

Inspire awe and wonder
Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, outside learning, our locality etc.

Problem solving and thinking skills
Creative thinkers; independent learners; real-life challenge; controlled risk taking; resourcefulness; enterprise; collaboration; thinking skills, Learning Pit

Creative Arts
Dance, drama, music, art- developing the creative brain; inspiration, enjoyment and fulfilment; enhance and develop skills & talents; performance

Nurturing Responsible Citizens
Collaborative learning; care for the environment; share talents; make decisions; links in and around Leyburn, other communities and the environment

As readers, we will...

- read 'Holes' by Louis Sachar and compare it to the film version;
- read about the topic of animals and zoos;
- distinguish between fact and fiction;
- explore the use of figurative language.

As authors, we will...

- write a diary based on 'Holes';
- write a persuasive argument about a topic we feel strongly about;
- use varied sentence openers and speech in our story-writing;
- explore spelling by breaking words up into smaller 'chunks'.

As performers, we will...

- use Mantle of the Expert to explore animal welfare.

As scientists, we will...

- know how lights travels and how we can see things;
- classify animals into groups based on various characteristics and give reasons
- learn about the work of Carolus Linnaeus.

Year 5/6 Topic Planner Autumn 2

It's not fair!
(8 weeks)

Subject driver: Geography & art

As historians, we will...

- place different eras into a chronological context;
- learn about the varied means for punishing crimes throughout different time periods.

As rights respecting citizens, we will...

- Learn about Article 26: *'You have the right to help from the government if you are poor or in need.'*

As design technologists, we will...

- join materials in a way that they can be controlled.

As outdoor adventurers, we will...

- make maps.

As theologians, we will...

- discuss the meaning of tolerance and how people work together in a community.

As artists, we will...

- design creatures using modelling clay;
- sketch animals, using different grades to create tone and depth;
- explore art typical of countries involved in Fairtrade practices.

KEY QUESTIONS:

- How can we contribute to a fairer world?
- Are zoos ethical places?

KEY OUTCOMES:

- 1) Persuasive writing based on a topic we feel strongly about.
- 2) Artwork from around the world.

VISITS / VISITORS:

As musicians we will...

- Explore rhythm, pitch and song using music from the 90s – The Fresh Prince of Bel Air!

As computer technicians, we will...

- Use Scratch to create animated stories;
- review how to stay safe on the internet.

As mathematicians, we will...

- Identify multiples, factors & prime numbers.
- Multiply multi-digit numbers by a 1 or 2 digit number using formal written methods,
- Divide numbers up to 4 digits by a 2-digit whole number using formal written methods and interpreting remainders.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Solve problems with the four operations;
- use information presented in a line graphs, pie charts (Y6) and tables
- Illustrate and name parts of circles (Y6)
- Calculate the mean as an average (Y6)
- Measure and calculate area & perimeter
- Estimate volume
- Calculate and compare volume using standard units, including cm³, m³ and extending to other units (mm³, km³) (Y6)

As geographers, we will...

- Use maps, globes and digital mapping to investigate land use in different places of the world;
- learn about economic and trade links between the UK and other countries;
- understand about the policies of Fairtrade.

As linguists we will...

- Learn to describe people;
- write a paragraph about a famous person;
- talk about Christmas gifts in French.