summarising, skimming and scanning, predicting
Specific non-fiction focus

Here we Are
The Promise
Globe challenge creatures in danger (Bug Club)

Then a selection on non-fiction (already on system)

DT

Think like an engineer project Eco Animation

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