

**Science and the Wider Curriculum - Planning and Ideas**

**Week Commencing: 15.03.21**

**Year Groups: 5/6**

|                         | Monday  | Tuesday  | Wednesday  | Thursday  | Friday   |
|-------------------------|---|--|--|---|--|
| <b>Area of Learning</b> | <b>Science: Science</b><br><b>To identify the changes that take place from birth to 12 year sold.</b>   | <b>Subject: Geography</b><br><b>To explain the push and pull factors that lead to urbanisation in Brazil</b>   | <b>Subject: RE</b><br><b>To recall important secular and religious Easter symbols</b>  | <b>Subject: DT</b><br><b>To prepare the ingredients to make Chinese spring rolls</b>  | <b>Subject: MFL</b><br><b>To recognise and use Portuguese names for classroom objects</b>  |
|                         | <p><b>Starter</b> Begin by watching the video link. Children to discuss the changes that take place from birth to 12 years old. Children should discuss the changes they have experienced. Children to think about other changes that have taken place and not just physical changes. Eg, confidence etc.</p> <p>Discuss age ratings – why are computer games and films given an age rating?</p> <p><b>Task 1</b> – Children to look at the list of activities requiring an age restriction. Eg, the legal age to drive a car is 17.</p> <p>Can children think of any others?</p> | <p><b>Starter</b> – Chn to sort a range of photographs on the tables in front of them – how could we sort them? Chn to explain their decisions using Geographical vocabulary. Chn to then resort their photos to develop an understanding of the terms urban and rural – discussion of the features of each term.</p> <p><b>Main Teaching</b> – T to use the PP to explain the process of urbanisation. Read through the push and pull factors and use these to move between a rural and urban environment – how might the factors affect migration of people? Which factors are the most important? Chn to model this process with physical movement along the line in the classroom.</p> | <p><b>Starter</b> – Show chn a list of feelings words. Can you sort them into words that would or would not be associated with The Last Supper? Eg. remembrance, reflection, friendship, forgiveness, sacrifice, joy, sorrow, betrayal. Chn to think about WHY they would be linked to the Last Supper.</p> <p><b>Main Teaching</b> – show chn various Easter related symbols. For each one, ask the chn the same questions – what is the symbol? Is it secular or religious? How does it link with Easter? Discuss each one with the children.</p> <p><b>Activity</b> – Chn to complete the worksheet with the question prompts, filling out the sentences about each symbol.</p> | <p><b>Starter</b> – Show chn a list of feelings words. Can you sort them into words that would or would not be associated with The Last Supper? Eg. remembrance, reflection, friendship, forgiveness, sacrifice, joy, sorrow, betrayal. Chn to think about WHY they would be linked to the Last Supper.</p> <p><b>Main Teaching</b> – similarly to last session, T to model key food preparation skills for the class – peeling, grating, slicing with the bridge method. T to explain that chn will be preparing their own spring rolls to cook and taste.</p> <p><b>Activity</b> – Chn to have a chance to prepare their own spring roll using their own ingredients. Photos to be taken as evidence.</p> | <p><b>Starter</b> – Recap of our previous work on colour – colour in the paint cans according to the Portuguese labels.</p> <p><b>Main Teaching</b> – T to use the PP to model the new vocabulary and practice pronunciation. Look for similarities to other known words to help us work out the meaning of new vocabulary.</p> <p><b>Activity</b> – Chn to complete Task 1 and 2, involving a scavenger hunt around the classroom to photograph the objects listed.</p> |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Sort out the cards. Can children add an age to each of the examples?<br/>Driving a car, pilot licence, being able to vote etc.</p> <p><b>Task 2</b> – Which of the examples provided do the children agree with/disagree with. If any are disagreed, what should the legal age be any why.</p> <p>See resources on school website virtual classroom.</p> | <p><b>Activity</b> – Chn to use the input and P+P factors to write a letter to a friend, explaining why they want to move from the rural north to the urban south of Brazil.</p> |  |  |  |
|---|--|--|--|--|

**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 KS1 and KS2 across all subjects.