## **The Federation of the Church Schools of Shalfleet and Yarmouth**

Medium Term Plan: Class: Year 5/6 Term: Spring 1

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| Title: Climate Change – A Hot Topic | Timescale: 6 Weeks (week beginning 6th January 2020) |
| **Rationale (including hook and big questions):** I do not think there is a better time to be doing this topic than right now, such is the prevalence of climate change within the media over the course of the past year. It is vital the children have an understanding of what is happening to our planet, the science behind it, what causes it and how we can help slow it down. To hook the children into the topic we will answer the question ‘What is climate change?’ by completing a multi-media investigation into it with children acting as investigators as they piece together evidence to unravel the full story behind the occurrence. Once the children has unpicked the question they will then begin to delve deeper into the geographical features that make up the regions that are baring the full brunt of climate change, map reading skills will help them pinpoint the coordinates of these locations too. As a class, we will focus on the effects of climate change such as rising sea levels and changing weather patterns. Research will focus on how these are affecting us now and what the future will hold if we do not slow down the effects of climate change, children will be given chances to present their findings in multiple ways. Someone who is very prominent in the media, and relevant to this topic, is Greta Thunberg. We will look at the impact she has had on people’s awareness of these issues, especially focusing on young people. Furthermore, we will find out what lead her to campaign for change and key moments that lead to her becoming the figurehead of climate change movements as well as Time’s person of the year. Lastly, leading on from Greta, we will debate and investigate what we can do to help slow down the rate of climate change. We will particularly link this to our lives on the Isle of Wight and think about the local impact we can have.  We will link in our topic work on climate change to our literacy lessons as we focus on the book *Climate Change – The Hot Topic* and use this not only to learn about the subject area, but also to unpick how to structure an explanation text. Once we have done this we will create our own piece of explanation writing for an area of climate change that interests us the most, whether that be on a cause of climate change, an effect of climate change or how we can help to slow it down. The children will then be able to put their pieces together to create a class guide to the topic.  Using more practical skills, there will be an opportunity to use their painting skills to imagine the most extreme effect of climate change in a bid to have the most impact possible on a viewer of their art. They will be choosing a well-known landmark of a famous city and re-create it drowning under rising sea levels. This can be used to demonstrate one of the consequences of climate change in a very impactful way. We will also be using practical skills on our risk day where we will be using plastic to upcycle and avoid it being thrown away as waste. The processing of plastic waste is a huge contributor to greenhouse gases, as is the production of it in the first place. As a class, we will show we all need to be more aware of its upcycling capabilities in order to stop further contribution of these gases into our world.  The topic will continue to run through other foundation subjects as in computing we will be creating a video to warn people of the effects of climate change and what we can do to help prevent them. The children will be using green screen and iMovie to help edit these and put them together. In music, children will use a combination of Garageband and actual instruments in order to create a simple beat for them to rap over about climate change. They will record this in groups and the best one could even be added to their videos in computing. Within our science lessons we will be performing an investigation which aims to find an alternative to using vehicles to transport fruit and vegetables across mountainous villages, this will involve the children putting their learning on leavers and pulleys into action, working together in groups to achieve the goal of transporting tomatoes. Lastly, with our RE day focus being on creation, it was only right to explore what God’s wishes for the Earth were and how humans have treated it in relation to climate change. What stance does the Bible take on humans’ stewardship of our planet?  As you can see we have a lot to cover and explore throughout this half term and the children will realise it is up to them to be the future leaders of change; I hope this topic inspires them to become just that and think about how climate change will impact their generation. | |
| **Focus Curriculum Principle:**  Broad, relevant and balanced - Local, Mainland, Global | |
| **Main Subjects Covered:** Literacy, Numeracy, Guided Reading, Science, Computing, RE, Geography, Art and Design, Music, French, PE | **PSHE/SMSC:**  Social – Teamwork within class, debating how best to tackle the problems caused by climate change.  Cultural – Looking at how different cultures, such as Amazon rainforest tribes, are affected by climate change.  Moral – Looking at the morality involved in some of the decisions humans have made that have led to an increase in the problems caused by climate change.  Spiritual – Constant referral to issues around spirituality in worships (class and whole) |
| **Maths:**  Year 5 – Children will start by multiplying and dividing by powers of 10 before moving on to learning about how to find perimeter and area in regular and irregular shapes. Moving back to multiplication and division, they will learn about how to effectively use written methods to solve calculations with four digit numbers.  Year 6 – Continuing with their work on fractions, children will be multiplying and dividing proper fractions and mixed numbers by whole numbers and fractions. They will also revise finding fractions of whole numbers. We will be revising reflections and translations before moving on to exploring the link between decimals and fractions. | **English:**  The class will be given a range of writing opportunities throughout this half term. We will be continuing with our class text, Hugo Cabret, and predict what will happen when Hugo is finally able to use the automaton.  Moving on from this, we will be looking at climate change and creating our own piece of explanatory writing about one of the greenhouse gases and their effect on the Earth.  Moving back to Hugo Cabret, the children will finish reading the novel and proceed to then watch the film adaptation of the book. Based off of this, I will challenge the children to write a discussion piece where they state why either the film or book is stronger and give reasons supporting the decision they have made. |
| **Science:** Forces – Looking at a range of forces and the different effects they can have on a range of objects and people, as well as how some can be prevented or intensified | **R.E.** : Stewardship – Creation – We will be looking at the role of stewardship within our own lives as well as exploring how God plays this role during the creation story and after. We will be looking at how we have treated God’s creation, linking in with our work on climate change throughout the half term. |
| **Global/Cultural Link:** We will explore the impact that climate change is having around the world and its effect on specific countries and regions. | **Trips/Events/Visitors/Risk Day:** We all know that plastic is polluting the sea, less reported, however, is the fact that plastic is also a huge contributer to the amount of greenhouse gases produced on Earth at every stage of its life cycle. As part of our risk day we are going to take all of the plastic bottles that would otherwise have been thrown away over the half term and use them creatively to give them purpose and to cut down the greenhouses gases that would have been created in processing them as waste. |
| **Optional Home Task:** Children will be given a wide selection of tasks they can take on for this half term ranging from artistic creations linked to climate change to information pieces about the effects of climate change and how it can be prevented to poems about the process of climate change. There is a range of task ideas children can take on that will appeal to a range of interests. If a child has a good idea of something they want to do but it is not on the list, they can also suggest this idea to me so they can give it a go.  They will have the first week to be able to choose their idea and tell me why they are interested in doing It and what they plan to create. I will then make sure the children have a clear idea of what they are doing after which I will be letting them produce some excellent work ready to present to the class in the final week. | **Homework:**   * Children will be set spelling homework and maths homework weekly, linked to the learning in class. * Children will be set literacy and reading homework on alternating weeks. * There will be the ongoing compulsory Titanic topic project that is to be completed across the half term. |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Science | Focus on water resistance and how this can be effected. | Focus on friction and how this can be effected. | What are levers, pulleys and gears and what do they do? | Designing an investigation involving levers, pulleys and gears | Performing an investigation involving levers, pulleys and gears | Assessment Week |
| History | / | / | / | / | / | / |
| Geography | What is climate change? – children will be exploring the definition of climate change, the causes and effects. They will also think about how the Isle of Wight could be contributing to them. | Map reading, matching the climate change to the place on earth – children will discover which parts of the world are most affected by different effects of climate change | Types of climate change – children will look in-depth at the future effects of climate change and how it will impact on our lives. |  | Significant person focus – Greta Thunberg – the children will learn about Greta’s rise as one of the key activists on climate change, her beliefs, her actions and what effect she has had on the global response to climate change. | What can we do? - we will discuss and investigate what we can do to help lessen the effect on climate change |
| Art |  |  |  | Painting of a landmark underwater – Children will choose a landmark from a major city in the world and paint it being affected by rising sea levels. |  |  |
| Design and Technology | / | / | / | / | / | / |
| Music |  | In groups children start planning a rap about climate change and the effect it is having on our world. | Children to come up with a beat, they will have a choice of either using garage band or instruments and start writing their rap using the beat. | The children will finish writing their rap ready for a performance. | The groups will perform and record their raps in front of the rest of the class. |  |
| Computing | E-Safety – You won a prize! | Children to script and film a short green screen piece on a consequence of climate change and how we can help to prevent it. | Children are to finish filming their piece and then edit it in iMovie with a view to putting these together as a class to make one whole movie. | To be able to deconstruct the code of a perimeter tool in order to find out how to create their own. | Children will use their deconstructed code to create a tool that will find the perimeter for a range of regular shapes. | Children will apply this code to work out the area and perimeter of rectangles and decide what changes will be needed to the code in order to check this is accurate |
| PE | Wheelchair basketball | Wheelchair basketball | Wheelchair basketball | Gymnastics | Gymnastics | Gymnastics |
| RE |  |  |  |  |  | RE DAY – Stewardship – Creation – We will be exploring the theme of stewardship and how this can be applied to our everyday lives as well as its links to the creation story within the bible. How does God perform this role within the bible? |
| SMSC/PSHE | Values work linking in to relationships in our lives. | Values work linking in to relationships in our lives. | Values work linking in to relationships in our lives. | Values work linking in to relationships in our lives. | Values work linking in to relationships in our lives. | Assessment Week |