

**St Anne's CEVA
Primary School**



**Year Groups 5/6
Terms 5/6**

Learning Theme Big Question:

What is change?

Other questions worth asking:

Can we walk on water?

How do people change?

What can we change? (Friendships, appearance, environment)

What changes can be reversed?

What changes can't be reversed?

What will be your real life project?

What matters to children? (Children's questions about the big question)

Understanding the World around them

Making sense of why things happen

Finding out for themselves

How will I change?

How can I change for the better?

Why do people change their minds?

Will I change who I am as I grow?

What do we want the children to know? (Knowledge)

Links to Main subject NC PoS:

Science

M1 compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (Y5)

M2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution(Y5)

M3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating(Y5)

M4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic(Y5)

M5 demonstrate that dissolving, mixing and changes of state are reversible changes(Y5)

M6 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.(Y5)

E11 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Y6)

E12 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents(Y6)

E13 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6)

Art

A2 to create sketch books to record their observations and use them to review and revisit ideas

A3b - painting

What do we want the children to know? (Knowledge)

Links to other subject NC PoS:

Geography

GL3 Name and locate counties and cities of the United Kingdom

GL3a It's geographical regions and their identifying human and physical characteristics

GL3b It's key topographical features (including hills, mountains, coasts and rivers)

GL3c It's land-use patterns

GL3d understand how some of these aspects have changed over time

GSF4 use fieldwork to observe, measure, record and present the human features in the local area

GSF5 use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including

GSF5a -sketch maps

GSF5b -plans and graphs

GSF5c - digital technologies (Aerial photos and GIS)

Design

C1 understand and apply the principles of a healthy and varied diet

C2 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

C3 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

RE

Unit 9 How should we live and who can inspire us?

Computing

Shape & Weather

Cultural

British values: democracy, rule of law

What maths POS can you incorporate?

How will you incorporate English across the curriculum?

What do we want them to be able to do better? (Key skills and NC skills)



Creative thinking skills

Enquiry skills

What do we want them to be like? (Values, dispositions and attitudes)

Further develop Forgiveness Courage

How do the children want to celebrate and share their learning? (End of theme celebration of learning)

Dress up day – change who you are for the day (clothes, accent, etc)

Science Fair – children create and set up experiments for other children to try out. They act as lead scientists, guiding other children and explaining key concepts in change.

What are the big ideas? (Concepts and values)

Melting and freezing
Heating and cooling
Evaporation and condensation
Dissolving and boiling
Mixing
Burning

Where can we visit? Who can visit us? (Real life experiences)

Water treatment site
Thatchers cider farm
Science expert – Dr Tom Robson to visit
Mr G – the Science Man!

What books/films can we use? (High quality literature)

Krindlekrax – Phillip Ridley
Bill's New Frock – Anne Fine
I was a Rat! – Phillip Pullman
Changes – Anthony Browne
Tom's Midnight Garden - Philippa Pearce

What can we make?

Cooking – melting, freezing, dissolving
Make jelly – can it be reversed?
Make cake
Make salt crystals
Make insulators for ice balloons
Through Art explore the change in seasons – four seasons picture
Change in colour – sunset pictures

What can we use? (High quality resources)

Corn flour and water – can we walk on water?
Borrow range of resources from Secondary schools – Bunsen burners, glass heating bottles
Vivaldi – Four Seasons musical piece
Daivd Bowie – Changes song

What big words will we use? (High level vocabulary)

Filter, evaporate, freeze, cool, heat up, melt, dissolve, ice, salt, insulator, conductor, reversible, irreversible, evaporate, condense, mixing, burning, boiling, solids, liquids, gases, materials, sorting, properties, hardness, solubility, transparent, magnetic, filter, sieve, separate, substance, recover, solution, temperature, Celsius, water cycle, precipitation, fair test

What can we collect? (Tactile display to aid learning)

Bowl of water
Jelly
Bowl full of mixture that can be separated: rice, lentils, flour, paper clips, marbles, etc
Fossil

What can our role –play area be? (Outdoor imaginative play)

Change your appearance with our hat stand: silly wigs, funny glasses, masks, clothes from the past, fancy dress, super hero costumes

What did the children think? (Review)

(To be completed at end of theme)

What do they need next/more of? (Extend during next learning theme)

(To be completed at end of theme)

What will I do next time to make this learning theme even better? (Develop)

(To be completed at end of theme)