

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

**Week Commencing: 19.4.21**

**Year Groups: 5/6**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Area of Learning</b>	<p>Subject: Science</p> <p><u>To Explain that some changes result in the formation of new materials</u></p> <p><u>Use test results to make predictions to set up further comparative and fair tests.</u></p>	<p>Subject: RE</p> <p><u>To retell the story of the Passover</u></p>	<p>No lesson due to WPA transition activities</p>	<p>Subject: History</p> <p><u>To use a range of sources to find out further information about World War Two</u></p>	<p>Subject: Art</p> <p><u>To explore the work of Michaelangelo and create our own fresco painting</u></p>
	<p><b>Starter</b> – Recap previous science lesson – chemical reactions. What caused the chemical reaction? How did we change the experiment to get a different reaction?</p> <p><b>Main Teaching</b></p> <p>Show children the video clip from the Useful Websites link on My Rising Stars for this activity and ask them to make notes to help them repeat the activity shown. The aim of this activity is for children to inflate the balloon by following their notes but do so using a more scientific approach, using standard measurements. The video shows the</p>	<p><b>Starter</b> – Look at the pictures. What do you think is happening on each one? Ask the chn to make inferences on what is happening on the pictures.</p> <p><b>Main Teaching</b> – Watch the video of the story of the Passover. <a href="#">The story of the Passover - KS2 Religious Education - BBC Bitesize</a> Ask the chn to make notes and then ask them these questions on the PPT slide when finished.</p>		<p><b>Starter</b> - Display a timeline of key events from WWII, linked to our previous session. Can the chn reconstruct this timeline in the correct order? To include familiar and new events, as well as some but not all dates.</p> <p><b>Main Teaching</b> – ask the chn if they have relatives who were involved in the war – have you asked them about their experiences? If we were not there ourselves, how can we expect to find out more?</p> <p>T to lead a discussion on the use of sources, including a recap of primary and secondary sources. T to use a</p>	<p><b>Starter</b> – Display a range of photographs of artwork found in different places – encourage the chn to discuss the location of these pieces and how this might affect their appreciation – has the location been selected for a specific reason?</p> <p><b>Main Teaching</b> – Using the PP, explore the works of Michealangelo – where did he create many of his paintings? Are they still there today? Discuss his development of a wide range of frescos across the world – focus on his examples in Rome and Vatican City.</p>

<p>following: • Pour about 2.5 cm (1 inch) of vinegar in the bottle. • Using a paper funnel if necessary, put a tablespoon of baking soda into the balloon. • Put the mouth of the balloon over the top of the bottle, without pouring the baking soda into the bottle. • Pour the baking soda into the bottle from the balloon and see what happens.</p> <p>Remind children of the previous activity and what happened when substances were mixed together. Tell them to use what they know to help them think about what happened in the video clip when the two substances were mixed together. They should be able to explain that a gas was produced (carbon dioxide, which filled the balloon and inflated it) and say what the new substance was that was made.</p>	<p>Ensure the children understand the story.</p> <p><b>Task</b> - To write a diary from the point of view of a Jewish person experiencing the plagues of Egypt.</p>		<p>range of artefacts and sources within the classroom amongst the chn.</p> <p>T to model evaluating a source – what does it tell us? Do we have to make inferences or are we simply retrieving key information?</p> <p>Recap the use of DAFT to assess the usefulness of our sources – T to model one whole class example.</p> <p><b>Task</b> – In pairs or groups, chn to select a source or artefact and use it to gather information about WWII. Chn to record their ideas on the template provided, referring to DAFT when evaluating their source.</p> <p>At the end of the session, each group should feedback their findings. Based on this, can we order our sources from most to least useful?</p>	<p>T to then mode the use of the ‘upside down’ style and discuss why this would have been a difficult technique to use for such a long period of time.</p> <p><b>Task</b> – Chn to work beneath their tables to create a sketch or painting of an animal – T to provide stimulus pictures as needed.</p>
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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 KS1 and KS2 across all subjects.