

# Y5 – Aut 1 - Are we caretakers or owners?



## Impact

### By the end of this unit children will...

... be able to discuss key geological features around God's planet and understand that humans can have a positive or negative effect on nature. They will be able to discuss and suggest solutions that humans can do to make the world a better place. Children will understand what the difference is between weather and climate, before applying their knowledge to countries and animals around the world.

God instructed humans to 'rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground', and to 'fill the earth and subdue it' (Genesis 1:26, 28). Children will be investigating and discussing the role humanity has on the world around them and will discuss the importance of The Lord God taking man and putting him in the Garden of Eden to work it and take care of it.

We will delve into the concepts of "dominion" and "stewardship" and explore whether humanity has taken on the role gifted to them by God.

## Intent

**"The Earth is our environment to protect, and the garden to tend to" - Pope Francis.**

Through this unit, children will explore how we can become caretakers of God's Creation. Children will come to understand how they can be advocates for tending to the environment and caring for their own selves, as God intended us to do.

## Building the Kingdom

### Big Question

Are we caretakers or owners?

### Further questions?

What causes more harm humans or nature?

Are natural disasters a response to human activity?

Is water crucial to our existence?

Will our water ever run out?

## Catholic Social Teaching

### Mary's birthday and The Holy Family

What makes community?

Who is in my community?

Building up the community

Building up the Kingdom of God

### Harvest

All things are connected

Enough for everybody's need but not everybody's greed

Stewards of God's world

Seeing God in creation

# Are we caretakers or owners?

## Core Subjects

### Religious Education

#### Creation

Pupils will:

- know that there are two stories of Creation in the Book of Genesis.
- understand what being made in the image and likeness of God means
- the responsibility to use our God given talents.
- Know some reasons for praising God the creator of the world.

#### Miracles and Sacrament of the Sick

Pupils will:

- know a number of miracles that Jesus performed
- identify how his actions brought change to people's lives.
- know about some places of pilgrimage and prayer for the sick.
- understand that the Sacrament of the Sick is an important celebration for those who are ill.

### Maths

#### Number and Place Value

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

#### Addition and Subtraction

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

### English

#### Narrative –dilemma story

Children will write a story with the title 'the day the water ran out'

- Noting and developing ideas drawing upon research where necessary
- Consider how authors develop characters and settings
- Use a wide range of devices to build cohesion within and across paragraphs

#### Newspaper report- Natural disaster (flood)

- Identify the audience and purpose for writing
- Use further organisational and presentational devices to structure text and guide the reader
- Assess the effectiveness of their own and other's writing

#### Class book: One Well (Rochelle Straus)

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

### Science

#### Living things and habitats-

Recording observations over time in living things. Pupils should be taught to:

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

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## Foundation Subjects

### History and Geography

#### Geography – Water World

Children will start by identifying some different types of bodies of water around the world and then move on to the water cycle and its importance on our planet. Your children will investigate how water is collected, stored, treated, and used in the United Kingdom before comparing our water usage to water usage and availability in Kenya. There is also the opportunity to learn how water can contribute to a sustainable future, as well as the chance to go on a field trip to consolidate their learning.

### Art and Design and Design Technology

#### Art: The Seaside:

During this unit, Children will learn how to use pen and colour, how to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.

### Computing

#### Computing systems and networks:

In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.

### Music

#### Composition and notation:

Children will be able to sing in time and in tune with other people and the backing track. They will be Identifying the structure of a piece of music and match this to non-standard notation. They will compose and play a melody using stave notation. They will aim to contribute meaningfully to the group performance and composition.

### Physical Education

#### Gymnastics

- perform routines using a range of movement patterns
- evaluate and recognise their own success

#### Netball

- use running, jumping, throwing and catching in isolation and in combination
- 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### PHSE

Pupils will follow the Ten:Ten objectives for PSHE including exploring; personal health and hygiene, relationships including friendships and the needs of ourselves, others and the environment.