

What if question:

Changes- all about us and the world around us.

Year: 5

Proposed Duration of Petit Enquiry: 1 term

Relevance to pupils lives:

- Chn will learn the parts of a plant and how they reproduce and begin to link to human reproduction.
- Chn will know how their body functions.
- Chn will know the changes to their body through puberty and understand how their feelings will change.
- Chn will understand how to live a healthy lifestyle.
- Chn will know how to stay safe in different environments.
- Chn will have an understanding of how the world has changed since Ancient Egypt.
- Chn will know how to stay safe when using the WWW, email & other networking sites.

Core values promoted through the enquiry**Outcomes**

1. What do we hope pupils will know and understand by the end of this unit?

That things change over time and changes are often positive.

2. What transferable skills will they gain?

How to keep myself safe (health & safety, cleanliness, body organs etc).
 What things can harm our body - smoking, drugs, wrong/poor diet etc.
 How to make choices and good decisions.
 An understanding of being able to respect one another and each others differences.

3. What standards in the core areas will be promoted?

Success Criteria

Chn can explain the changes that will happen to their body over time and think about how they might be affected emotionally.
 Chn can explain changes since the Egyptian era and whether these have been positive or negative.

2. Literacy - Link to writing target - Egyptian myths (how has the world changed since these times?). The piano- looking back at memories & how things have changed.
 Numeracy - graphs, bar charts, data, interpretation handling linked to health and growth.
 Science - Life Processes - plants and ourselves.
 ICT - Animation- The Piano, email & email safety.
 SEAL- Changes topic.

3. Literacy - Writing- AF3/4 - Organising and presenting texts effectively construct paragraphs and use cohesion within and between paragraphs. Reading- AF7- cultural

	& historical influences. Maths - MA1 Reasoning and explaining our answers. Science - TBC
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Key Concepts to be explored:
 Chn will explore changes in their lives and to their bodies and whether they are positive or negative.

Main Questions shaping the teaching and learning:
 How does the body change as a child goes through puberty? How does a child's emotion change as they go through puberty? What changes will you go through in the next few years? Which of those changes are positive? What changes have there been in our lives since Ancient Egypt? How can we keep ourselves safe? How can we live a healthy life?

Key Resources:
 Emily- Memories Art project (outdoor learning), Proressor McGinty- 'wow' introduction to Ancient Egypt, trip to 'Safestart', 'Discovering an Ancient tomb' text, Stories from around the world day.

Essential skills for learning and life - which aspects will be promoted in this petit enquiry?

Learning and thinking	Personal, emotional and social skills	Numeracy	Communication skills
Questioning, evaluating, analysing, and reflecting on the past.	Empathy towards others and changes. Skills to deal with changes. Skills to stay safe and keep body clean & hygienic.	Organise and communicate data clearly.	Listening Discussion Questioning

Subject/Area of Learning (objectives)	Main Teaching Focus	Assessment Opportunities
Literacy <ul style="list-style-type: none"> - reading - writing - speaking and listening 	Literacy - construct paragraphs and show cohesion between them. Exploring the cultural and historical influences of texts. Sharing safety learning- how to	Writing - AF3 & 4 Reading - AF7 Speaking and Listening (APP - AF1)

	present?	
<p>Mathematics</p> <ul style="list-style-type: none"> - problem solving - reasoning - communicating 	<p>Explain answers using reasoning.</p> <p>Data Handling- graphs, bar charts, data, interpretation handling linked to health and growth.</p>	<p>MA1 Reasoning.</p> <p>MA4- Data Handling</p>
<p>Science</p> <ul style="list-style-type: none"> - knowledge - investigations 	<p>Life Cycles: children learn that plants and animals reproduce as part of their life cycle and that in every life cycle there are distinct processes and stages. They begin to understand how reproduction is important to the survival of the species.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> • making observations and comparisons • drawing conclusions. <p>Keeping Healthy: children learn that there are many aspects to keeping healthy. Children learn about the heart and how heart beat is affected by exercise and relate this to what they already know about movement and exercise.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> • repeating measurements • representing data in bar charts and graphs, and interpreting these • using results to draw conclusions. 	<p>Target?</p>
<p>Physical development, Health and Well Being</p>	<p>PE - Cricket/ Rounders- throwing/ catching/ batting skill. Link to science- how heart rate is affected by exercise.</p>	<p>Observations- skills applied in Year group game.</p>
<p>Religious Education and Ethics</p>	<p>Egyptian Gods & Goddesses.</p> <p>The World Around Us- respecting other's beliefs and religion.</p> <p>Sikhism - exploring aspects of Sikhism such as beliefs, place of worship etc.</p>	<p>Express opinions about the subject and evidence which we know.</p>

<p>Arts</p> <ul style="list-style-type: none"> - drama - art - music 	<p>Making papyrus & Egyptian artefacts? Egyptian patterns? Drama- links with literacy- exploring an Egyptian tomb. Music- ?</p>	<p>For display and parent interaction at open evening.</p>
<p>ICT</p>	<p>Animation linked to 'The Piano'. Email- Email parents inviting to open evening with attached invitation? E-safety links.</p>	<p>Emails received by parents & animations shared at open evening.</p>
<p>Outside classroom - led by Gemma Carter</p>	<p>Children will understand the safety aspects of building fires but also the need for fire as a survival tool in many places in the world. They will learn about the importance of bees in the pollination process and their links with humans. In understanding the processes that happen within plants, they will attempt to grow the largest sunflower. They will understand their strengths and weaknesses as a team player and understand how to look after themselves and each other in the Outside environment.</p>	<p>Self, peer, group assessment</p>
<p>Community Project - Young Enterprise 'Our City' Programme Completion- led by Alison Gale</p>	<p>Pupils discover that cities are designed and planned in a purposeful way - commercial zones and major services might be located within or just outside the city- learn of the system of planning and the application process that needs to be undertaken - take part in activities to mimic the effect of constructing a city - be aware of the balancing of the needs and wants of the citizens with environmental and other factors. Make links with cities they know and use York as an example throughout where possible. Consider success criteria of setting up a business. Produce own basic business plan that documents the</p>	<p>Self, peer, group assessment of learning outcomes for discrete activities and of Young Enterprise unit as a whole.</p>

	<p>steps to success for their own restaurant (within our imaginary sports stadium in our imaginary city!).</p> <p>Role of workers within a business.</p> <p>Importance of the interdependence of businesses as both product provider/service provider and as customer.</p> <p>PLT's/BLP objectives throughout.</p> <p><u>PSHE</u> - 1a,e,2b,d,j, 4b</p> <p><u>Geography</u> - 2g, 3a,c,e.</p>	
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