

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
-A visitor from The Felix Project -A picnic to share our recipes/work	-What is hunger? -Who goes hungry? -What is food waste? -How can we reduce food waste in school?	-A visitor from The Felix Project -A picnic to share our recipes/work	-How can we reduce food waste in our school and local community? -How can we help people who are suffering from hunger?		
<b>YEAR 5 Title: Food Glorious Food</b>	<b>Key Curriculum Areas:</b> Science, D&T and R.E	<b>Maths</b> <b>Number:</b> -Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 -Read, write and compare numbers to at least 1,000,000 and determine the value of each digit -Round any number up to 1,000,000 -Addition & Subtraction of whole numbers (mental and formal written methods) -Multiplication (mental and formal written methods) -Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use a why <b>Times tables:</b> Practise weekly in class and at home. <b>Cross Curricular Links</b> – measuring weight and ratio through cooking	<b>English:</b> <b>Poetry:</b> Children will study a free verse poem, revising the skills such as: varied repetition and figurative language. They will then write their own free verse poem based on food and the importance of not wasting it. This will then be performed to their peers with expression and intonation. <b>Non-fiction focus:</b> Our non-fiction focus includes a persuasive letter on how we can reduce food waste at our school. Use of conjunctions, persuasive language, emotive language, formal tone/vocabulary, tense & layout will all be revised. Our second non-fiction focus includes writing a set of instructions for creating a recipe based on leftover food. Use of imperative verbs, adverbials, parenthesis, prepositions, tense and layout will be revised. <b>Reading:</b> daily sessions to develop reading behaviours and comprehension skills such as the meaning of words in context, inference, and fact finding. We require students to read their novels for 30 minutes each night and record it in their orange reading record books. <b>Spelling:</b> Develop skills of investigating the etymology and morphology –Revision of words with apostrophes for possession, silent letters and words containing suffixes. <b>Grammar:</b> strategies to embed grammar in writing, e.g. use of conjunctions, fronted adverbials and pronouns; use of emotive language; formal language; and high level punctuation such as commas, brackets and dashes. <b>Handwriting:</b> practising cursive joined handwriting.		
<b>Big Bang:</b> A visitor from The Felix Project	<b>Science: Materials</b> - Compare and group everyday material - To know that some materials dissolve in a liquid to form a solution. - Use our knowledge of materials to help separate them - Predict, investigate and discover which materials will dissolve -Identify and explain irreversible chemical changes - Explore thermal insulating properties on given materials <b>Writing opportunities:</b> -Short investigative writing from scientific observations of the effects of dissolving, separating mixtures and irreversible changes using the scientific skills of planning, observing, recording and concluding.	<b>Art:</b> -To focus on Banksy’s street art and discover the messages/meanings behind his work -To use and practise a variety of drawing to create a piece with a moral message on hunger			
<b>School Trip/Special Events:</b> -Visitor from The Felix Project -Harvest festival					
<b>Celebration:</b> -Picnic/harvest festival					
<b>Computing:</b> Functional thinking (DB primary) Children to consolidate the concepts of complex code-block sequences, loops and repetition and requiring computational thinking and logic					
<b>Music:</b>	<b>D&amp;T: Cooking and nutrition</b> -To understand where food comes from and how the seasons can affect this -To understand how food is processed into ingredients -To evaluate existing products -To adapt a recipe to change its appearance, taste, texture and aroma -To use a range of cooking techniques (peeling, slicing, etc) - To peer and self-evaluate their own recipe, whilst offering suggestions before serving their final product	<b>PSHE:</b> -Covid 19 – the new normal -To know what it means to be part of a community -To understand how a community can be supported -To know about the lives and customs of a community			
<b>PE: Indoor- Dance</b> To be able to be able to demonstrate fluency and rhythm in a processional dance (Morris dancing) without prompting, in time and following the beat, adapting and changing formation towards the end.	<b>R.E: Buddhism</b> -To explore beliefs and teachings -to understand values -To name and explore practices and lifestyle	<b>Languages(Ks2)</b> To greet, exchange names, say how we are feeling and explore Spanish culture.			
<b>Outdoor -Netball-</b> To explore and perform a range of passes; to create space and move effectively; to learn tactics for attacking and defending; and apply the skills learnt in a netball match.					