

Science and the Wider Curriculum - Planning and Ideas

Week Commencing: 1.03.21

Year Groups: 5/6

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	No lesson due to Whitworth Park Transition Event	Subject: Geography To describe a range of landmarks in Brazil and the UK	Subject: RE – To reflect on different emotions felt during the Easter Story?	Subject: DT To sort elements of world diets into food groups	Subject: MFL To begin to count to 20 in Portuguese
		<p>Starter – Recapping our understanding of up to 4-figure grid references using a range of examples on the board.</p> <p>Begin with a recap of last week’s lesson, focussing our attention on Brazil itself. Begin to find out a little bit more about the country and its location.</p> <p>Review our understanding of what a landmark is – read through the PP to consider a range of examples from the UK and the rest of the world. Chn to match these as their first activity.</p> <p>Continue through the PP to begin to name and describe some of the key landmarks of Brazil, which the chn may not be familiar with.</p> <p>T to model conducting research on these and using the information to write a description of these landmarks.</p>	<p>Starter – Look at the pictures. What emotions do you feel? Would everyone in the picture be feeling the same emotion?</p> <p>Main Teaching – Go through the Easter story again. Look at the speech bubbles and imagine how the characters would be feeling and different points in the story. Encourage the chn to think from the point of view of the characters.</p> <p>Activity – Chn to complete the sheet to reflect upon the emotions of the different characters in the Easter story.</p>	<p>Starter – Recap learning from previous years about how we can sort foods according to their food groups – chn to sort the examples provided on the sheet.</p> <p>Read through the PP to find out more about a range of diets and popular meals from around the world – discuss the main food groups being used and how diets can vary depending on location.</p> <p>Continue to use examples of meals that chn are familiar with to encourage them to think about their own diets - which main food groups are evidenced in your meals?</p> <p>Task – Chn to complete three tasks throughout the course of the lesson:</p> <p>1) Sort the main elements of world dishes into the main food groups. 2) Sort the main elements of your own favourite meals in the main food groups.</p>	<p>Starter – Review of our knowledge so far of Portugal – can we locate and describe key features of the country? Why might we be learning Portuguese?</p> <p>T to introduce chn to the Portuguese language, beginning with counting up to 20. Watch the initial video to begin to recall the Portuguese number names.</p> <p>Work through the PP to practise recall and application of what we have learnt so far.</p> <p>Lesson to be paused at different points to allow each of the three tasks to be completed.</p> <p>Task – Chn to use the PP to help them complete all three tasks:</p> <p>1) Play the matching game to find corresponding names and numerals for numbers up to 20. 2) Complete the simple Maths questions by recording our answers using the Portuguese number names.</p>

		Task – Chn to write two descriptive paragraphs about key landmarks in Brazil that could be used as part of a tourist guide for the country.		3) Use your knowledge of food groups and a balanced diet to plan your own meal.	3) Record the number of each item spotted during the game of I-Spy.
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Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KSI and KS2 across all subjects.