

# Y5 – Aut 2 – Can a small change make a big difference?



## Impact

### By the end of this unit children will...

Children will be expanding their geographical knowledge of the world. Children will be exploring the human and physical geography of South America and its countries and will be broadening their knowledge of the continent by looking into the Andes, the largest mountain range in the world, and find out about the various different climates that span over the continent. Children will also have the opportunity to explore the work of South American artists. They will be exploring how cultures and South American countries have similarities and differences that can alter and influence their social and economic background, and will be comparing it to the United Kingdom. Children will be identifying the small changes that humans can make in order to imply a bigger impact to society today, and how we can ultimately shape the future.

## Intent

"So God created man in his own image, in the image of God created he him; male and female created he them." Genesis 1: 27

It is a simple fact that we are all individual and unique, and that we are made in the image and likeness of God. Through the study of this unit, children will be able to explain the differences and similarities between life in other countries, and will help them to learn that they can help change the future for themselves and for the wellbeing of others around the world.

## Building the Kingdom

### Big Question:

**Can a small change make a big difference?**

### Further questions to explore:

Are people presented with the same opportunities?  
Are we responsible for the actions of others?  
Is ignorance bliss?

## Catholic Social Teaching

Dignity of the Human person- 'We are beautifully made in the image and likeness of God'.

### Migrants and Refugees

We are all equal in God's eyes and loved equally.

I have been given a special gift for the world.  
Each person is unique and irreplaceable- everyone matters.  
People matter more than possessions.

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## Core Subjects

### Religious Education

#### **Baptism:**

The unit explores the role of John the Baptist in the Baptism of Jesus and provides an opportunity for an in-depth study of the signs, symbols and prayers associated with the Sacrament of Baptism.

#### **Advent:**

This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.

### Maths

#### **Multiplication and division:**

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply and divide whole numbers and those involving decimals by 10, 100 and 100

#### **Fractions:**

Find and recognise equivalent fractions  
Convert between improper fractions and mixed numbers  
Compare and Order fractions  
Add and subtract fractions with the same and different denominators

### English

#### **Non-fiction – Persuasive letter writing**

##### ***One Well***

Explore the text, One Well, research how we can make a big difference through small changes to lead to a sustainable future by conserving water. Write in a persuasive style to encourage others to do the same. Share with all at St Francis.

#### **Non-fiction – Instructions**

##### ***Ada's Violin***

Explore the text, Ada's Violin, which retells the true story of children who live near (and work on) a landfill site in Paraguay who create an Orchestra.

Design and make instruments from recycled items.

Write instructions about the process of making the instruments.

#### **Poetry**

**Free Verse – *Kensuke's Kingdom*** - Plan, create and perform.

#### **Structures – Cinquains**

Plan, create and perform cinquains related to the text, Ada's Violin, based on the children's choices. For example with a subject of Landfills, Orchestra etc.

#### **Grammar, Punctuation and spelling focus**

Modal verbs and adverbs.

### Science

#### **Animals including humans:**

Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. The final investigation will be about the changes to the body as humans get older, as well as comparing the life expectancy of different animals.

#### **Over this unit, children will:**

Compare and present data using bar and line graphs.  
Report findings in oral form.  
Order the stages of human development.  
Demonstrate understanding of how babies grow in height.  
Describe the main changes that occur during puberty.  
Explain the main changes that take place in old age.

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## Foundation Subjects

### History and Geography

#### Geography: South America

Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map.

Children will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates.

Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.

### Art and Design and Design Technology

#### South American Art

The children will explore the work of South American artists, such as, Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.

By the end of this unit, children should be able to:

- Sculpt clay.
- Make a dream catcher.
- Draw in colour.
- Make a collage.
- Ink a collagraph evenly.

### Computing

#### Video Production

Children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Children are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children have the opportunity to reflect on and assess their progress in creating a video.

### Music

#### Blues

Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

### Physical Education

**Indoor Athletics:** In this athletics unit, children will have the opportunity to develop their existing running, jumping and throwing skills. They will be running for speed and endurance as well as learning the technique for the standing vertical jump. They will also learn the technique for throwing the discus (the fling throw) and practice other types of throwing techniques, including the one-handed pull throw (javelin) and the one-handed push throw (shot-put). The children will have the opportunity to take part in individual, paired and group activities and games.

**Net and Wall games:** children will develop their understanding of the game of tennis. Children will be introduced to skills and techniques crucial to the game of tennis, such as forehand, backhand, serve and volley. They will also learn about

### RSE

#### Ten:Ten Module One: Created and Loved by God

Created and loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.