

Year 5 Spring 1 2020

The ToI 3 is 'OUR PLANET' and our CENTRAL INVESTIGATION is:

.....
OUR PLANET IS AN ESSENTIAL PART OF OUR UNIVERSE.....

We will investigate:

1. The movement of the Earth, Moon and other planets relative to the Sun in the solar system (form).
2. The reasons for day and night, summer and winter (cause).
3. Consider whether we are essential to our universe (points of view).
4. How do our actions affect the future of our planet (responsibility)?

The AtL's we will show during this investigation are:	We will develop the following SKILLS:	The ACTION we might take is:	We will develop the following PUPIL PROFILE characteristic:
<ul style="list-style-type: none"> • Respect • Commitment • Independence 	<p>Research: Planning</p> <p>Self-Management: Time management and spatial awareness</p> <p>Communication: Viewing, Presenting, Digital understanding</p> <p>Social: Adopting a variety of roles, Social and environmental responsibility</p> <p>Critical Thinking: Knowledge acquisition, Analysis, Synthesis</p>	<ul style="list-style-type: none"> • UN sustainability goal 15 <p>LIFE ON LAND: protect, restore and promote sustainable use of terrestrial eco systems, sustainably manage forests, halt biodiversity loss.</p>	<ul style="list-style-type: none"> • CARING

As <i>Mathematicians</i> part of our Tol will....	As we are learning about <i>Literature, Reading, Writing and Spelling</i> in our Tol we will...	As <i>Scientists</i> part of our Tol will investigate....	As <i>Historians and Geographers</i> part of our Tol will...
<p>Make connections between 24-hour and 12-hour time and the rotation of the Earth and investigate the connection between months and years to the moon phases and orbiting the sun</p> <p>Design and make Planet Top Trumps using mathematical facts about the number of moons, temperatures, mass, length of day and year, number of satellites.</p> <p>Calculate the diameter and circumference of different planets.</p>	<p>Write poems, following a modelled pattern, about the seasons.</p> <p>Develop similes about the sun and metaphors about the moon to use in descriptive poetry.</p> <p>Study some of the speeches made by Greta Thunberg and write our own speeches 'No one is too small to make a difference'.</p>	<p>The movement of the Earth, Moon and other planets relative to the Sun in the solar system.</p> <p>The reasons for day and night, summer and winter.</p> <p>Debate: Is the world flat? Evidence and evidence against. (research Flat Earth society)</p> <p>Keep a moon diary – to investigate the different phases of the moon.</p> <p>Make Planet Top Trumps for the 8 planets for the solar system (extension: extend to the dwarf planets) – use Huddles</p>	<p>Explore the History behind people's discovery of the universe and solar system: how have people's beliefs and understanding changed over time?</p> <p>Consider whether we are essential to our universe (points of view). Hold a debate.</p> <p>How do our actions affect the future of our planet (responsibility)?</p> <p>Look at how different countries around the world are affected by climate change and how they are responding. Choose two case studies.</p>
As we are developing <i>Artists and Designers</i> our Tol will explore....	To become <i>Computer Scientists</i> our Tol will help us investigate how...	As <i>Performers</i> our Tol will help us investigate....	To demonstrate how we impact our environment in <i>PE</i> and <i>swimming</i> we will learn
<p>How have people's beliefs and understanding of our planet changed over time? Look into Art from around the world and in different time periods. How do different artists depict the World? How can they use Art to represent their understanding of the World, the Universe and the Solar System?</p> <p>NC: Learn about great artists, designers and architects in history.</p>	<p>We can use technology to help us monitor climate change. We will use the programmable chips (microbits) to monitor and record scientific data then look at ways we can present that information using Computer Science to make a difference.</p>	<p>Beginning to collaborate together to work on the Year 5/6 Play 'Pantastic'.</p> <p>Go through an audition process.</p> <p>Begin to learn the songs and movements for the play.</p> <p>Learning how to express our own characters in the play.</p>	<p>Combined walk/other ways to get around the astro. How far would they get combined. Using different sports equipment and different ways to move,</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

We will take **Action** from our Tol by:

1. Making a choice
2. Acting on our choice
3. Reflecting on our choice
4. Presenting our choice to an audience

Our actions will impact, in some way, on the Eco-Schools 17 SDG's

In **PSHEE** we investigate and discover...

- How to care for one another and ourselves
(Pupil Profile characteristic CARING)

To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

That their actions affect themselves and others.

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice- based language, 'trolling', how to respond and ask for help).