

St Nicholas Primary School - Pacing sheet

| Subject: Topic – Planet Earth Will our planet last forever? | | Term: Spring | Year Group: Year 5 and Year 6 |
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| Learning Challenge | Objectives | Activities | |
| 10 th Jan WOW – I’m a pupil a get me out of here! | | <ul style="list-style-type: none"> - Children to complete a number of bushtucker trials – put hand in box and guess what it is? Eating trial – children to think they are eating something disgusting? Children in teams and they have to work to earn points. | |
| 17 th Jan Where are the rainforests and what are their main features? | <p>Y5 – I know more about the features of a variety of places around the world.</p> <p>Y6 – I know more about the features of a variety of places around the world, from local to global and in different parts of the world.</p> | <ul style="list-style-type: none"> - Children to locate the rainforests and rivers of the world on a map. Children to discuss how some of the rivers are located near the rainforests. - Focus on South America – Children to use Atlases to name the countries of South America and then find facts about some of the countries (Human Geography – population etc) | |
| 24 th Jan Where are the rainforests and what are their main features? | <p>Y5 – I understand more about the links places have with each other.</p> <p>Y6 – To present findings in writing to reach a conclusion</p> <ul style="list-style-type: none"> - I can understand the links and relationships between different places and what makes places dependent on each other. - | <ul style="list-style-type: none"> - Children to look at the different layers of the rainforest – Children find facts about what grows and lives in each layer of the rainforest? Why is each layer important to the survival of the rainforest and its inhabitants? - Write a short setting description of the rainforest based on a picture. | |
| 31 st Jan Where are the rainforests and what are their main features? | <p>Y5 – I can begin to investigate answers and use correct vocabulary to share findings.</p> <p>Y5 – I can decide which representations of data are most appropriate and explain why.</p> <p>Y6 – I can explain my own views using examples and evidence.</p> <p>Y6 – I can solve problems from data on line graphs, including ones I have constructed myself.</p> <p>Y6 – I can calculate the mean as an average.</p> | <ul style="list-style-type: none"> - Children to compare the climates of Brazil and Hull. Children to use IPADS to gather data. Children to complete climate graphs to show the differences. Children to answer maths questions about the climates (finding the difference, which month etc) (look at averages, range etc) | |

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| <p>7th Feb</p> <p>How important is the Amazon to the South American Rainforests?</p> | <p>Y5 – I can describe and explain geographical patterns and a range of physical processes.</p> <p>Y6 – I can describe ways in which physical processes create geographical patterns and lead to changes in places.</p> | <ul style="list-style-type: none"> - Children to look at an aerial image of the Amazon and label features of a river. Children to explore how meanders and ox-bow lakes are created, through the process of erosion. Write a short explanation text about how these features are formed? |
| <p>14th Feb</p> <p>How important is the Amazon to the South American Rainforests?</p> | <p>Y5 – I can describe and explain geographical patterns and a range of physical processes.</p> <p>Y6 – I can describe ways in which physical processes create geographical patterns and lead to changes in places.</p> | <ul style="list-style-type: none"> - Children to look at the river as a habitat (Children to compare the swamps, marshes and streams) How are they different? What lives in each of these sections? How do they support the rainforest as a whole? (Make links to food chains) |
| <p>28th Feb</p> <p>Why are the rainforests important to everyone?</p> | <p>Present findings to reach a conclusion.</p> <p>I can explain my own views using a range of evidence.</p> | <ul style="list-style-type: none"> - Children to complete a sorting activity – Rainforest or Not rainforest? Foods, medicines, household products etc. Children to research to answer questions on usage of products. - Children to look at the process of making chocolate – How does it start out? Who grows it? Do they get a good deal? Why should we support Fairtrade growers? |
| <p>7th March</p> <p>Why are rainforests under threat?</p> | <p>I understand the links between causes and effects.</p> <p>I understand how human and physical process interact to produce change.</p> | <ul style="list-style-type: none"> - Show the children the Iceland Christmas advert. Do the children know why it was banned? What is its political message? Use this as a stimulus to find out about the causes and effects of deforestation? |
| <p>14th Mar</p> <p>Why are rainforests under threat?</p> | <p>I understand the links between causes and effects.</p> <p>I understand how human and physical process interact to produce change.</p> <p>I can speak clearly and confidently, asserting my point of view. Participate in discussions and presentations.</p> | <ul style="list-style-type: none"> - Children to be given a role (logging company owner, environmentalist, palm oil supplier etc) Children to research why they would be pro or against deforestation. Explain that there is a new section of rainforest which has been marked for destruction – they have to hold a debate with all the stakeholders to discuss if it should go ahead. |
| <p>21st Mar</p> <p>Why are rainforests under threat?</p> | <p>Y5 – I can estimate the area of irregular shapes.</p> <p>Y6 – I can solve problems involving percentages in a variety of contexts.</p> | <ul style="list-style-type: none"> - Maths activities based on deforestation data. Look at data handling questions. - Focus on area – children to calculate the area of the rainforest which has been destroyed. Estimate area that will be destroyed. - Look at maps of the rainforests from the past and now – how have they changed? Can we calculate the area lost? |

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| <p>28th Mar</p> <p>Which animals are on the brink of extinction?</p> | <p>I can gather information from a variety of sources and present this in a fact file.</p> <p>Y5 - I can use research to develop my own personal ideas (Art).</p> <p>Y6 – I can show originality in my designs. I can independently select the materials and tools for my art.</p> <p>Y6 – I can critically evaluate my work and the work of other artists, which takes into account the context and intentions of the piece.</p> | <ul style="list-style-type: none"> - Look at percentages – What percentage of the rainforests have been lost? - Children to find out about a rainforest animal that are close to extinction. Children to create a fact file about this animal. Why is it under threat? How long is it estimated it will last for? - Children to look at the work of Henri Rousseau - discuss how this could be used for our own artwork but using Amazon rainforest animals. |
| <p>4th April</p> <p>Which animals are on the brink of extinction?</p> | <p>I can show a secure grasp of the chosen genre.</p> <p>I can use passive verbs to affect the presentation of information in a sentence.</p> | <ul style="list-style-type: none"> - Children to create a persuasive leaflet on preservation of the rainforests and endangered animals. |