

| Project Summary: | Project Launch: | Essential Question: | SOLE Questions: |
|---|---|--|--|
| Look at climate change - focus on North and South America | Varmints film | Why should people care that the world is getting warmer? | based on children's interest from each block of learning within the project. |
| Industry Experts: | Outdoor Learning Links: | Culture & Diversity: | Career/ Entrepreneurial Opportunities: |
| | Looking at temperature and comparing with temperatures from 10 years ago. | | Archaeologist/Paleontologist/ |

Mini Outcome 1: Creating a book based on the story - Varmints

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|-------------------------------------|-------------------|------------------------------------|--|
| Curriculum Areas: Science/literacy/ | Design Technology | Peer Critique & Multiple Drafting: | |
|-------------------------------------|-------------------|------------------------------------|--|

Evolution and Inheritance.

Mini Outcome 2: To produce a scrap book/journal on how climate change is affecting the world

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|-------------------|--|------------------------------------|--|
| Curriculum Areas: | Art - Sketching / Colour / 3D Artist: Geography - comparing North and South America | Peer Critique & Multiple Drafting: | |
|-------------------|--|------------------------------------|--|

Children to work on light and dark mediums to produce a piece of artwork linked to 'Varmints' the text being used this term.

Literacy - Impact Grid (this could be a photograph)

Ingredients/Success criteria: Narrative - Warning tale based on 'Varmints'

Key features

Accurate punctuation/
Accurate spelling/
Clause structures/
Phrases and adjectives/
Passive and Active voice/
Uplevelled and subject specific

Opening - Character description/setting description/
hint that something is wrong

Different sentence types
Informal language and
Rhetorical question
Multi-causal sentences

Effect on the reader

Engage the reader and hint that something isn't right with the world -

Purpose and Reader

Purpose : to make the reader think about the impact of climate change



Feel suspense and tension as the character starts to do something something

Build up

Character starts to do something and go somewhere.

Wondering/reflecting on moral

Feel empathy for the character - character has a problem to overcome -

Short sentences
Emotive language
Dialogue
Formal style

Resolution and ending:

Problem solved/moral of story revealed



Range of sentence structures
Emotive language
Dialogue - informal style
Formal sentence structures
Formal style

Problem:

Something happens

Ingredients/Success criteria: Non-fiction -Newspaper report

Key

Headline & byline - to catch readers initial attention

Introduction - Overall summarised description of event including where/when/what

Different sentence types
Use of formal language
Subject specific vocabulary
Multi-causal sentences

features

Accurate punctuation/
Accurate spelling/
Clause structures/
Phrases and adjectives/
Passive and Active voice/
Uplevelled and subject specific vocabulary/
Range of

Effect on the reader

Catch readers attention

Engage the reader and give short summarised version

Main body
Give detailed description of event in order of how it happened.

Purpose and Reader

Purpose : To report on the facts of the story and to allow the reader to make a judgement

Audience: peers and adults in school

Get the reader to support your side of story - use of empathy
Allow the reader to gain full understanding of facts.

Emotive language
direct quotes
Factual information
Higher level punctuation
Switch between formal and informal writing

Reader to have full facts

Ending

Summary of events and outcome of story.

Range of sentence structures
Emotive language
Dialogue - informal style
Formal sentence structures
Formal style



Step Sequence to achieve outcome

Dates: 12.4.21 - 30.4.21
(2 week block)
Use the text - The Molliebird

Mini Outcome 1
STEM
Book based on
'Varmints' - chn to
include some of their
work on Evolution to
support story writing

Key Vocabulary - Adaptation. Climate Evolution. Theory. Fossil. Genetic modify reproduction. Inheritance. Offspring.

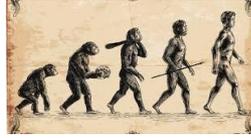
What was Earth like millions of years ago -
Chn to carry out research into the earth and climate

Investigate how fossils can tell a story from the past.
Chn to create their own fossil to capture the present. Chn to then look at what message they need to tell the future and create a time capsule telling the future what they need to know to look after the earth - which will incorporate their fossil

Project Launch

What is climate change?

Chn to watch the film - Varmints and discuss what is happening - how is this similar to our world? Has anything made a difference recently to our climate? (COVID)



Genetics (& DNA) and how offspring are different. Look at different animals And how animals can now be genetically modified.

Adaptation - how have animals adapted for the world now and how would animals need to adapt in the future to survive in a warmer world? Create animals with their adaptations.

Darwin's theory of Evolution
Chn to research Charles Darwin and his theory.

- Evolution and inheritance
- I know how the Earth and living things have changed over time
- I know how fossils can be used to find out about the past.
- I know about reproduction and offspring (recognising that offspring normally vary and are identical to their parents)
- I know how animals and plants are adapted to suit the environment
- I link adaptation over time to evolution
- I know about evolution and can explain what it is.

Pre- t4eaching. Recap knowledge from previous years

Recap . Y5 living things and their habitats and animals and offspring

Curriculum Area: Science

Knowledge required to achieve the outcome

Step Sequence to achieve outcome

Dates: 3.5.21. - 21.5.21

How will outcome be presented? Piece of artwork which will become the front cover of Varmints story.

Mini Outcome 2 -
Piece of art work
based the book
'Varmints'

Key vocabulary - impressionism, light , dark, hue, tone, tint, shade, atmosphere, contrast, perspective.

Chn to produce a produce a piece of Artwork linked to the the Varmints book - based on the work of BANKSY .

Look at work by Banksy - street art.
Identify work by Banksy. Look at light and dark and how to create the effects.

Chn to create a science investigation to show the effect of ice melting on the levels of th4e sea.

Chn to research and study the artist Banksy and investigate the message behind pieces of art.

Learn how to tell a story from a piece of art.

Chn to research effects of Climate Change on rainforests. Chn to produce a 'Newsround' video reporting on these effects.

To show tone, shade and mood through intricate detail.
To be able to create mood and atmosphere through paint choices.
To explore the use of texture in colour
To understand how the colour changes with perspective.

Chn to explore the use of shade to produce different textures.

Chn to create a shade 'value' chart using different shading techniques.

Chn to use white and black in paints to produce different shades to create atmosphere.

I explain why I have used different tools to create art.
I explain why I have chosen specific techniques to create my art.
I explain the style of my work and how it has been influenced by a famous artist.
I know how to overprint to create different patterns.
I know how to use feedback to make amendments and improvement to my art
To understand the effect of light on objects and people from different directions.

Curriculum Area: Art. Computing. Science

Knowledge required to achieve the outcome

Step Sequence to achieve outcome

Dates: 7.6.21 - 25.6.21

How will outcome be presented? Book of learning journey to be produced with children's use of art evident by their own map drawing. To include knowledge of North and South America and the effects of climate change

**Mini Outcome 2 -
Piece of art work
based on the Varmints.**

Key vocabulary - hemisphere, climate, investigation, equator, global, time zones, coordinates, continent, longitude, latitude. Biomes and vegetation

To use the eight points of a compass 4 and 6 figure grid references and symbols and keys.

Chn to create a science investigation to show the effect of ice melting on the levels of the sea.

Animals of the rainforest. What animals live in each section? Chn to compare the effects of Climate change on Rainforest animals to animals in animals.

Chn to research effects of Climate Change on rainforests. Chn to produce a 'Newsround' video reporting on these effects.

To identify the countries which make up North and South America, Northern Hemisphere. Chn to begin to complete world map -

Identist parts of Rainforest - Rainforest structure. Chn to draw rainforest with explanation for each section.

Chn to look at life in Alaska and how the landscape is changing. Chn to look at how climate change is affecting animals in Alaska and the far north of North America - each group to focus on a different animal to study. Chn to produce an information page on their chosen animal..

Find Rainforests on world map - Show in relation to Equator and Southern Hemisphere.

Chn to use their understanding of maps to produce their own map work showing both North and South America - identifying key features. Also show weather types and animals on their maps

I know why some places are similar and dissimilar in relation to their human and physical features.

I know how time zones work and calculate time differences around the world.

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Look at types of settlement in both North and South America and how they have changed overtime.

Curriculum Area: **Geography.. Computing.**
Science

Knowledge required to achieve the outcome

Chn to look at how the ice cap is melting and the effect this has on Global sea levels.