



Areas of learning

As **geographers** we will use clues from 'The Umbrella' to map the dog's journey. Using the clues from the book, we will decide which countries he visits. We will learn about why we have different time zones and we will learn about life in different countries using the book 'At the same moment around the world' as our stimulus.

As **Scientists** we will create a healthy meal for the man in 'The Island' thinking about what food groups he needs to eat. We will investigate how to make the best umbrella for the dog by investigating the properties of a range of materials.

As **artists** we will be creating our own version of the world map from 'At the Same Moment Around the World'. We will be painting on canvas to create our own large scale art work. Furthermore we will create illustrations based on Clotilde Perrin's. We will also create a watercolour to show one of the cat's adventures relating to 'The Umbrella'.

•As **global citizens** we will explore what makes us feel part of a group and we will explore tensions between different people and groups and identify reasons for these. We will explain why some people are forced migrants/ refugees and begin to develop some understanding of world issues relating to this.

Mastery

As deep learners we will:
 Make choices about how we present our information text using DTP
 Make choices about how we find answers to questions that we have asked.
 Ask questions about an initial stimulus and plan ways to answer them

PSHE

For our PSHE we will:
 Understand others
 Respect people and their opinions
 Push ourselves and persevere even when things are difficult
 Develop confidence speaking and performing to a variety of audiences
 Understand our rights and responsibilities to be an effective learner
 Begin to understand the culture of past civilizations, their beliefs and how life was different.

Learning Detectives

As Learning Detectives we will:

- Be able to evaluate my own work against success criteria explaining what I have done well and what I would improve
- Be able to give constructive feedback to my friend
- Show how my learning has improved over time and the skills I have developed
- Explain how I can apply my learning to a range of situations

Immersion Activities

Wow! Book Week starts Monday 26th Feb.

Science week Monday 12th March

Finale
 Class assembly – year 5

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

Instructions /guide to the cat on tips to travel and how to use the umbrella for survival
Write a short story about one of the cat's adventures
Research life in another country mentioned in 'At the same time around the world' and write a diary entry about a typical day.
Persuasive letter to help the man in 'The Island'

Using mathematics

We will carry out maths investigations linked to our topical texts, i.e.
Mapping out key events in 'At The Same Time Around the World' and creating a timetable of events showing the time differences.
Use live webcams from around the world to show time is different around the world at the same time.
Create own islands and plot features on a 4 by 4 coordinate grid

Using ICT

Producing images, animation's and visual models

Choosing their favourite book, children use Podium to create their own podcasts.

Personal development

Learning and thinking skills

•Children will ask their own questions about how the world was created.

Social skills

•Children will work collaboratively
•They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
•They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.