



Introduction to our topic

Is it me or is it hot in here?

This term we are looking at climate change and its global impact. The children will explore the effects of increased greenhouse gases over time since the Ice Age, impacts and solutions linking to the effect on future generations. In addition, they will carry out a variety of different experiments linking to the weather; learn about protests and whether these have a major impact. We will also have an opportunity to think about reducing our own carbon footprint.

Our key learning this term

Personal and social development	<p>We will be looking at how to keep ourselves safe regarding e-safety, drugs and alcohol. As part of our RSE unit, we will also be looking at how babies are made. We will be learning to:</p> <ul style="list-style-type: none"> -Identify the changes that happen through puberty to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; -Know the legal age of consent and what it means.
Oracy and Literacy	<p>Whole Class Text:</p> <p>When the World Turns Wild</p> <p>Writing:</p> <p>Fiction: Oliver Twist (linked to Tobacco Factory performance)</p> <p>Balanced argument: Global warming</p> <p>Biography: Greta Thunberg</p>
Problem solving maths	<p>Year 5/6</p> <p>Calculating percentages of amounts</p> <p>Converting percentages, fractions and decimals</p> <p>Converting standard and imperial mass, capacity and length</p>

	<p>Calculating the area and perimeter of 2D shapes</p> <p>Calculating the volume of 3D shapes</p>
Technology	<p>Know the pros and cons of social media and put knowledge into practice by using social media safely</p> <p>Create, edit and publish video</p>
Science	<p>Climate Change Understand what climate change is and how it works. Understand how greenhouse gases and fossil fuels affect the environment and cause climate change.</p> <p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>
The Arts (Art & Design, Music, Drama)	<p>Art: -Final piece of work to reflect their feelings on global warming/pollution. An underwater picture/collage which includes manmade things (plastics which is destroying their habitats). -Artists: Picasso and Banksy</p> <p>Music We will be following the 'Dona nobis pacem' Sing-up unit, aiming to:</p> <ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Humanities (RE, History, Geography)	<p>RE – Christianity – Salvation</p> <ul style="list-style-type: none"> · Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus. · Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone. · Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven. · Christians use a range of theories and metaphors to explain how this reconciliation works. · Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him. · Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. <p>History - understanding the impact of the industrial revolution</p> <p>Geography- Build on study of the River Chew river system: focus on human geography (coal industry) and compare to a contrasting location in the UK: Rhondda Valley</p>
P.E.	<p>Striking: Badminton</p> <ul style="list-style-type: none"> -different types of strokes: Forehand, backhand, drop, over head, lob. -Footwork

	<p>Swimming</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres -use a range of strokes effectively -perform safe self-rescue in different water-based situations
<p>Modern Foreign Language this term</p>	<p>Spanish: Mi casa</p> <ul style="list-style-type: none"> -Say whether they live in a house or an apartment and say where it is. -Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. -Tell somebody in Spanish what rooms they have or do not have in their home. -Ask somebody in Spanish what rooms they have or do not have in their home. -Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).
<p>Activity Passport Experiences</p>	
<p>This term we will have an opportunity to...</p> <ul style="list-style-type: none"> ✓ Visit to the Tobacco Factory to see the Pantomime ✓ Carry out work on the River Chew 	