

# Year 5 and 6: Into the Unknown!

## Summer 1st half term

| <u>English</u>  |  | <u>Maths</u>  |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
|---|--|---|--|------------|--------|----------------------|-------------|------------------------------|--------------|------------------------|------------------|----------------------|----|---|-----------|------------------------|--|--|--------------------|-------------------------------------|----------------|---------------------|----------|----------------------|---------------|---|-----------------|
| For our first unit, we will continue developing our narrative writing skills, in pieces inspired by the polar regions. We will base our writing on well-known fables and adapt them to fit the purpose, audience and form while including grammatical features such as dialogue.<br><br>We will then focus on the features of a persuasive letter and apply this in a piece of writing to Ernest Shackleton convincing him to allow us on his expedition.   |  | Year 5 will begin the summer term learning about shape and applying their knowledge of angles from Year 3/4. Towards half term, we will explore position and direction, using star words such as coordinates, reflection and symmetry. Year 6 will be following a similar programme of study whilst consolidating their maths knowledge from KS2 prior to SATs.   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| <u>Hook Day</u>   |  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| On Hook Day, we will be investigating whether ice melts more quickly in fresh or saltwater (against a control) and then we'll find out why. We'll go on to research Ernest Shackleton, the man, his character and his expedition. Following this, we'll be reading,   |  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| <u>Topic (Geography)</u>  |  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Using globes and maps, looking at longitude and latitude we'll identify the Polar Regions, focussing mainly on Antarctica. We will look at the meteorology of the region and use technical descriptions such as arid. We will consider reasons for season differences between here and there. We will learn about glaciers (what they are and how they move) as well as crevasses and threats Antarctica faces. We'll also think about how we can protect the polar environment.<br><br>During the Innovate stage, we'll be using our scientific and geographical knowledge to describe features of a plant that will thrive in Antarctic conditions. We will consider the different variables: environment, climate, weather and predators. To express our knowledge, we will present a description of our plant's survival in the style of Sir David Attenborough. Some of us are even going to consider plant adaptations needed in order to survive future world changes.   |  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| <u>Science</u>  |  | <u>Recommended reading list</u>   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| In Science, we will be looking at being able to use and create our own classification keys to sort a variety of organisms which will demonstrate the biodiversity that Antarctica has to offer and how different species can be classified. We will consider unusual features in order to determine differences between plants found living in Antarctica. We will design our own plant that could survive in the harsh and unforgiving ecosystem. We will be discussing the features of Antarctica as a habitat and decide which biome it can be labelled as.  |  | <table><tr><th>Book title</th><th>Author</th></tr><tr><td>The Call of the Wild</td><td>Jack London</td></tr><tr><td>Polar Regions (Planet Earth)</td><td>Steve Parker</td></tr><tr><td>Kaspar: Prince of Cats</td><td>Michael Morpurgo</td></tr><tr><td>Arctic and Antarctic</td><td>DK</td></tr><tr><td>You Wouldn't Want to Be on Shackleton's Polar Expedition!</td><td>Jen Green</td></tr><tr><td>Scott of the Antarctic</td><td>Evelyn Dowdeswell, Julian Dowdeswell and Angela Seddon</td></tr><tr><td>Extreme Weather (National Geographic Kids)</td><td>Thomas M. Kostigen</td></tr><tr><td>Northern Lights - The Graphic Novel</td><td>Philip Pullman</td></tr><tr><td>Weather (Earthwise)</td><td>Jim Pipe</td></tr><tr><td>Shackleton's Journey</td><td>William Grill</td></tr><tr><td>Trapped by the Ice!: Shackleton's Amazing Antarctic Adventure</td><td>Michael McCurdy</td></tr></table> |  | Book title | Author | The Call of the Wild | Jack London | Polar Regions (Planet Earth) | Steve Parker | Kaspar: Prince of Cats | Michael Morpurgo | Arctic and Antarctic | DK | You Wouldn't Want to Be on Shackleton's Polar Expedition! | Jen Green | Scott of the Antarctic | Evelyn Dowdeswell, Julian Dowdeswell and Angela Seddon | Extreme Weather (National Geographic Kids) | Thomas M. Kostigen | Northern Lights - The Graphic Novel | Philip Pullman | Weather (Earthwise) | Jim Pipe | Shackleton's Journey | William Grill | Trapped by the Ice!: Shackleton's Amazing Antarctic Adventure | Michael McCurdy |
| Book title  | Author   |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| The Call of the Wild  | Jack London  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Polar Regions (Planet Earth)  | Steve Parker   |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Kaspar: Prince of Cats  | Michael Morpurgo                                       |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Arctic and Antarctic  | DK   |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| You Wouldn't Want to Be on Shackleton's Polar Expedition!   | Jen Green  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Scott of the Antarctic  | Evelyn Dowdeswell, Julian Dowdeswell and Angela Seddon |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Extreme Weather (National Geographic Kids)  | Thomas M. Kostigen                                     |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Northern Lights - The Graphic Novel   | Philip Pullman   |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Weather (Earthwise)   | Jim Pipe   |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Shackleton's Journey  | William Grill  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| Trapped by the Ice!: Shackleton's Amazing Antarctic Adventure   | Michael McCurdy  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| <u>Other subjects</u>   |  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |
| PE - Athletics and Cricket<br><br>RE - This half term, we will be learning about aspects of the Hindu (Sanatana Dharma) religion. We will consider the concept of commitment and how we demonstrate it in our lives. We will learn about the significance of Puja and how Sanatanis worship and show devotions to the gods and goddesses.<br><br>PSHE - We will learn about the importance of self-esteem and ways this can be boosted. In addition, we will be learning about age-limits and also age-appropriateness. Within these lessons, we will be introduced to the SMARRT internet safety rules and they apply these in different situations.<br><br>In Art, we'll be using watercolours to create beautiful arctic landscapes, using a variety of painting techniques.<br><br>In French, we will develop an understanding about the geographical location, weather, physical features and fauna in a variety of French speaking countries. By the end of the half term, we will be producing a leaflet to persuade someone to visit a French speaking country. |  |   |  |            |        |                      |             |                              |              |                        |                  |                      |    |   |           |                        |  |  |                    |                                     |                |                     |          |                      |               |   |                 |