

Medium Term Plan	Year Group	5	Term	1	Theme	Extreme Earth
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### Main hook - Experienceology

Main Hook: Wonderwall speech mark about Extreme Earth

Experience ology: Science/ Geography/ DT day- Children to design buildings to be safe in an Earthquake, during this have the Earthquake siren and tell them what they need to do. Then go outside and say the Earth quake caused a tsunami and the water goes over their houses.

### Areas of learning

**As geographers**, we will be improving our locational knowledge by exploring the different hemispheres in the world and what weather conditions they experience (tornadoes, storms, droughts and floods). We will be exploring the significance of the tropics of Cancer and Capricorn and how they affect the different climates around the world. We will be finding out about the tectonic plates that make up the Earth and how earthquakes happen. We will also be thinking about the after effects of earthquakes such as tsunamis.

**As Historians** we will study previous earthquakes, tsunamis and storms that have had a permanent impact on the places that have experienced extreme weather. We will also look back in time to see how climate has changed over time and to think about the future of our planet.

**As Artists** we will be learning about and recreating a famous painting called 'Great Wave' by Hokusai, which was inspired by past tsunamis. We will be learning about using layers within our drawing to create distance.

**As scientists**, we will investigate forces such as gravity as well as learn about water resistance and friction that act between surfaces. We will also be making our own mechanisms using either a pulley or a lever.

Confident Individuals	Responsible Citizens		
Enterprise	Environment	Spiritual and Moral	Communities
<p><b>As enterprising people we will:</b></p> <p>Become engineers and we will try our best to design a weatherproof building (earthquake, tsunami,</p>	<p><b>As people concerned with our environment we will:</b></p> <p>Be discussing climate change and how our current government are dealing</p>	<p><b>In our spiritual and moral development we will:</b></p> <p>Exploring our response to extreme weather as we are a country that does</p>	<p><b>As members of a community we will:</b></p> <p>Explore how communities cope with disasters. How shared values brings communities together.</p>

<p>cyclone, tornado etc.). We will be creating the design as part of our homework project. When we hand in our project, we will then take part in our very own <i>Dragons' Den</i>. We will watch the TV show to get an idea of how it works and we will try to convince our panel of 'dragons' (teachers!) that the designs we have made as designers are worthy of their investment.</p>	<p>with the issue. Comparing with the rest of the world.</p>	<p>not often get extreme weather. How can we help? What is our role in it? How can we help to preserve the Earth?</p>	
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Learning across the curriculum		
Using Communication – English Links, MFL	Using Mathematics – links to other subjects	Using ICT and E-Safety Opportunities
<p><b><u>Reading (including love of reading)</u></b></p> <p>Guided reading – people's recounts of experiencing extreme weather conditions.</p> <p><b><u>Writing (including free writing)</u></b></p> <p><b>Tale of fear about a natural disaster</b></p> <p><b>Explanation text based on either Earthquakes or Tsunamis</b></p> <p><b>Recount about expeirencology hook</b></p> <p>SPAG: Head start, Expanded noun phrases Subordinate clauses</p> <p>Recap on main clause / subordinate and co-ordinating conjunctions.</p>	<p>Revisiting 12 and 24-hour clock through looking at time zones.</p> <p>Recap on co-ordinates by looking at maps with longitude and latitude.</p>	<p>Using the iPad clock to compare time zones. Using search engines appropriately and understand how they work.</p>

<p>Commas for clauses</p> <p>Parenthesis – brackets, dashes and commas.</p> <p><b>Handwriting:</b> Handwriting / Penpals – reminders of handwriting focus when writing.</p>		
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Subject Key Skills			
History, geography and citizenship	Science and design technology	Art, music and drama	PSHE, RE, R-Time
<p><b>Investigate</b> Undertake investigations and enquiries, using Google Earth, iPads and media to understand different weathers around the world.</p> <p><b>Analyse</b> Compare, interpret and analyse different types of evidence from a range of sources.</p> <p><b>Communicate</b> Develop the skills to express our thoughts on big issues and devastating</p>	<p><b>Generate ideas</b></p> <p><b>Investigate, observe and record</b> Investigate the effects of gravity, water and air resistance.</p> <p><b>Design, make and improve</b> <b>Make their own Earth to see the different layers.</b> <b>Make own mechanisms to explore forces.</b></p> <p><b>Explain</b></p>	<p><b>Explore</b> Famous artist – Hokusai and what skills are needed to create the tsunami painting.</p> <p><b>Create</b> The painting ourselves using new skills learnt about depth.</p> <p><b>Improvise</b> Using the instruments to create a stormy piece of music.</p> <p><b>Present</b></p>	<p>Explore our role in society when these events happen</p> <p>R-time: roles and responsibility. Looking at the diamond rule of: caring of everyone and everything.</p>

<p>events around the world in reference to weather.</p> <p><b>Consider and respond</b></p> <p>Consider, respond to alternative viewpoints when discussing climate change.</p>	<p><b>How the forces around us effect our everyday lives and the Earth we live on.</b></p> <p><b>Evaluate</b></p>	<p>Recreated picture to partner</p> <p><b>Evaluate</b></p> <p>Peer evaluation compared to original and success criteria.</p>	
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<b>Personal Development – Curriculum Drivers</b>		
<b>Independent Learning</b>	<b>Possibilities – making the impossible possible</b>	<b>Emotional Awareness</b>
<p>Working collaboratively in pairs to discuss and investigate.</p> <p>Showing curiosity towards the topic and initial immersion by asking their own questions.</p> <p>Researching answers to their questions.</p>	<p>Taking a risk to see if their pitch to the Dragons Den pays off.</p> <p>Becoming artists through careful listening and following steps.</p>	<p>Becoming self-aware of how they might respond to a devastating situation to do with weather.</p> <p>Discussing how people can put themselves at risk to help others.</p>