

Prime Learning Challenge: Where in the world have you been?  
Year: 5/6

Driver : Geography

Term: Autumn 1  
Teacher: KMac/NSw/EPu

Product: Film/Newspaper  
Driver text: Kensuke's Kingdom/Encounter

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Weekly Challenge</b>	Lumen Christi/Briars Week	Can you journey on the Peggy Sue?		Could you survive on a desert Island?		Can you write to Kensuke?		Where in the world have you been?
<b>Maths Focus</b>	Number and place value Pre-Learn	Number and place value Calculations	Conversions/Distances Time/Time Zones	Area and Perimeter	FDP	FDP	Adding and subtracting fractions	4 operations
<b>Wider curriculum maths challenge</b>		Geography: Time/Distances/Travel Science: Measuring resistance		Geography: Scale on maps Science: Friction - using Newton Meters		Capacity - link to message in bottles		Details of country they have visited e.g. distance, currency, prices, population, etc.
<b>Writing Objective</b>		Y5 Link paragraphs using adverbials <b>Relative clauses</b> """, Impact/effect  Y6 Grammatical structure/features/ vocabulary Noun phrases <b>: ; within a list</b> Paragraphs which signal a change		Y5 Link paragraphs using adverbials Relative clauses <b>""",</b> Impact/effect  Y6 Grammatical structure/features/ vocabulary <b>Noun phrases</b> : ; within a list Paragraphs which signal a change		Y5 Link paragraphs using adverbials <b>Relative clauses</b> """, Impact/effect  Y6 <b>Grammatical structure/features/ vocabulary</b> Noun phrases : ; within a list Paragraphs which signal a change		Y5 Link paragraphs using adverbials Relative clauses """, <b>Impact/effect</b>  Y6 <b>Grammatical structure/features/ vocabulary</b> Noun phrases : ; within a list Paragraphs which signal a change
<b>Text Type</b>		Ships log/Diary Entry Challenge: Formal letter to school requesting leave		Narrative/Descriptive		Letter writing to Kensuke Challenge: News report		Persuasive Writing Challenge: Write own short adventure story
<b>Reading Objective</b>		Y5 - Draw inferences such as inferring characters' feelings, thoughts and motives		Y5 - Draw inferences such as inferring characters' feelings, thoughts and motives		Y5 - Identify how language, structure and presentation contribute to the meaning of a text. Y6 - Identify and explain how writers		Y5 - Identify how language, structure and presentation contribute to the

		from their actions.  Y6 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.	from their actions.  Y6 - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.	use grammatical features for effect, for example, the use of short sentences to build tension.	meaning of a text. Y6 - Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.
<b>Supporting story/text</b>		<b>Kensuke's Kingdom Encounter</b>			
<b>Spoken language focus</b>		<b>Sequencing</b> <i>Past/Present Tense Time connectives first, next, after, at the same time, Meanwhile</i>	<b>Inferring/Deducing</b> <i>Modal verbs - can/could, will/would, must/ought etc I think that it might because, The reason might be, I Imagine that, It could be that, This happened because</i>	<b>Giving/following Instructions</b> <i>Imperative verbs - put, cut, open etc Sequential connectives - first, next, after, while etc Qualifying Adverbs - quietly, quickly, carefully etc</i>	<b>Persuading/Arguing</b> <i>I would like to argue that, My first reason is, People claim that, It is argued that, Many believe Connectives-therefore, furthermore, in addition</i>
<b>Modern Foreign language Focus</b>		Can you hold a conversation with 3-4 exchanges? Countries/phrases from different countries	Can you work out unfamiliar words? Countries/phrases from different countries	Can you write a paragraph with 3-4 sentences? Countries/phrases from different countries	
<b>Scripture Stories</b>		<b>The Our Father</b> Matthew 6:5-13(CCCB 1460) Jesus teaches us how to pray, do not use meaningless words		<b>God chooses Deborah to lead his people</b> Judges 4: 1-16(CCCB 328-331) Female Influence	
<b>Science Knowledge</b>		Can you identify the effects of air resistance, water resistance and friction?	Can you explain that unsupported objects fall to earth because of gravity?	Can you recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect?	Science Post-Learn
<b>Working Scientifically</b>		Can they work out how water can cause resistance to floating objects?  Can they make a prediction with reasons?	Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)	Can they explain, In simple terms, a scientific idea and what evidence supports it?	Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?
<b>Computing</b>		Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family?	Can they explain how an algorithm works?	Can they detect errors in a program and correct them?  (Move a ship using yes/no/ Jam	Animoto multi-media presentation  Can they present a

		Do they understand the potential risk of providing personal information online?		Sandwich)	film for a specific audience and then adapt same film for a different audience?
<b>Foundation Subject - World</b>		Y5 and 6 - Can they plan a journey to another part of the world which takes account of distance and time zones?  Y5 - Can they locate and name the main countries in South America on a world map and atlas? Y6 - Can they give extended descriptions of the physical features of different places around the world?	Y5 - Can they collect information about a place and use it in a report? Can you map land use? Y6 - Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?	Y5 - Can you explain how a location fits into its wider geographical location? Y6 - Can they describe how some places are similar and others are different in relation to their physical features?	
<b>Foundation Subjects - Expressive Arts</b>		DT Y5 - Can they produce a detailed step-by-step plan? Y6 - Can you justify your plan?	Art - collage Y6 - Can you justify the materials chosen? Y5 - Can they use ceramic mosaic to produce a piece of art?  DT Y5 - Can you suggest alternative plans and say the drawbacks and positives? Y6 - Can you follow and refine a plan?	Art Y5 - Can they organise line, tone, shape and colour to represent figures and forms in movement? Y6 - Do their sketches communicate emotions and a sense of self with accuracy and imagination?  DT Y5 - Can you evaluate appearance criteria and function? Y6 - Does their product meet all design criteria?	
<b>Outdoor Focus/Tuff Spot</b>			<b>Testing boats</b>		
<b>Additional Experiences e.g. WOW days UNICEF R&amp;R, cooking, catholic social teaching</b>		BV: understand and respect the roles of people who help us  Travel Agents - 27 <sup>th</sup> September (World Tourism Day)  Pupil Premium: Plan adventure to new place	BV: Respect and listen to other's opinions and values  Pupil Premium: Go on adventure  CCS: Rights and Responsibilities/Care for God's creation		BV:  Pupil Premium: Explain and evaluate adventure  CCS: Rights and Responsibilities/Care for God's creation

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**Assessed tasks**