

**Medium Term Planning**

**Learning Journey Map**

**Term: Autumn 1**

**Weeks: 7 weeks**

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

**Teaching and Learning Principles and Curriculum Driver**

<p><b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience</p>	<p><b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills</p>	<p><b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.</p>	<p><b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?</p>
<p>-Performing our poems to an audience. -A visit to the foodbank. -A picnic to share our recipes/work.</p>	<p>-What is hunger? -Who goes hungry? -What is food waste? -How can we reduce food waste in school?</p>	<p>-A visitor from The Felix Project -A picnic to share our recipes/work</p>	<p>-How can we reduce food waste in our school and local community? -How can we help people who are suffering from hunger?</p>

**YEAR 5**

**Title: Food Glorious Food**

**Key Curriculum Areas: DT, Science, Art, RE**

**Learning Journey- Science: Materials**

- Compare and group everyday material; To know that some materials dissolve in a liquid to form a solution
- Use our knowledge of materials to help separate them
- Predict, investigate and discover which materials will dissolve; Identify and explain irreversible chemical changes
- Explore thermal insulating properties on given materials
- Short investigative writing from scientific observations of the effects of dissolving, separating mixtures and irreversible changes.

**Learning Journey- D&T: Cooking and nutrition**

- To understand where food comes from and how the seasons can affect this
- To understand how food is processed into ingredients
- To adapt a recipe to change its appearance, taste, texture and aroma
- To use a range of cooking techniques (peeling, slicing, etc)
- To peer and self-evaluate their own recipe, whilst offering suggestions before serving their final product

**Computing – Computer science**

Functional thinking  
Children to consolidate the concepts of complex code-block sequences, loops and repetition and requiring computational thinking and logic

**Maths :**

- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Read, write and compare numbers to at least 1,000,000 and determine the value of each digit
- Round any number up to 1,000,000
- Addition & Subtraction of whole numbers (mental and formal written methods)
- Multiplication (mental and formal written methods)
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use a why
- Times tables:**  
Practise weekly in class and at home.
- Cross Curricular Links** – measuring weight and ratio through cooking

**Art: Street Art**

To focus on Banksy's street art and discover the messages/meanings behind his work. To use and practise a variety of drawing to create a piece with a moral message on hunger.

**Music**

To recall instrument families, listen with intent & sing a new song. To refine singing & perform a tuned percussion parts, explore the features of musical genres & vocal performance.

**English**

- Generate vocab on Food glorious food
- Narrative:**  
**Poetry writing-** Tanka poem
- Fiction writing: Fictional mystery story.**  
Engaging the children in the candy maker. Children will be watching clips of willy Wonka  
Write own fictional story
- Non-fiction-** Persuasion
- Look at a range of persuasive texts
- Invetsigate different sweets adverts
- Write own persuasive texts

**Languages - Spanish**

- To recall nouns for pets, to recognise singular and plural forms & to exchange information about pets
- To recall colours & describe the colour of pets; To use appropriate adjective form
- To identify hobbies and leisure activities
- To express preferences & some sports & express preferences.

**PSHE – Being in my world**

- What are your personal learning goals for this year?
- How motivated are you to achieve these goals?
- Understand rights and responsibilities as a citizen of my country.
- I understand my rights & responsibilities as a citizen of my country & as a member of my

**Big Bang**

Exploding lunch bags

**School Trips/Special Events**

- Visitor from the food bank/Felix project
- Visit to a food bank

**Celebration**

-Picnic with parents

**Learning Journey R.E: Buddhism**

To explore beliefs and teachings.  
To understand values. To name and explore practices and lifestyle.

**Physical Education- Outdoor**

Netball passes and techniques; Identify and complete the different passes; Understand the rule of footwork (Pivoting)

**Indoor- Dance**

To be able to be able to demonstrate fluency and rhythm in a processional dance without prompting, in time and following the beat, adapting and changing formation towards the end.