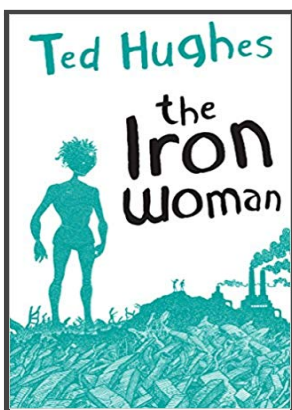


# Precious Earth



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 1	Precious Earth	Iron Woman by Ted Hughes	PSHE	Environmental issues, sustainability, climate crisis

## Geography coverage

Key Question	Geography objectives	Learning outcome, taken from skills progression document
What's so special about our planet?	<i>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i>	<p>To evaluate what happens in the water cycle.</p> <p>To make informed conclusions about the effects of pollution entering the water cycle (rivers)</p> <p>To know what biomes and climate zones are and locate them on a map.</p> <p>To identify the features of a vegetation belt and compare and contrast with biomes.</p>

## English coverage

### Last year

Text types	Key skills
Introduction to story - Building tension and suspense	Short sentences, questions, effective language (out of nowhere, something), show not tell
Rewilding - balanced argument	Cohesion, report writing, complex sentences

## Science coverage

Topic	Key Question	Ancillary Questions	Objectives	Learning outcome, taken from skills progression document
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Precious Earth	What is a life cycle?	How do plants and animals reproduce?	To describe how some plants reproduce	describe the life process of reproduction in some plants and animals.
Living Things and Their Habitats		<p>What is seed dispersal?</p> <p>What are the differences between mammals, amphibians, insects and birds?</p> <p>How do humans develop throughout their life cycle?</p>	<p>To understand pollination (insect and dispersal)</p> <p>To summarise the life processes of flowery plants.</p> <p>To observe and evaluate an insect life cycle (complete metamorphosis).</p> <p>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird by describing and comparing different life cycles.</p> <p>To describe the changes as humans develop to old age</p>	describe the differences in the life cycles of a mammal, amphibian, an insect and a bird

<b>Topic</b>	<b>Science objectives</b>	<b>Objectives</b>
Precious Earth  Living Things and Their Habitats	<p>describe the differences in the life cycles of a mammal, amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>	<p>To summarise the life processes of flowery plants.</p> <p>To observe and evaluate an insect life cycle (complete metamorphosis).</p> <p>To reach an informed conclusion about animal habitats.</p> <p>To demonstrate an understanding of the effect of pollution on the food chain.</p> <p>To identify and critique producers, predators and prey.</p> <ul style="list-style-type: none"> <li>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- using test results to make predictions to set up further comparative and fair tests</li> <li>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>

		<p>recognise that living things can be grouped in a variety of ways.</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>
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**PSHE coverage**

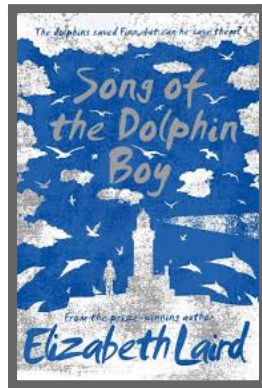
<b><u>Topic - You, Me and PSHE</u></b>	<b><u>Key Question</u></b>
Identity, society and equality	<p>To reach informed conclusions about what a stereotype is</p> <p>To critique information about prejudice and discrimination</p> <p>To empathise with a victim of discrimination</p>

**Other subject coverage**

<b><u>Subject</u></b>	<b><u>Topic</u></b>	<b><u>Key Question</u></b>
Art and / or DT	Wild Art - Andy Goldworthy	What is art?
RE	Hinduism	How do Hindus show their commitment to god?
Computing	We are Bloggers	Blog or diary?
PE	Tennis	What are the key skills required for playing tennis?
Music	Composing and improvising using tuned percussion.	What makes songs work well?

Year 5

## *Pier to Pier*



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Summer 2	Pier to Pier	'Song of a Dolphin Boy' by Elizebeth Laird	History/Geography	What makes us feel like we belong? What does home mean to us?

### History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	History / Geography Objectives	Learning outcome, taken from skills progression document
Why is it important to look after our seas and coastal areas?	What are the oceans of the world?  What is underneath the water in the sea?  How can we help preserve the seas and the surrounding environment?	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these	<b>To recognise</b> the different locations of all the oceans around the world <b>Explain</b> the different layers of the ocean <b>Critique</b> how the oceans are different in terms of location, climate and surface area. <b>Make reasoned judgements</b> on

	<p>How can we help sea life survive in its natural environment?</p> <p>How do people enjoy the seaside and the surrounding areas in their leisure time?</p> <p>Why are some UK beaches sandy and some are rocky?</p>	<p>aspects have changed over time</p> <p>Ge2/1.4c uses fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Pupils should be taught about an aspect of local history.</p> <p>a. <i>a depth study linked to one of the British areas of study listed above</i></p>	<p>how humans can look after the oceanic environment</p> <p><b>Recognise</b> local coastal environments and evaluate the similarities and differences.</p> <p><b>Evaluate</b> the social impact of seaside piers, both in the past and in present day life.</p>
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### English coverage

<b>Text types</b>	<b>Key skills</b>
Persuasive adverts and leaflets to stop sea pollution.	<b>Rhetorical questions, relative clauses, paragraphs to build cohesion.</b> <b>Converting Nouns/adjectives into verbs by using suffixes</b>
Warning tale - focus on characterisation	<b>Sentence reshaping techniques (lengthening or/and shortening sentences for meaning or effect)</b> <b>Modal verbs</b> <b>Parenthesis</b>
Poetry ( haiku/ senryu?) - beach / sea poetry	<b>Rhythm of poetry, structure, syllables.</b>
Instructions - how to be safe on the beach.	<b>Imperative verbs</b> <b>Subheadings</b> <b>Bullet points</b> <b>Chronological order</b> <b>Adverbs</b>

### Science coverage

<b>Topic</b>	<b>Key Question</b>	<b>Ancillary Questions</b>	<b>Objectives</b>
Animals and their habitats (sea animal focus)	How have sea creatures adapted to their environment?	<p>What creatures live in which oceans?</p> <p>What features do animals have to adapt to their environment?</p> <p>Why do some sea creatures also use the land for homes and resources?</p> <p>How is mankind putting some sea animals at risk by affecting their natural habitat?</p> <p>What sea creatures are used as resources by the human race?</p>	<p><b>Describe</b> the differences in the life cycles of a mammal, amphibian, an insect and a bird.</p> <p><b>Describe</b> the life process of reproduction in some plants and animals.</p> <p><b>Evaluate</b> different sea creature's habitats that are found in the UK.</p> <p><b>Recognise</b> why some sea creatures live in a different climate to the UK..</p> <p><b>Critique</b> how sea creatures have adapted to their habitat</p> <p><b>Make reasoned judgements</b> about how climate change and environmental issues may affect the survival chances for species that live in the ocean.</p> <p><b>Make informed conclusions</b> by comparing animal welfare to the needs of the human race.</p> <p><b>Evaluate</b> the life cycles of different classifications of sea animals</p> <p><b>Describe the changes as humans develop to old age.</b> (Statutory objective)</p>

			<p>Working Scientifically Objectives:</p> <ul style="list-style-type: none"> <li>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- using test results to make predictions to set up further comparative and fair tests</li> <li>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
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**PSHE coverage**

<b>Topic</b>	<b>Key Questions</b>
Careers, financial capability and economic well being.	What do you have to do to achieve your career goals? How is the money my family earns spent? Is it ever right to owe money? How much does a holiday cost?

**Other subject coverage**

<b>Subject</b>	<b>Topic</b>	<b>Key question</b>
Art and / or DT	Drawing/sketching Model making	How do we use colour, shading and light to draw a sea shell? How does the structure of a Pier work (A raised building)
RE	Hinduism	Do beliefs in Karma, Samsara, Moksha help Hindus lead good lives?
Computing	We are architects	Can I design art software using computer programs?
PE	Athletic skills	How can we improve and be awarded a personal best in track and field events?
Music	Playing and singing – solos and ensembles	<b>National Curriculum Objective:</b> Playing and singing in solo and ensemble contexts with increasing accuracy, fluency, control and expression