



## Year A Oxney Term 5

### Synopsis:

This term we will be using the text *Shackleton's Journey* by William Grill as our key text in English. Exploration of this and additional books and materials will enable us to explore exciting destinations and inspire us about the world and the possibilities of travel.

The area of study focuses on the extraordinary beauty and wonders of the world and seeks to provide the opportunity to find out more about its richness and diversity.

In RE, we will be focusing on Judaism and considering the big question 'What does it mean to be Jewish in Britain today?'

### Geography

#### Learning Sequence:

How did people explore the world?

Investigate different world journeys and voyages of exploration.

What makes a place special?

Investigate an island of choice which is in some way remarkable.

What are the wonders of the ancient and modern world?

Find out about the seven wonders of the ancient world. Using the format of the seven ancient wonders, identify seven modern wonders. Select examples from different parts of the world.

#### Locational Knowledge

Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities

Name and locate countries and cities of the UK, describing geographical regions and topographical features

Explore how some aspects of physical and human characteristics have changed over time

#### Human & Physical Geography

Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)

Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)

#### Skills & Fieldwork

Securely use world maps, atlases and globes and use digital mapping

### Art

#### Learning Sequence:

<https://misstcreates.wordpress.com/tone-and-texture/>

Introduction to texture and explore by creating rubbings.

Use texture and rubbings to create pieces of art.

Introduce to illustrator William Grill. How to draw with tone instead of line.

Create an Antarctic landscape.

#### Media & Materials

In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection

In print, use layers of two or more colours

<b>Significant Artists</b>	Draw on work of other artists for inspiration and begin to emulate their style
<b>Vocabulary</b>	Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey
<b>Skills</b>	Apply art and design techniques with creativity, experimentation and increasing awareness
<b>Science</b>	
<p><b>Learning Sequence:</b></p> <p>Collectively make a list of questions on rocks that can be answered through a range of scientific enquiries during the course of the topic.</p> <p>Undertake The Hard Rock Challenge – a game that requires the class to begin to observe rocks carefully and group them in different ways according to their features.</p> <p>Make detailed labelled drawings of 6 common rocks and write descriptions of their observable features.</p> <p>Devise own fair test for the hardness of rocks and use results to put samples in rank order.</p> <p>Use water and pipettes to devise a fair test for the permeability of different rocks.</p> <p>Record results of tests and observations in tabular form.</p> <p>Test rocks with acid (vinegar) to discover if they are made of the shells of dead creatures.</p> <p>Take part in an active quiz game to assess and reinforce prior learning on rocks.</p> <p>Undertake a rock survey of the local area to answer questions on the local bedrock and other rocks seen.</p> <p>Determine why particular rocks and man-made rocks were used for particular purposes.</p> <p>Use a rock identification key to discover what type of rock each sample is.</p> <p>Explore the story of Mary Anning. Learn how fossils are made and record by writing and illustrating the stages. Handle real fossils.</p> <p>Learn some amazing facts about soil and the crucial role it plays in supporting life.</p> <p>Closely observe soil with hand lenses and list and classify the constituent parts.</p> <p>Investigate and compare three different soils.</p>	
<b>Make Observations</b>	Make systematic observations
<b>Perform Tests</b>	Suggest, set up and carry out simple practical enquires Understand comparative and fair tests
<b>Ask Questions</b>	Generate and answer scientific questions using evidence
<b>Gather Data</b>	Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts Report on findings orally and in writing using scientific language to answer questions
<b>Analyse Data</b>	Explain similarities, differences, changes related to scientific processes and ideas
<b>Writing</b>	
<p><b>Learning Sequence:</b></p> <p>Identify some features of travel writing.</p> <p>Research and take notes from travel writing.</p> <p>Draft a persuasive piece of travel writing.</p> <p>Present writing and think about the impact on the audience.</p> <p>Analyse adventure/descriptive/comic style writing.</p> <p>Analyse how graphics can be used with travel writing.</p>	

<b>Language &amp; Vocabulary</b>	Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials
<b>Plan, Draft, Edit &amp; Evaluate</b>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organises paragraphs around a theme: Use paragraphs/ sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p>
<b>Grammar &amp; Punctuation</b>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use apostrophe for plural possession</p>
<b>Text Structure &amp; Features</b>	<p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Use simple organisational devices eg headings, sub-headings</p>
<b>Transcription</b>	<p>Use a dictionary to spell words correctly</p> <p>Increase the legibility, consistency and quality of handwriting</p>
<b>Reading</b>	
<p><b>Learning Sequence:</b></p> <p>To appreciate why stories are memorable and characters exciting.</p> <p>To consider how particular situations make individuals behave as they do.</p> <p>To explore dilemmas, empathising with characters.</p> <p>To learn about the differences between information and fiction texts.</p> <p>Refer to CLPE Power of Reading Scheme of Work.</p>	
<b>Comprehension</b>	<p>Independently retrieves and confidently records information from non-fiction</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Confidently retell some stories orally</p>