

Y5 – Sum 2 – How do we care for God's world?



Impact

By the end of this unit children will...

Throughout this unit children will gain further understanding on their local knowledge of Earth. They will be able to identify the position and significance of longitude and latitude as well as the tropics and hemispheres. They will begin to see the relationship between our solar system and how the sun plays a vital part to all life on earth. As they explore the geographical features of Earth, they will begin to see how the natural resources are used and distributed throughout the world's population and question whether these practices are sustainable and ethical. Children will discuss how God's creations are being exploited and how they can make a difference to the future of the planet by living within their limits.

Intent

"Perhaps reluctantly we come to acknowledge that there are also scars which mark the surface of our earth: erosion, deforestation, the squandering of the world's mineral and ocean resources in order to fuel an insatiable consumption" Pope Benedict XVI, World Youth Day 2008
Through the delivery of this unit children will have the opportunity to explore how the world's natural resources are used. They will begin to formulate their own opinions on the state of the Earth and discuss whether any one of God's creations should have priority over others.

Building the Kingdom

Big Question

How do we care for God's world?

Further questions to explore:

Is the world divided?

How has mass population affected the world?

How important is the sun to life on Earth?

Should nature be exploited?

How does time shape our society?

Catholic Social Teaching

Rights and Responsibilities

Focus: Human Rights – CAFOD Barriers to happiness

Exploring our responsibilities for each other
Recognising the difference between rights and responsibilities
Happiness comes in sharing and giving

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Core Subjects

Religious Education

Pentecost

Pupils will know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit. They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity. They will be able to discuss some of the qualities of the Holy Spirit.

The work of the Apostles

Pupils will have a knowledge of the work of the Apostles after Pentecost. They will understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.

Marriage and Holy Orders

Pupils understand that Marriage and Holy Orders are important Sacraments of Commitment in the Church. It will also help them appreciate that everybody has some responsibility and part to play in the life of the Church.

Maths

Measurement: Converting Units

Convert between Different units of metric measure (For example kilometer and meter. Centimeter and meter, centimeter and millimeter. Gram and kilograms. Litre and Millilitre)

understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
solve problems involving converting between units of time.

Measurement: Volume

estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes) and capacity
use all four operations to solve problems involving measure using decimal notation, including scaling.

English

Narrative – Fiction from our Literary Heritage

Matilda by Roald Dahl

Compare/contrast characters.

Complete sections of Matilda in the style of the author.

Drama/role play.

Diary writing.

Explore Film/Musical – compare and contrast with text.

Learn songs to perform.

Create persuasive letters in role.

Write own short stories in the style of Roald Dahl after exploration of characters and occurrences (and language use) in further Roald Dahl texts i.e. The Twits.

Non-Fiction – Discussion

Link to BTK – Being a good leader

Poetry

Enid Blyton - A night in June

Read, write and perform rhyming poetry.

Grammar, Punctuation and spelling focus

apostrophes, prefixes/ suffixes.

Science

Earth and Space:

Children will be able to identify important features of the solar system, as well as being able to identify how it affects everyday life.

Pupils should be taught to:

Describe the movement of the Earth and other planets relative to the sun in the Solar system
Describe the movement of the moon relative to the earth.

Describe the sun, Earth, and moon as approximately spherical bodies.

Use the idea of the Earth's rotation to explain Dan Knight and the apparent movement of

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Foundation Subjects

History and Geography

Geography: Enough for Everyone

Children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone

Art and Design and Design Technology

Global Food

This Global Food unit will give your children the chance to discover the exciting and diverse choice of food available around the world. The first part of the unit provides an opportunity for children to learn where in the world a variety of ingredients flourish. They will then build on their understanding of the eatwell plate, placing different ingredients into the correct food groups. This will develop a deeper understanding that although food can be extremely varied, it still comes under the same basic food groups. Children will then have the chance to learn some basic and advanced cooking techniques, they will apply these skills when making some traditional dishes from different countries.

Computing

Programming B - Selection in quizzes

In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.

Music

Musical Theatre

Children will be able to:

- explain what musical theatre is and be able to recall at least three features of this kind of music.

- Categorise songs as action songs or character songs.

- Select appropriate existing music for their scene to tell the story of a journey.

- Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Physical Education

Striking and Fielding skills: Children will learn a range of skills to equip them for playing a competitive rounders game. Children will learn correct techniques for different types of throws and catches, practise batting and bowling techniques and learn all about the roles and responsibilities of different fielding positions. In addition to this, they will learn how to think strategically and choose and apply a range of tactics to help them perform their best.

Dance Children will learn about transitioning between actions in a dance and how to create a recurring motif. They will develop their use of their spatial awareness and their understanding of timing in dance, as well as the way they create lines and shapes with their bodies.

RSE

Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.