

Our pathway to learn...

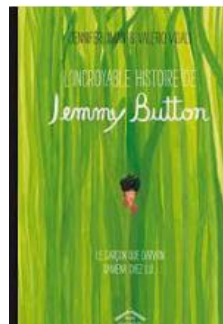
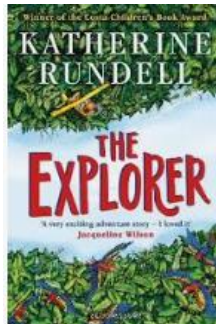
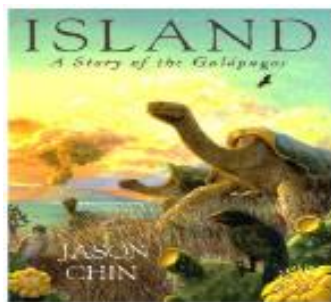


Spring Two



Falconhurst School Spring 2 2022

Year Group: Five and Six



In English we will be using the text *Island. A story of the Galapagos* by Jason Chin. In this book we find out about Charles Darwin who first visited the Galápagos Islands almost 200 years ago, only to discover a land filled with plants and animals that could not be found anywhere else on earth. This extraordinary book is filled with intricate and beautiful paintings that gives the epic saga of the life of an island. We will also be learning the true story of Jemmy Button. Children will be working on including subordinating conjunctions to add cohesion, passive voice, powerful vocabulary, relative clauses and semi colons. In Reading, we will be reading the text *The Explorer* by Katherine Rundell—a story of four children who are stranded in a rainforest after a plane crash. In geography, we will be learning about physical features, location and human features through our study of different biomes (ice and Savannah).

Our Drivers for Learning and Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

We will learn about different cultures through our geography studies when looking at biomes. We will also discuss opportunities that arise through our study of science.

Knowledge of the World

To develop a sense of cultural capital which helps us to recognise, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Through geography, we will learn about different cultures and compare these with our own culture. Through assemblies we will discuss a weekly news story from around the world.




Well-Being

To embed our healthy physical, emotional and mental wellbeing which builds our resilience and keeps us safe, we will:

Children will be taking part in a PSHE lesson each week, which will focus on personal, social and health education. We will be focusing on how to stay healthy. This will include discussions on the effects that drugs and alcohol can have on the body. We will also discuss how people can be targeted and exploited and why people join gangs. We will talk about emotional wellbeing and how to recognise stress.



Children should be reading for 10 minutes a day everyday at home. There are weekly spellings sent home on a Monday and a test every Monday. All spellings are available on Spelling Shed. If children are not yet fluent in their times tables, they should practice using timestables.co.uk

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	Home Links
<p>As Scientists we will</p> 	<ul style="list-style-type: none"> Discover how the Moon orbits the Earth, and the Earth orbits the Sun. Use the idea of the Earth's rotation to explain day and night. Make scientific enquiries to answer questions about how spacecraft return to Earth with a safe landing by using models and parachutes Study the planets within the solar system 	<ul style="list-style-type: none"> Consider our understanding of seasonal changes Observe the apparent movement of sun during the day Examine properties of materials using variable tests 	Orbit Eclipse Lunar Rotation Gravity Resistance Solar system	<p>https://www.esa.int/kids/en/learn/Space_science</p> <p>http://www.sciencekids.co.nz/space.html</p> <p>Story bots science through music - https://www.youtube.com/watch?v=Vb2ZXRh74WU&t=90s</p>
<p>As Design technicians we will</p> 	<ul style="list-style-type: none"> Use finger fluency to work cams and create prototypes Create designs and mood boards to explore my ideas to make a toy that uses cams Break my prototype to evaluate and improve my designs Complete a final project that shows what I have learnt about cams and the design and make process. 	During Year 3 and 4 children would have learnt: <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	series circuit, fault, connection, switch, battery, battery holder, bulb, wire, conductor, crocodile clip, control, program, system, input device, output device	<p>Can you investigate how cams and followers work? Look at this you tube link to help or search for 'How cams work?' https://www.youtube.com/watch?v=HsXWewecMLE</p> <p>Why not have a go at making one at home? https://www.curiositymachine.org/challenges/41/</p>
<p>As Geographers we will</p> 	<ul style="list-style-type: none"> I can Locate and label on a map the Earth's biomes. I can locate and label on a map the Earth's climate zones. I can compare and contrast the geographical locations of the seven climate zones. I can organise information about the world's biomes (by using the knowledge webs for each biome provided). Compare and contrast the biomes. 	During Year 3 and 4 children would have learnt to: <ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.	Longitude Latitude Hemisphere Tropics of cancer Equator	<p>Research for the polar areas using google, maps or books.</p> <p>Identify countries which are cold like the Arctic and Antarctic.</p> <p>Make an 'Arctic survival' instruction guide.</p>