

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 8 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					
<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	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<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?		
-Performing our poems to an audience. -A visit to the foodbank.	-What is hunger? -Who goes hungry? -What is food waste? -How can we reduce food waste in school?	- A visit to the foodbank	-How can we reduce food waste in our school and local community? -How can we help people who are suffering from hunger?		

<b>YEAR 5</b> <b>Title: Food Glorious Food</b>		<b>Key Curriculum Areas: DT, Science, Art, RE</b>		<b>Maths :</b> -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 Geometry – 2D and 3D shapes <b>Times tables:</b> Practise weekly in class and at home. <b>Cross Curricular Links</b> – measuring weight and ratio through cooking		<b>English</b> Generate vocab on Food glorious food <b>Narrative:</b> <b>Poetry writing-</b> Tanka poem <b>Fiction writing:</b> Fictional mystery story. Engaging the children in the candy maker. Children will be watching clips of Willy Wonka Write own fictional story <b>Non-fiction-</b> Persuasion -Look at a range of persuasive texts -Investigate different sweets adverts -Write own persuasive texts	
<b>Big Bang</b> Exploding lunch bags		<b>Science: Materials</b> -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.					
<b>School Trips/Special Events</b> -Visit to a food bank		<b>D&amp;T: Cooking and nutrition</b> -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		<b>Art: Street Art</b> 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.		<b>Languages - Spanish</b> -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.	
<b>Celebration</b> Cook a cultural dish		<b>Computing – Computer science</b> Functional thinking Children to consolidate the concepts of complex code-block sequences, loops and repetition and requiring computational thinking and logic		<b>Music</b> 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.		<b>PSHE – Being in my world</b> -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 school.	
<b>Learning Journey R.E: Buddhism</b> To explore beliefs and teachings. To understand values. To name and explore practices and lifestyle.							
<b>Physical Education- Outdoor</b> Netball passes and techniques; Identify and complete the different passes; Understand the rule of footwork (Pivoting) <b>Indoor- Dance</b> 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.							