



Impact

By the end of this unit, children will...

'God blessed them, and God said to them, "Be fruitful and multiply...have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.' Genesis 1:28.

During this unit, children will learn about the earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis. They will also explore how these extremes affect people, communities and landscapes. Through their learning children will begin to discuss whether human actions contribute towards natural events and disasters. They will begin to understand how the actions of an individual can have consequences for other people. This will lead to the concepts of "dominion" and "stewardship", exploring whether or not humanity has taken on the role gifted to them by God.

Intent

It is our vision that the children of St. Mary's become advocates of sustainable living; protecting the earth for future generations. Throughout this unit, they will discover the extent to which human actions can impact on natural disasters which change landscape of our earth. They will also begin to understand how the actions of one person can have a detrimental effect on the life of a brother and sister that we may never meet.

Building the Kingdom

Are natural resources a curse or a blessing?

Further questions to explore:

- Are droughts man-made or a natural occurrence?
- If England doesn't experience natural disasters, should we support those who do?

Catholic Life Pledge:

Post-Christmas Toy Donation (Solidarity & Subsidiarity)

Catholic Social Teaching

Stewardship & The Common Good

We are guardians of God's creation, living sustainably and protecting Our Common Home. In doing so, we work for the good of each and of all.

'The earth was here before us and has been given to us. Each has the duty to protect the earth and its fruitfulness for future generations.'
Pope Francis.



Core Subjects

English

During this term, pupils will write:

Main Text: Swimming Against Storm

- Fiction writing – Setting, character description, location review, newspaper report and narrative.
- Non-fiction writing - Formal reportS

Spelling: Suffix – ive, tion, al, ly, ing, ied, plurals, short vowel and double consonant

Skills focus: Effective use of technical and precise vocabulary to inform, persuade and explain. Using relative clauses with different relative pronouns (which, where, when, whose, that) to give extra detail. Punctuation to indicate relative clauses.

Maths

Statistics

- Interpreting tables
- Two-way tables
- Interpreting line graphs
- Drawing line graphs

Number – Multiplication

- Multiples
- Factors
- Prime numbers
- Using factors
- Squares
- Cubes
- Inverse operations
- Multiplying whole numbers by 10, 100 and 1,000
- Dividing whole numbers by 10, 100 and 1,000
- Multiplying and dividing by multiples of 10, 100 and 1,000

Area and Perimeter

- Measuring perimeter
- Calculating perimeter
- Calculating area (1)
- Comparing and estimating area

Foundation Subjects

History / Geography

Extreme Earth

Pupils will describe and understand key aspects of physical geography such as natural disasters and extreme weather phenomena ranging from tropical storms to violent erupting volcanoes to towering tsunamis.

- Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world.
- Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.
- Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment.
- Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts.

Art & Design technology

African Instruments (DT)

- Use research and develop design criteria to inform & communicate the design.
- Select from and use a wider range of materials and components.
- Investigate and analyse a range of existing products.
- Evaluate and improve their ideas and products against their own design criteria.

Extreme Earth (Art)

- Improve their mastery of art and design techniques, including sculpture with a range of materials.
- Learn about great artists in history.

Music

Pulse, Beat, Rhythm - Semibreve and semi-quaver notes, read and play rhythm cards using staff notation, compose rhythms and maintain a rhythm in 4 parts.

Computing

Spreadhseets & Databases:

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Are natural resources a curse or a blessing?

Y5: Knowledge & Skills

Core Subjects

Science

Classifying Organisms:

The children will take an in-depth view at classifying animals, plants and micro-organisms. They will recap their knowledge of broad groups of organisms before taking a much more detailed look at the Linnaeus classification system, how it works and how different species of organisms that are closely related can be identified.

Properties & Changes of Materials:

The children will complete practical activities and scientific enquiries to help your KS2 Science class understand the differences between a variety of materials, and how materials can be mixed and dissolved, and reversibly and irreversibly changed.

Religious Education

Advent:

This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.

Christmas:

In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.

Baptism:

The unit explores the role of John the Baptist in the Baptism of Jesus and provides an opportunity for an in depth study of the signs, symbols and prayers associated with the Sacrament of Baptism.

Oracy

Speak increasingly fluently in front of an audience, explain ideas and events in chronological order, ask probing questions, use evaluative stems to support the discussion of successes and next steps, consider the impact of their words on others when giving feedback and plan feedback accordingly. Begin to deliberately vary tone of voice in order to convey meaning e.g. speaking authoritatively. Use effective exploratory and evaluative language to clarify thinking during a discussion. Begin to consider the use of specialist language to describe their own and others' talk. Organise group discussions independent of an adult.

Foundation Subjects

Physical Education

Fitness

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.

Dance

Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.

French

The Weather & Phonetics

RSHE/PHSE

- Module 1, Unit 4 Growing up Assessment
- Module 1, Unit 4, Session 1 (Making Babies Part one)
- Module 1, Unit 4, Session 2 (Making Babies Part 2)
- Module 1, Unit 4, Session 3 (Menstruation)
- Module 1, Unit 4 Growing up Assessment
- Module 2, Unit 1 Talking To God Assessment
- Module 2, Unit 1, Session 1 (Is God calling you?)
- Module 2, Unit 1 Talking To God Assessment