

<p><u>Year Group:</u> Year 5</p> <p><u>Name of project:</u> Adventure is out there</p> <p><u>Term:</u> Summer 1</p>	<p><u>Summary of current hook:</u></p> <p>Children will be learning about extreme climates and how they are beneficial to survival. This will coincide with learning how the famous explorer Ernest Shackleton survived in the extreme climate of Antarctica. Throughout this unit, children will be building waterproof dens, lighting fires and making hats for protection against all elements.</p>	<p><u>Summary of current celebration:</u></p> <p>To celebrate the learning journey, Year 5 will be producing biographies, art work and felt hats as our key outcomes this half term. Everything they learn about survival from Shackleton's life, will come alive in our 'Copse: Survival – activity day.' This will be led by an external expert in teaching survival techniques.</p>
<p><u>Learning Journey</u></p> <p>Throughout the half term, learning about what 'Adventures are out there,' Year 5 have a geography lead unit. This will explore whether extreme climate provide us with natural resources to survive. As part of the geographical learning, children will find out about biomes, focusing particularly on Antarctica and the Russian Tundra. Alongside this, children will develop their knowledge of natural resources: energy and minerals. In turn this will link to our English work based upon Ernest Shackleton. Our lead text is Shackleton's Journey, a beautiful picture book, that will bring his adventures to life. This will then form the basis of our English curriculum. Other subjects will link in to this overall topic of 'Adventure is out there.' In DT we will design and create hats suitable for warmth in extreme climates. Science will involve life cycles of mammals, birds, insects and plants, focusing on those we find in our extreme climates. Each week, the children will attend swimming lessons to learn to survive and keep safe in water.</p>		<p><u>RSE</u></p> <p>The RSE until this half term is called "Being My Best". We will explore how to be as healthy and fit as possible through our life choices. We will also explore how we can benefit from being part of a community.</p> <p><u>Outdoor Learning</u></p> <p>Our exciting "Copse Survival Activity Day" will give the children opportunities to take their learning to a new location.</p> <p><u>E-Safety</u></p> <p>The message of teaching children how to stay safe online will continue to be promoted through ICT lessons.</p>
<p><u>What are the current curriculum links to Maths and English?</u></p> <p>Using Shackleton's Journey, we will be writing diaries, letters, speeches and finally produce a biography. To finish the half term we will also create our own poems.</p> <p>Across the Maths curriculum, we will be focusing on the areas: fractions, capacity and data handling. Links will be found through geographical and scientific data.</p>		<p><u>Key dates</u></p> <p>20th April- 15th June swimming (8 sessions) 28th April 2021 – Paul Smith from Edith's Hopw Charity visiting to receive sponsorship money 26th May – Copse Survival Day</p>
<p><u>Independence</u></p> <p>The children will be provided with the relevant tools and learning environments to ensure they are ready for learning.</p> <p>Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.</p> <p>Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment.</p> <p>Children will know the importance of listening to and using guidance from others</p> <p>Children will start to understand that approaches to learning may differ.</p>	<p><u>Never Giving Up</u></p> <p>The children can draw from previous experiences to support their learning.</p> <p>The children will be able to use a range of ways to help themselves with their learning by using the appropriate resources and scaffolds provided.</p> <p>All tasks will be carried through to the end to ensure success.</p> <p>The children will recognise that it is okay to make mistakes.</p> <p>Children can view constructive feedback as a positive challenge and use it to make progress</p>	<p><u>Teamwork</u></p> <p>Children listen to others and respect and include of each group member and their ideas</p> <p>Children understand what a group is and how to be part of a team.</p> <p>Children can communicate ideas to others and recognise each team member is required to make a positive contribution</p> <p>Children can work with a team to achieve a common goal</p>
<p><u>Growth Mindset</u></p> <p>Children are encouraged to approach difficult learning with self-belief.</p> <p>Children will be able to use models in lessons and inspiration in the success of others.</p> <p>Children will start to make links between their new learning and what they already know.</p> <p>Children will know and understand how to improve their knowledge through new challenges.</p>	<p><u>Innovators</u></p> <p>Children can use their imagination and make free choices and resources in a variety of situations.</p> <p>Children can present their learning in a different way from other people.</p> <p>Children feel confident exploring an idea which may not have a right or wrong answer in the end.</p> <p>Children will always be encouraged to be confident enough to have a go!</p> <p>Children will start to understand that ideas can be expressed and there could be more than one idea.</p>	<p><u>Evaluators</u></p> <p>Children can identify at least one thing which has gone well in their learning</p> <p>Children will recognise and say how they feel about their learning, making an assessment about how the task is going.</p> <p>Children will be confident enough to make a constructive comment about others' work.</p> <p>Children will be able to say what would help them to do the task better next time</p> <p>Children will use reflection time wisely and understand this could inform future learning.</p>