Year 5
Autumn 2

Food, Glorious Food!

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# Year 5 Autumn 2: Food, Glorious Food!

## Theme Overview

### Lead Subjects
- Geography
- Design and Technology
- Science

### Additional Subjects
- Art and Design
- Computing
- Mathematics

### English
- Stories with Historical Settings
- Film and Play Scripts
- Classic Narrative Poetry

<table>
<thead>
<tr>
<th>Visits</th>
<th>Visitors</th>
<th>Experiences</th>
<th>Events</th>
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</table>

## Getting Started...

### Be Curious
- Engage in first-hand experiences
- Embrace experiences which are remarkable to the individual
- Invoke a sense of awe and wonder
- Develop an appreciation of and responsibility for the environment
- Engage in multi-sensory learning
- Secure strong Literacy/Numeracy Skills
- Develop subject specific language
- Manage, receive, record and apply information
- Nurture a thirst for knowledge
- Apply cross-curricular skills
- Develop Information processing skills

### Be Knowledgeable
- Work within one’s own comfort zone and outside it
- Work in the real world with first-hand experiences
- Work practically
- Work on a large scale
- Experience exhilaration, challenge and achievement
- Develop problem-solving skills

### Be Adventurous
- Develop responsibility for one’s own learning
- Link with experts
- See possibilities
- Strive for improvement
- Seek opportunities
- Develop an open outlook
- Develop a ‘Growth Mindset’
- Develop relevant attributes of learning

### Be Ambitious
- Choose how to use free time
- Developing hobbies and interests
- Apply skills to new situations
- Explore alternatives in problem solving situations
- Question ‘What if...?’ ‘Why not...?’, etc.
- Develop creative thinking skills

### Be Creative
- Work with others in an interactive learning process
- Respect the opinions and differences of others
- Value one’s own perceptions and those of others
- Challenging one’s own perceptions and those of others
- Work as a team
- Develop empathy
- Develop social skills

### Be Collaborative
- Make lifestyle choices in response to thoughts
- Identify and use one’s aptitudes and interests as a vehicle for learning
- Move towards the understanding of a wide range of feelings
- Develop awareness of individual strengths and areas of development
- Develop reasoning skills

### Be Reflective
- Listen and respond to advice
- Value pupil voice
- Develop self-esteem
- Be listened to
- Manage one’s own behaviour
- Develop own opinions
- Secure and articulate preferences
- Consider one’s place in the world
- Foster intrinsic motivation
- Develop relevant attributes of learning

### Be Positive
- Engage in first-hand experiences
- Embrace experiences which are remarkable to the individual
- Invoke a sense of awe and wonder
- Develop an appreciation of and responsibility for the environment
- Engage in multi-sensory learning
- Experience contrasts (polluted/unspoilt, light/dark, urban/rural, loud/quiet)
# Year 5 Autumn 2: Food, Glorious Food!

## Geography

### Key Learning

#### Locational Knowledge
- Locate the world's countries.
- Name and locate (relevant) counties and cities of the United Kingdom.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

#### Human and Physical Geography
Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts.
- Human geography, including: land use, economic activity including trade links, and the distribution of natural resources including food and water.

#### Mapping
- Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.
- Relate different maps to each other and to aerial photos.
- Begin to understand the differences between maps e.g. Google maps vs Google Earth, and OS maps.
- Choose the most appropriate map/globe for a specific purpose.
- Interpret and use thematic maps.
- Use latitude and longitude in an atlas or on a globe.
- Use the scale bar on maps.
- Read and compare map scales.

#### Enquiry and Investigation
- Ask and answer questions that are more causal (e.g. Why is that crop grown in that place? Could it be grown here? etc).

#### Communication
- Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.
- Use more precise geographical language (e.g. biomes).
- Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- Develop views and attitudes to critically evaluate responses to local (and global) geographical issues, or events in the news.
### Geography

#### Key Learning (contd.)

#### Use of ICT/Technology
- Use appropriate search facilities when locating places on digital/online maps and websites.
- Start to explain satellite imagery. Use and interpret live data e.g. weather patterns.
- Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
- Investigate electronic links with schools/children in other places e.g. email/video communication.
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Geography

Creative Learning Opportunities and Outcomes

Purpose of this unit
Children learn that food comes from various and diverse places. Some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us. Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption. Children will also learn that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have.

Note: Different Key Learning statements can be chosen depending on the focus of your food unit e.g. more local/global.

Key questions
- Provide opportunities for children to categorise foods and make lists.
- What different types of foods do we eat in this class/area/country?
- Which foods are ‘natural’ and which are ‘man-made’ or processed?
- Which food is grown and which is reared? Which foods are made up of other foodstuffs?
- Where does our food come from? Is it locally produced or is it from another country? Could it grow here?
- How do weather, climate and soils influence the type of foods grown? (Relate to world biomes.)
- How does our food get to us? How is food transported? How many miles does it travel? How does it stay fresh?
- Do different peoples eat different types of food? Is this a choice or from necessity?

Activities
- Investigate what is meant by ‘Fairtrade’ food.
- Discuss/debate whether it is better to buy locally-produced food and seasonal products.
- Identify farmland on maps of the local region (including digital OS maps such as Digimap for schools [here]) as well as on world maps. Identify different types of farm and crops. Are crops grown for human or animal consumption?
- Linked to the design and technology learning opportunities, use images of foodstuffs (growing, raw, cooked, meals etc) from different parts of the world. What questions do the images prompt?
- Map food from around the world. Identify different foodstuffs e.g. tea, coffee, sugar, rice, lentils, beans, seeds, flour, pasta, bread, fruits, cocoa beans etc (the actual foods or pictures). Research where in the world each comes from. Identify foods from every continent. Annotate large world maps with the food or food pictures.
- Investigate Martha Payne’s food blog [here] then create a class blog related to own discoveries about food and where it comes from.
- Consider any (geographically relevant) food stories in the news that could be investigated further e.g. harvest/farming stories; famine; horse meat scandal etc.
- Investigate different types of food related jobs. Are they in the town or country or both?
- Investigate what is meant by ‘food miles’ and their impact on the world; or which methods of food production produce fewest carbon emissions (type of transport, use of refrigeration plants, greenhouses etc).
- Devise hypotheses and design questionnaires to find out what food people eat, why, and where it comes from. Analyse and present results of the enquiries.
<table>
<thead>
<tr>
<th>Resources and links</th>
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</thead>
<tbody>
<tr>
<td>Fairtrade resources for schools from the Fairtrade Foundation website (<a href="#">here</a>).</td>
</tr>
<tr>
<td>Lancashire Food Map from the Global Renewables website (<a href="#">here</a>).</td>
</tr>
<tr>
<td>‘Farm to Fork’ from the Eat Happy Project website (<a href="#">here</a>).</td>
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</table>
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Design and Technology

Key Learning

Evaluation of Products (Existing and Children’s own Finished Products)
- Research and evaluate existing products (including book and web based research).
- Consider user and purpose.
- Identify the strengths and weaknesses of their design ideas.
- Consider and explain how the finished product could be improved related to design criteria.
- Discuss how well the finished product meets the design criteria of the user. Test on the user.
- Give a report using correct technical vocabulary.
- Understand how key people have influenced design.

Focused Tasks
- Prepare food products taking into account the properties of ingredients and sensory characteristics.
- Weigh and measure using scales.
- Select and prepare foods for a particular purpose.
- Work safely and hygienically.
- Use a range of cooking techniques.
- Know where and how ingredients are grown and processed.

Design
- Record ideas using annotated diagrams.
- Use models, kits and drawings to help formulate design ideas.
- Sketch and model alternative ideas.
- Use researched information to inform decisions.
- Combine modelling and drawing to refine ideas.
- List tools needed before starting the activity.
- Plan the sequence of work e.g. using a storyboard.
- Devise step by step plans which can be read/followed by someone else.
- Decide which design idea to develop.
Key Learning (contd.)

Make
- Make prototypes.
- Develop one idea in depth.
- Produce detailed lists of ingredients / components / materials and tools.
- Select from and use a wide range of tools.
- Select from and use a wide range of ingredients.
- Use appropriate finishing techniques for the project.
- Refine their product – review and rework/improve.
Design and Technology

Creative Learning Opportunities and Outcomes

**Develop a challenge around product / purpose / user**
- This will engage the class and/or fit with other contexts of learning such as:
  - Food from other cultures.
  - Food from other countries.
  - Food for festivals.
  - Food for a new experience (spices/unusual fruit and veg/new cooking techniques).
- This will fit particularly well with the geography learning opportunities within this theme, e.g. plan and cook a selection of simple dishes that only use ingredients sourced locally or from within the local region, e.g. Lancashire. Compare this to dishes that only use ingredients sourced from overseas with a minimum number of food miles. Provide opportunities for children, parents or members of the local community to sample these dishes and identify which is their favourite; plan and cook appropriate food for festivals of light such as Diwali, Hannukah and Christingle; visit a local supermarket or greengrocer to investigate the range of fruit and vegetables on offer, selecting some items of produce that are unfamiliar and learning how to cook and present them as part of a dish for an identified user.

**Process for planning a project for your class**
- Think:
  - Product - what could we make?
  - Purpose - what is it for?
  - User - who is going to use it?

This will form the basis of the project, e.g. design, make and evaluate a (product) to (purpose) for (user).
- What context will this project be set in? Maybe which country/culture/festival?
- Plan the products for evaluation/resources/tools/materials you are going to offer the children, taking account of previous experiences and current learning readiness. Ensure all appropriate risk assessments have been undertaken. Make sure prior learning from design and technology and other subject areas is in place. If not, plan specific learning opportunities prior to the project – focused tasks.
- Plan for inclusion of vocabulary development. Are you going to teach this before beginning the project or during the course of the project?
- Plan the questions you will ask the children to encourage the iterative process.
- Consider the six principles for guiding and evaluating practice for design and technology (available from the School Curriculum Principles for D&T document on the DATA website ([here](#))). What is the balance for this project? Where are the children being encouraged to make their own choices and decisions? How much are they being encouraged to be innovative? Projects over the year/key stage should have a good balance.
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**Design and Technology**

**Creative Learning Opportunities and Outcomes (contd.)**

**Project ideas:**

<table>
<thead>
<tr>
<th>Strand: Food (Food from other cultures; variety of cooking techniques)</th>
<th>Purpose: To be eaten at (a celebration)</th>
<th>User: A child from (a country /culture etc.)</th>
</tr>
</thead>
</table>
| **Evaluation of existing products** | - Research existing products, investigating actual examples wherever possible.  
- Include individual food items prepared e.g. for celebrations or festivals from countries studied in geography. |
| **Questions** | - What is special about a food item for a celebration?  
- How healthy/unhealthy are the food items?  
- What do these different food items taste, smell and look like? What is their texture? Could we alter the appearance by finishing the food differently? |
| **Focused tasks** | - Prepare food products taking into account the properties of ingredients and sensory characteristics.  
- Weigh and measure using scales.  
- Select and prepare foods for a particular purpose.  
- Work safely and hygienically.  
- Use a range of cooking techniques.  
- Know where and how ingredients are grown and processed. |

**Design make and evaluate**

- Provide taste samples of various celebratory foods from a variety of cultures or countries and record reflections on taste, texture, smell and appearance.  
- Investigate similar products to the one to be made (e.g. simple finger food as used at celebrations) to give starting points for a basic meal design.  
- Sketch products and annotate drawings with responses to questions to help children analyse and understand how products are made.  
- Research needs of user by questioning each other in role as the diner.  
- Draw up appropriate design criteria (these may well vary from child to child depending on the response to their questions).  
- Develop more than one design or adaptation of their initial design for a celebration dish.  
- Identify the strengths and weaknesses of their design ideas in relation to purpose and user taking account of design criteria. Decide which design idea to develop.  
- Plan the sequence of actions needed to make their dish. Record the plan by drawing, using annotated sketches.  
- Test cooking small portions of the ingredients to trial proportions and identify any extras such as spices etc. that are required. Use these prototypes to trial and share ideas with the ‘user’ and discuss whether the recipe will meet requirements.  
- Think ahead about the order of their work and decide upon tools and materials, making realistic suggestions as to how they can achieve their design ideas.  
- Consider where possible the aesthetic qualities of ingredients chosen, e.g. will it taste good and look and smell appetising?  
- Select from a range of tools for preparing ingredients and use those tools safely.  
- Select from the taught cooking techniques for different parts of the process.  
- Select from ingredients according to their evaluated properties.
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Design and Technology

Creative Learning Opportunities and Outcomes (contd.)

Project idea:

**Design make and evaluate (contd.)**

- Plan the stages of the making process, including the use of appropriate finishing/serving/presentation techniques.
- Make the product in an iterative way, constantly testing and adjusting where necessary.
- Consider and explain how the finished product could be improved in the light of how successfully the finished product meets the criteria of the user.

Alongside this unit, there will be opportunities to investigate key events and individuals in Design and Technology e.g. Jamie Oliver and school meals, Hugh Fearnley Whittingstall and vegetable based cooking – encouraging healthy eating. Challenge the children to design healthy options for their festival food – which foods offer the colours/shine/taste and texture we associate with festivals?
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Science

**Key Learning**

**Material Changes - Reversible Changes**

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Changes can occur when different materials are mixed.
- Some material changes can be reversed and some cannot.
- Recognise that dissolving is a reversible change.
- Distinguish between melting and dissolving.
- Mixtures of solids (of different particle size) can be separated by sieving.
- Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (undissolved).
- Evaporation helps us separate soluble materials from water.
- Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed).
- Freezing, melting and boiling changes can be reversed (revision from Year Four).

**Notes and Guidance (Non-statutory)**

- Children should explore reversible changes including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.

**Children Might Work Scientifically**

- By observing and comparing the changes that take place.

**Material Changes – Irreversible Changes**

- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.

**Notes and Guidance (Non-statutory)**

- Children should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example vinegar with bicarbonate of soda. They should find out about how chemists create new materials, for example Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

  **Note:** Safety guidelines should be followed when burning materials.

**Children Might Work Scientifically**

- By observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.
- By researching and discussing how chemical changes have an impact on our lives, for example cooking.
- By discussing [researching] the creative use of new materials such as polymers, super-sticky and super-thin materials.
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**Science**

**Creative Learning Opportunities and Outcomes**

By the end of this unit children should be able to categorise material changes into reversible or irreversible.
- Reversible changes: freezing, melting, boiling, evaporating, condensing and dissolving.
- Irreversible changes: cooking, reactions caused when some materials are mixed and new materials are created plus burning, rusting.

The creative context can be set at the beginning but it is much easier to teach the principles of dissolving and factors affecting dissolving with salt or sugar first before trying other materials. The learning in part A focuses on reversible changes and in part B on irreversible changes.

**Real outcome**

After each challenge the children have to report back about how they solved their challenge. They can use photographs and photostory, video, posters or write a set of instructions. Try different methods of recording each time. Evaluate which is the most effective at the end of the session. Invite parents to see their experiments and the different ways they recorded their science.

**Part A: Reversible changes**

**Science challenge: Can you sort out the mess? (select one of the following scenarios)**

- Shopping was done for work and home. However, on arriving home there was a slight accident when the two bags split damaging the contents and resulting in the contents of the shopping being mixed. Can you help to separate the food items from the non-food items? Provide the children with a pot of different solid materials. What do they think is inside? *(e.g. seeds, split pins, sand, salt/sugar, paper, dried peas, paper clips, rice, dried beans)*. The Practically Science clip from Teachers Media *(here)* has some further suggestions. How can they separate them? Design own sieve – use different materials e.g. netting/tulle, net curtains, sequin waste, hessian, foil with holes made in it (attach material to an embroidery ring for strength) or give children a variety of different sieves with different sized holes in them.

- During a storm an explorer’s boat was rocked back and forth. Items fell off the shelves and spilled onto the floor and mixed with the sand from the galley floor. Can the children suggest how the items can be separated? Provide the children with a pot of different solid materials. What do they think is inside? *(e.g. seeds, split pins, sand, salt/sugar, paper, dried peas, paper clips, rice, dried beans)*. The Practically Science clip from Teachers Media *(here)* has some further suggestions. How can they separate them? The explorer has the following resources available to him: a tea strainer, colander, net curtains at the windows, hessian sacks for storing rice in, aluminium foil, paper kitchen towel. Can the children use these to separate the items? Send a summary of their ideas to the explorer by video to his web-link.

**Explore / Observe / First hand experiences**

- What happens when we add water to different solids?
- Start this challenge with a science wow to get the children thinking. Push some ‘Flora Original’ margarine in the bottom of two glass Pyrex beakers. Add cold water to one and hot water to the other. Observe what happens and compare the two. What scientific process is going on? *Melting*.

**Sort / Group / Compare / Classify**

- Repeat the experiment but have one container with the margarine and one with a sugar cube. Add hot water to both. Can the children record the similarities and differences between melting and dissolving? *Melting is often done over a dry heat e.g. candle, radiator, sunshine so this experiment where melting happened in a warm liquid is a better way to compare the melting and dissolving process and avoids the children just thinking ‘If there is a liquid it must be dissolving’.*
Science

Creative Learning Opportunities and Outcomes (contd.)

True / False challenges
- Are the following statements true or false?
  - All white powders dissolve (F).
  - Once something has dissolved in a liquid you cannot get it back (F).
  - Sugar will dissolve in all liquids (F).
  - Salt/sugar will not dissolve in cold water (F).
  - There is a limit to how much sugar will dissolve in a liquid (T).
  - Hot water is better for dissolving things than cold water (T).
  - It is possible to make something dissolve more quickly (T).
- Give these out at the beginning of the unit to find out what the children know. Each time an experiment is carried out the children can come back and see what evidence they have to prove or disprove the statement. Any that haven’t been tested can be done in small groups towards the end of the unit, different groups deciding which one they are going to test and designing their own method of doing it.

Dissolving
- What happens when you add water? Provide the children with different things to add warm water to – some materials that melt, some that dissolve, some that remain suspended in the liquid and some that are insoluble. Good examples to use are those in the table below. Ask children to predict what happens and record observations in their own format/table. Can they group them into those that dissolved and those that didn’t? Challenge them by asking ‘How do you know when something has dissolved?’ Explain solubility. The ABPI Resource Library (here) has some useful presentations (search age range 7-11/Science/Solids, liquids, gases) including an interactive animation on dissolving (here).

<table>
<thead>
<tr>
<th>Item</th>
<th>Effect of adding water</th>
</tr>
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<tbody>
<tr>
<td>Jelly crystals</td>
<td>Dissolve</td>
</tr>
<tr>
<td>Sugar</td>
<td>Dissolve</td>
</tr>
<tr>
<td>Salt</td>
<td>Dissolve</td>
</tr>
<tr>
<td>Margarine</td>
<td>Melt</td>
</tr>
<tr>
<td>Sugar coated chocolate sweets (e.g. Smarties)</td>
<td>Colour and sugar coating dissolve</td>
</tr>
<tr>
<td></td>
<td>Chocolate is insoluble although may melt if the water is hot enough</td>
</tr>
<tr>
<td>Coffee</td>
<td>Dissolves but colour still visible.</td>
</tr>
<tr>
<td>Flour</td>
<td>Stays suspended but will eventually settle</td>
</tr>
<tr>
<td>Effervescent vitamin C tablets</td>
<td>Contains different materials which dissolve in the water first and then mix causing a chemical reaction which produces carbon dioxide</td>
</tr>
<tr>
<td>Insta Snow</td>
<td>A super absorbent polymer which absorbs water</td>
</tr>
</tbody>
</table>

With this activity concentrate on ‘things that dissolve’ and recording observations rather than explaining each of the other changes (this can be done later in the unit).
### Science

#### Creative Learning Opportunities and Outcomes (contd.)

#### Science challenge / Thinking task
- How quickly can you get the sugar to dissolve? Challenge the children to put a sugar cube (rather than granulated sugar) in a very small amount of cold water, just covering the cube and observe what happens. How could they make a cube dissolve more quickly? Collate their suggestions.

#### Practical science investigation
- How quickly does the sugar to dissolve? Can you design an experiment? Invite the children to choose one of the ideas and design a fair test investigation. The children could change one of the following and see its effect on how quickly the sugar dissolves:
  - Increasing the temperature of the liquid.
  - Stirring the sugar.
  - Adding more water in which the sugar can dissolve.
  - Breaking the cube into smaller pieces to increase the surface area.
  - Using smaller amount of sugar or a smaller cube.
  - Using different types of sugar (cubes, granulated, caster, crystals).
- For more support suggest two or three for the children to select from rather than all of them.

#### Further challenges
- Let the children decide the different values for the variable they are testing e.g. if they are increasing the temperature what temperatures will they use for each test; by how much will they change each time? If they are changing the number of stirs what number of stirs will they use each time; by how many will they change each time?
- How sweet can I make my tea? How much sugar can you dissolve in 100ml of water at 45 degrees Celsius? Is it the same for salt?

*Note:* It is difficult to get a precise measure here but the learning is really about the idea that there is a point when a maximum is reached due to the ‘space’ available.
### Science

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<table>
<thead>
<tr>
<th>Creative Learning Opportunities and Outcomes (contd.)</th>
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#### Part B: Irreversible changes
- Material detectives look for evidence of irreversible changes (chemical changes) which can be either changes of colour, changes of temperature, formation of solids and/or formation of gases or a combination of any of these.

<table>
<thead>
<tr>
<th>Research</th>
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</table>
- What can we do with natural materials to make them more useful? Finding out how you make…? Children could work in groups to sort / sequence pictures of natural materials being changed into something useful. These can then be annotated.

<table>
<thead>
<tr>
<th>Explore / Observe / First hand experiences (irreversible changes caused by heating)</th>
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</table>
- Observe permanent changes by heating when cooking an egg or making toast. This change is permanent and cannot be changed back. Compare this to heating something to cause it to melt e.g. warming candle wax or a chocolate button in your hands to soften it, this change is reversible. The ‘How Stuff Changes’ video on Teachers Media (here) shows how sand is changed into glass by heating. The heat causes a chemical reaction.

<table>
<thead>
<tr>
<th>Pattern seeking investigation</th>
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</table>
- For how long do we need to cook cakes? Place 12 - 15 mini cupcake sponges into the oven. Every minute take one out and see how cooked it is. Keep a visual record as the cakes come out. What is happening to them? When all 12 - 15 cakes have been removed photograph them. Can the children use the results to say how long they think other cakes should be cooked for party guests to eat? Notice any patterns in the results, e.g. texture, colour, how risen they are, how solid they are, presence of gas bubbles, how spongy they are etc.

<table>
<thead>
<tr>
<th>Explore / Observe / First hand experiences: Bag explosion</th>
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</table>
- Pre make some red cabbage indicator by boiling sliced red cabbage in water and then collecting the liquid. This liquid changes into different colours when added to acidic or alkaline substances. The terms acidic and alkaline are not key to the KS2 curriculum, but rather an understanding that different types of substances can be made when different materials are mixed. These can be detected with colour changes.
- Instruct the children to put a spoonful of powder A (citric acid) and a spoonful of powder B (bicarbonate of soda / baking powder) in a zip-lock plastic bag and mix the contents. After careful observation not much occurs. Ask them to half fill a small container (e.g. lid from a pump-activated toothpaste or a little syringe) with the purple liquid and add the container with the purple liquid to the bag without it spilling on to the powders, carefully resealing the bag, ensuring as much air as possible is removed. Tip the lid so the liquid mixes with the two powders. Ask them to discuss ‘What evidence is there that an irreversible change occurred?’
- This provides an excellent stimulus on which to base other irreversible experiments as the children are making decisions about how identify irreversible changes themselves (i.e. changes of colour and/or temperature, formation of solids and/or gases).

**Note:** This experiment would work with water instead of the red cabbage liquid but the colour change would not occur. You would still get a gas formed and the substance produced is notably different than the two powders were at the beginning. The red cabbage adds a further piece of evidence.
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**Science**

**Creative Learning Opportunities and Outcomes (contd.)**

**Explore / Observe / First hand experiences: Fizzing things**

- To make sherbet you will need:
  - Icing sugar (heaped dessert spoon).
  - Citric acid (half a dessert spoon).
  - Bicarbonate of soda (quarter of a teaspoon).

- Explore what happens when you add water to citric acid and then to bicarbonate of soda. Mix the two ingredients together and explore what happens when you add water.

- Explain to the children that they are going to make sherbet. One of the ingredients is a heaped spoon, one is half a spoon and one is a quarter but the ingredients are mixed up and they don’t know which ingredient matches which amount. Get them to devise a way of testing this – how will they divide the task up amongst the group? How will they decide what makes the best sherbet? Will they test the taste alone or could they measure the amount of fizz? Pre-stretched balloons on top of a small pop bottle work well). Which sherbet recipe makes the most gas?

**Real outcome (this can be used for assessment purposes to ensure children can apply their key learning)**

- You work for a company that makes glue. You are part of the research team of scientists and you have been asked to explore other sticky products that can be bought from shops. You must report your findings to the company directors in two weeks’ time. The director has a good sense of humour but they do insist on a high standard of presentation which is both clear and informative.

**Wow / Launch**

- Sticky jelly: Explore how sticky jelly is. Look at a variety of jelly sweets, jelly crystals, jelly lumps (a variety of brands and prices) and ready-made jellies.

**Practical investigation (fair test)**

- Children can investigate ‘Which is the best jelly?’ They can decide first of all what defines a good jelly and then rank these ideas in order of importance. They could then design a test to find out either the wobbliest jelly or the stickiest jelly. How will they test their ideas? e.g.
  - Move different jellies between two set points for a set amount of time or a set number of moves and see how long it continues to move after you stop moving it.
  - How long will a set size/weight of jelly stick to a shiny/smooth surface?

- How can you make jelly lumps (or jelly babies) dissolve more quickly? This could be used as an alternative to the sugar cube dissolving activity above. What might affect the dissolving time? Choose one idea and design an investigation to test how changing it can affect the dissolving time.

**Science challenge (trial and error)**

- Write the instructions for a packet of gelatine (or vegi-gelatin) to explain the minimum requirement to ensure it dissolves.
Year 5 Autumn 2: Food, Glorious Food!

Science

Creative Learning Opportunities and Outcomes (contd.)

Practical investigation (fair test)

- Test which is the best ‘window crawler’ party bag toy. What will you test? How far they move? How long they stick for?
- Can you make a ‘Jelly Bug’ window crawler. Children could explore how to dissolve gelatine (or vegi-gelatin) first to discover how much water is required to achieve the best consistency for their jelly bug. They could experiment with different amounts of each of the ingredients to find out which work the best. Does adding syrup to the recipe make it any better?
- One group could change the amount of syrup but keep the gelatine the same as the instructions and another group could change the amount of water to dissolve the gelatine but keep the amount of syrup the same.
- They could then test the stickiness of their jelly bug by considering, for example, for how long it sticks to the window.

Create / Invent / Design

- The PBSKids website (here) has some ideas on making glue as an example of making a new product using irreversible change.
- Real context: The glue company uses several different chemicals to make their glue products. They wondered if it was possible to make glue using only natural foodstuffs. Can you make a glue from food? Test how strong is the glue? How will you test it?
- Research on the internet for other ways of making home-made glue. How do they compare with each other? Which is the best glue? How do you know? How will you test it? Will it make a permanent fixture or is it better as a sticky-note glue? Report your findings to the glue company.

Key questions

- What happens if we mix different solids together? Can you get it back?
- What happens if we mix solids and liquids together? Does it dissolve?
- How can I separate them? (undissolved / insoluble solids from liquids?) Can you change it back again?
- Can I make it dissolve more quickly?
- Can we always get back what we started with?
- What happens when we mix different things?
- What happens when we burn things?
- What happens when we cook things?
- Why do some things rust?

Key vocabulary

- Dissolved, undissolved, solution, mixture, filter, sieve, evaporate, condense, melting, separate, reversible, irreversible, reaction, product, material, powder, substance, acid, change, burning, rusting.
- Words and phrases related to data handling e.g. bar line graph, line graph, average, accurate.
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#### Additional Curriculum Links

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<tr>
<th>Subject</th>
<th>Key Learning</th>
<th>Creative Learning Opportunities and Outcomes</th>
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<tbody>
<tr>
<td>Art and Design</td>
<td><strong>Drawing</strong>&lt;br&gt;  - Work from a variety of sources including observation.&lt;br&gt;  - Work in a sustained and independent way to create a detailed drawing.&lt;br&gt;  - Use a journal to collect and develop ideas.&lt;br&gt;  - Identify artists who have worked in a similar way to their own work.&lt;br&gt;  - Use dry media to make different marks, lines, patterns and shapes within a drawing.&lt;br&gt;  - Experiment with wet media to make different marks, lines, patterns, textures and shapes.&lt;br&gt;  - Explore colour mixing and blending techniques with coloured pencils.&lt;br&gt;  - Use different techniques for different purposes i.e. shading, hatching within their own work.&lt;br&gt;  - Start to develop their own style using tonal contrast / mixed media.&lt;br&gt;  - Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</td>
<td><strong>Children look at the work of still life painters such as Dutch masters, the Impressionists, Georgia O’Keefe.</strong>&lt;br&gt; <strong>Make a series of observational drawings of various still life arrangements of food, food bottles etc.</strong>&lt;br&gt; <strong>Investigate using different drawing tools; grades of pencil, charcoal, chalk, graphite sticks, biros, pastels, oil pastels.</strong>&lt;br&gt; <strong>Investigate using shading to create 3-D effects.</strong>&lt;br&gt; <strong>Annotate materials used and any preferences in sketchbooks.</strong>&lt;br&gt; <strong>Make drawings and paintings of objects from close up to explore composition inspired by Georgia O’Keefe.</strong>&lt;br&gt; <strong>Discuss composition and scales used by other artists, and position their own still life arrangements to draw and paint.</strong>&lt;br&gt; <strong>Select and develop drawings into paint, matching and mixing colours.</strong>&lt;br&gt; <strong>Make drawing and paintings of still life in different light conditions e.g. discuss the work of George de la Tour and set up still life arrangement with candles to draw different light effects on food.</strong>&lt;br&gt; <strong>Develop still life images by using the Still Life Painter on the NGA Kids Zone website (here).</strong>&lt;br&gt; <strong>Evaluate their own work and that of others. What could be improved, changed or developed further?</strong>&lt;br&gt; <strong>Use sketchbooks to evaluate and to document research on artists. Find preferred still life artists and examples using the BBC Arts website (here).</strong></td>
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<td></td>
<td><strong>Painting</strong>&lt;br&gt;  - Develop a painting from a drawing.&lt;br&gt;  - Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.&lt;br&gt;  - Create imaginative work from a variety of sources e.g. food.&lt;br&gt;  - Mix and match colours to create atmosphere and light effects.&lt;br&gt;  - Be able to identify and work with complementary and contrasting colours.</td>
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<td></td>
<td><strong>Digital</strong>&lt;br&gt;  - Use a graphics package to create and manipulate new images.</td>
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<td><strong>Evaluate</strong>&lt;br&gt;  - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.&lt;br&gt;  - Adapt their work according to their views and describe how they might develop it further.&lt;br&gt;  - Annotate work in a journal.</td>
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### Year 5 Autumn 2: Food, Glorious Food!

#### Additional Curriculum Links

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Computing</td>
<td><strong>Electronic Communication and Collaboration / Computer Networking</strong></td>
<td><strong>Children</strong> will have already had experience of communicating and collaborating activities from previous years. They can use their experience to be able to show they can select and evaluate the types of activities and technologies. This work can be linked directly to the work on networks to show how these technologies work and how they can be used safely. It would be good practice to vary the types of activities that schools do to allow children to gain experience with the different types of technologies.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>• Independently, and with regard for eSafety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school, e.g., email, discussion forums, blogs, wikis, text messages and other digital communication tools.</td>
<td><strong>Activities</strong></td>
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<td>• Make use of webcams and/or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad.</td>
<td><strong>This learning can be linked to the geography learning opportunities on world food and the design and technology learning opportunities on food from another culture. The improvement in network technologies means that communication across the world to coordinate the distribution of food is much easier. Technologies even allow the tracking of food on its journey across the globe. Schools can discuss these technologies and carry out activities to highlight them depending on the resources that they have. Schools might:</strong></td>
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<td></td>
<td>• Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting.</td>
<td>• Write blogs or webpages about world food and its distribution around the world. Write about favourite foods and ones from other cultures. Twinning with schools (either locally or across the world) allows children to get feedback about their writing. The ePals website (<a href="#">here</a>) is a useful resource for twinning.</td>
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<td></td>
<td>• Evaluate the effectiveness of a variety of digital communication tools for communicating and collaborating.</td>
<td>• Email schools abroad to find out which foods are imported to their country, which are grown locally and those they like to eat. Work together to produce a collaborative report of your findings.</td>
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<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>• Understand the potential benefits and risks of digital communication and that methods will vary according to purpose.</td>
<td>• Video conference with schools across the world to discuss the food they eat and grow in their countries and which foods they import.</td>
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<td>• Understanding of which tools are better for communicating or collaborating and those that can be used both.</td>
<td>• Use an online collaborative writing tool such as a wiki to work together to write about world food. Tools such as 2Write from 2Simple would also be useful for doing this.</td>
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<td>• Understand what open-source software is and the conditions of use when using it.</td>
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<td></td>
<td>• Understand the difference between the internet and the World Wide Web.</td>
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<td>• Understand that the Internet provides many different services.</td>
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<td></td>
<td>• Know about the key components of a network and how networks work (including understanding about how different networks function).</td>
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<td></td>
<td>• Understand what an IP (Internet Protocol) address is.</td>
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### Additional Curriculum Links

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Computing (contd.)</td>
<td>eSafety Opportunities Skills</td>
</tr>
<tr>
<td></td>
<td>• Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct.</td>
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<td></td>
<td>• Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.</td>
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<tr>
<td></td>
<td>• Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.</td>
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<tr>
<td></td>
<td>• Use electronic communication and collaboration tools safely.</td>
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</table>

### Knowledge and Understanding

- Know a range of ways to report concerns about content and contact.
- Understand what a digital footprint is.
- Understand that electronic communication can be malicious or inappropriate and recognise when an attachment may be unsafe to open.
- Understand the need to respect privacy of other individuals, e.g., through using a bcc function on an email, not uploading/using images or personal information without permission.
- Understand they have a right to be protected from inappropriate use of technology by others and the need to respect the rights of other users.
- Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world.
- Know that they should tell a trusted adult immediately if they are asked to meet anybody from the online world in the offline world.
- Know how to report any suspicions, e.g., through school’s eSafety policies and procedures and the use of CEOP’s ‘report abuse’ button, which links directly to the police.
- Know how to report an incident of cyber bullying if and when it occurs, according to the school’s eSafety policies and procedures /Acceptable Use Policy.

### Creative Learning Opportunities and Outcomes

- The second part of this project is to understand how the networks we rely on for communication and collaboration work, and how this can be done safely. This work may be introduced by looking at other networks e.g. traffic systems such as the tube or road systems.

### Resources

- The Story of Send - the journey of an email from Google ([here](#)).
- How networks work - including home networks from the Wydea website ([here](#)).
- Submarine Cable Map from the Telegeography website ([here](#)).
- Packetville from the Cisco website ([here](#)).

Role play may be a useful tool to embed how networks work along with the key vocabulary. There are many examples of how to use working in role to support computing, including a free book from CSUnplugged ([here](#)). Example activities include The Orange Game ([here](#)).

Topics on communication and collaboration offer a natural link to eSafety. This provides an opportunity to support work on digital footprints (including cyberbullying).

- What is a digital footprint? Why is it important?
- What information do we post online?
- Is my information safe? How do I keep it safe?
- What happens if we post inappropriate information/images online?
- If you have a problem who do you report it to?

Anti-Bullying week occurs in November. This is a good opportunity to support online safety work on cyberbullying. This can be linked to digital footprints and work on social networks. It is important to link it to the network activities e.g. discussing IP addresses.
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### Additional Curriculum Links

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<tr>
<th>Subject</th>
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</table>
| **Computing** | - Understand that they should not publish other peoples' pictures or tag them on the Internet without permission.  
- Know that content, e.g. photographs and videos, put online are very difficult to remove.  
- Understand how their own inappropriate conduct can put them at risk whilst online. | **Resources**  
Cybercafe from the Thinkuknow website ([here](#)).  
Cybercafe: Reporting issues from the Thinkuknow website ([here](#)).  
Digital footprints from the Kidsmart website ([here](#)).  
Digital footprints - a video overview from the Common Sense Media website ([here](#)).  
Safe chatting from the Kidsmart website ([here](#)).  
Safe social networking from the Kidsmart website ([here](#)).  
Cyberbullying - an Interview with Ronan Parke from the CBBC website ([here](#)).  
Tracy Beaker - various clips including one on cyberbullying from the CBBC website ([here](#)).  

Online safety work provides an opportunity to use IT to review pupil learning. Possible review methods are making leaflets, presentations, films or linking it to the communication work by publishing articles on a blog or website. |
### Additional Curriculum Links

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</table>
| **Mathematics** | **Number - Number and Place Value**  
- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.  
- Find 0.01, 0.1, 1, 10, 100, 100 and other powers of 10 more or less than a given number.  
- Read, write, order and compare numbers with up to 3 decimal places.  
- Identify the value of each digit to three decimal places. | In upper KS2 children should be introduced to the scale bar on maps as well being able to read and compare map scales. They can experience working with different maps such as 1:100,000 and learn that this means a scaling up of 100,000 times. Therefore 1 cm on this map will represent 100,000 centimetres in reality (1 kilometre). To study where food comes from on an international scale will involve the use of atlases which may have scales of 1:2,500,000. What would 1 cm on this map be on the ground? |
| **Number – Fractions, Decimals and Percentages** |  
- Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. | Consider the meals provided by the school kitchen in one week. Research where food has come from and order the ‘food miles’ in a table. More information can be found on the Food Miles website ([here](#)). Identify where the food has come from and identify the percentage that has been grown locally, the percentage sourced in the UK and the percentage that are grown abroad. Which is the greatest percentage? Why do they think that is? |
| **Statistics** |  
- Complete and interpret information in a variety of sorting diagrams.  
- Complete, read and interpret information in tables and timetables. | The geography learning opportunities focused on finding out what food people eat, why, and where it comes from involves children using the whole of the data handling cycle. This requires the children to consider the problem; identify the statistics to be collected and how; choose the most appropriate representation of the statistics; analyse the data and draw a conclusion. Sorting diagrams could be used to classify foods in different ways. |
| **Measurement** |  
- Continue to order temperatures including those below 0°C.  
- Convert between different units of metric measure.  
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. | Linked to the design and technology learning opportunities, using recipes will require an understanding of number including interpretation of scales for length, mass, capacity and temperature; conversion between units of measure (including using old recipes and converting these to metric units from imperial); scaling recipes up or down based on the number of servings required, e.g. adjusting a recipe for four people to twelve people. |
| **Number – Multiplication and Division** |  
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. |  |
# Year 5 Autumn 2: Food, Glorious Food!

## English

### Key Learning

### Unit

#### Stories with Historical Settings
- New chapter or scene linked to novel/story with historical setting.
- Presentation linked to reading, e.g. *Is Fagin a hero or a villain?*

#### Film and Play Scripts
- Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).

#### Classic Narrative Poetry
- An oral performance of a poem.
- A new poem, or verse for a poem, based on a model.

### Possible Duration

#### Outcome
- 3-4 weeks.

#### Film and Play Scripts
- 2-3 weeks.

#### Classic Narrative Poetry
- 1-2 weeks.

### Key Learning

#### Reading
- Listen to and discuss a range of fiction which they might not choose to read themselves.
- Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.
- Explore meaning of words in context.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.

- Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Discuss and evaluate how authors us language including figurative language, considering the impact on the reader.
- Explore, recognise and use the terms *metaphor*, *simile*, *imagery*.
- Explain the effect on the reader of the authors’ choice of language.
# English

## Key Learning (contd.)

**Writing**
- Create and punctuate complex sentences using -ing openers.
- Select the appropriate language and structures.
- Use similar writing models.
- Think how authors develop characters and settings in books.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

- Demarcate complex sentences using commas and explore ambiguity of meaning.
- Identify and use brackets and dashes.
- Identifying the audience and purpose.
- Select the appropriate language and structures.
- Note and developing ideas.
- Think how authors develop characters and settings in films and performances.
- Assess the effectiveness of own and others’ writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

- Create and punctuate sentences using simile starters.
- Select the appropriate language and structures.
- Use similar writing models
- Assess the effectiveness of own and others’ writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

**Suggested Texts**

- Oliver Twist by Charles Dickens.
- Oliver Twist retold by Gill Tavner.
- The Lion the Witch and Wardrobe by CS Lewis.
- Alice in Wonderland by Lewis Carroll.
- A Christmas Carol by Charles Dickens.
- A Christmas Carol retold by Gill Tavner.

- Films:
  - Oliver! (1968).
  - Cloudy with a Chance of Meatballs (2009).

- Scripts:
  - Inkheart script extracts from the Scholastic website (here).
  - Oliver Twist scene from the Film Education website (here).

- Timothy Winters by Charles Causley.
- Chip the glasses and crack the plates, JRR Tolkien YouTube clip (here).
- King John’s Christmas by AA Milne.
- A Visit from St Nicholas by Clement Clarke Moore.
# Year 5 Autumn 2: Food, Glorious Food!

## English

### Stories with Historical Settings – Creative Learning Opportunities and Outcomes

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<th>Learning outcomes</th>
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<tr>
<td>▪ Share a picture which reflects the historical setting of the novel to be studied (this could be an illustration from the book). What clues are there that the setting is historical? Identify the details from the picture. Label with nouns e.g. <em>infants</em>, then expand into noun phrases, e.g. <em>wailing infants with grubby, tear-stained faces</em>. Collect and display on working wall.</td>
<td>▪ Children will be able to identify and label details within an historical setting.</td>
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<tr>
<td>▪</td>
<td>▪ Children will be able to create noun phrases.</td>
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### Reading

**Grammar:** Warm ups throughout the reading phase – focus on creating and punctuating complex sentences using -*ing* openers.

### Reading and responding

| ▪ Read and explore the selected novel through shared reading. Model how to use punctuation and the meaning of words to inform intonation and expression. Together, children reread sections of text aloud using appropriate intonation and expression. | Learning outcomes |
| Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...*; *Maybe...*; *At first I thought...* but now...* | ▪ Children will be able to orally construct and write complex sentences with an -*ing* opener. |
| ▪ Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the text. Record any useful vocabulary on the working wall to support the writing phase. | ▪ Children will be able to take account of punctuation when reading aloud. |
| ▪ Begin a reading journal, modelling how to record ongoing responses to the text as well as other reading based activities. These might include KWL grids, mind mapping, Point, Evidence, Explanation (PEE prompt), writing in role, adding themselves as a character into the story, writing summaries and making predictions. | ▪ Children will be able to discuss books, building on and challenging others’ ideas. |
| ▪ Read further sections/chapters (use additional time outside of English sessions) and provide a range of drama strategies to deepen understanding e.g. hot seating, freeze framing, thought tracking, conscience alley and role play. | ▪ Children will be able to explore the meaning of words in context. |
| ▪ Provide opportunities for children to read other stories with historical settings, matched to their reading ability. Make comparisons between texts. | ▪ Children will be able to demonstrate their understanding, interpretation and response to the novel through discussion, drama and in writing. |

### Reading and analysing

| ▪ Using sections from the text, identify words and phrases which provide clues as to the story’s historical setting. Ensure children know the meanings of these. | ▪ Children will be able to describe how writers develop settings in books. |
| ▪ Provide a visualisation exercise where the children are asked to imagine they are entering the setting as the teacher describes what they ‘can see’. Ensure the identified words from the text form part of this description. | ▪ Children will be able to describe how writers develop characters in books. |
| ▪ Use the drama technique ‘tour guide’: following modelling from the teacher and teaching assistant, children guide each other around the room pointing to (imaginary) objects, as if they were in the setting from the story. | ▪ Children will be able to select evidence from the text to support their arguments. |
| ▪ Participate in a discussion related to an issue from reading, e.g. *In ‘Oliver Twist’, is Fagin a hero or a villain?* | |
**Year 5 Autumn 2: Food, Glorious Food!**

### English

#### Stories with Historical Settings – Creative Learning Opportunities and Outcomes (contd.)

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<tr>
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<tbody>
<tr>
<td>- Develop ideas generated through discussion to prepare formal presentations, drawing on evidence from the text to support their arguments.</td>
<td>- Children will be able to write notes to support their presentations.</td>
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<td>- Model the process of writing notes. Children write notes on cards to support the delivery of their presentation.</td>
<td>- Children will be able to make a formal presentation to an audience.</td>
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<tr>
<td>- Discuss tips for making effective presentations such as those contained in this YouTube clip (here).</td>
<td>- Children will be able to reflect on their own performance.</td>
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<td>- Children rehearse then perform their presentations. If possible, these should be filmed to allow children to reflect on their own presentation, identifying strengths and steps for improvement.</td>
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#### Grammar:

**Warm ups throughout the gathering content phase – focus on creating and punctuating complex sentences using -ing openers.**

- Pause at an appropriate point in the story and, drawing on the events so far, discuss what might happen next.
- Identify the setting for this next scene or chapter. What details could be included to enable the reader to visualise this historical setting?
- Use a collaborative drawing approach (drawing on large bed sheets with washable marker pens, or on large sheets of paper) for children to record ideas. They label the items they have drawn with appropriate nouns then develop some into noun phrases, e.g. *table* becomes *long, wooden trestle tables with parallel benches*. Display on working wall to support the writing phase. Support with photographs, illustrations and moving images where necessary.
- Consider using the drama technique of ‘tour guide’ once more to allow children opportunity to develop and rehearse ideas for writing their setting.
- Use drama techniques such as freeze frame and role play to develop ideas for the scene. Following modelling, record ideas in note form, perhaps using a storyboard.

#### Learning outcomes

- Children will be able to create, write and punctuate complex sentences with an -ing opener.
- Children will be able to draw on reading, visual sources and drama to generate ideas for writing.
- Children will be able to record their ideas in writing.

#### Writing

- Use the written notes created. Use shared writing techniques to model a section at a time. Focus on the skills of effective use of complex sentences with an -ing opener and inclusion of detail to support the reader in visualising the historical setting (nouns and noun phrases).
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

#### Learning outcomes

- Children will be able to write a new scene/chapter for an historical narrative which includes:
  - effective use of complex sentences with an -ing opener.
  - a historical setting created through well-chosen nouns and noun phrases.
  - evidence of their having edited and improved their writing.
## English

### Stories with Historical Settings – Creative Learning Opportunities and Outcomes (contd.)

#### Outcome
- An oral presentation relating to the novel.
- A new scene or chapter for the novel.

#### Presentation
- Presentations could be performed initially in front of a small audience of peers. Following feedback, reflection and improvement, presentations could be performed for a wider audience, e.g. another class, in assembly or filmed for publication on the school website.
- Stories could be shared with children in other classes, published on a website such as the Lend me your Literacy website ([here](#)), or made into a class book.
## Year 5 Autumn 2: Food, Glorious Food!

**English**

### Film and Play Scripts - Creative Learning Opportunities and Outcomes

#### Creating interest
- Use a film or TV script and corresponding clip, e.g. extract from the script for 1951 film *Scrooge* starring Alastair Sim ([here](#)) and the corresponding clip ([here](#)).
- Share with the children the extract from the script first. Model reading using punctuation to guide intonation and expression.
- Divide the children into groups; each group reads aloud the words spoken by a designated character, using appropriate intonation and expression.
- Show the corresponding film clip. What are the similarities and differences between the two 'texts'?  

#### Learning outcomes
- Children will be able to use punctuation to determine intonation and expression when reading aloud.

#### Reading

**Grammar:** Warm ups throughout the reading phase – focus on demarcating complex sentences using commas and explore ambiguity of meaning.

**Reading and responding**
- Explore a complete play script through shared reading, modelling and using *Book Talk* to develop children’s comprehension and response. Justify opinions and elaborate by referring to the text. Use the Point, Evidence, Explanation (PEE prompt) structure to support oral and written responses.
- Model and encourage the use of reading journals to record questions, thoughts, responses and activities during the reading phase.
- Explore characters’ thoughts, feelings and motives using a range of creative comprehension techniques, e.g. think, say, feel activities; freeze framing; hot seating; conscience alley.
- Use short writing opportunities to further develop understanding of character and events, e.g. diary entries (before and after key events), letters, first person recount written in role.
- Prepare play scripts to read aloud and perform showing understanding through intonation, tone, volume and action. Perform in small groups to peers, receiving and acting on feedback.

**Reading and analysing**
- Read and compare a selection of other scripts. These might include:
  - A Christmas Carol Musical ([here](#)).
  - The Wizard of Oz script ([here](#)).
  - Inkheart script extracts ([here](#)).
- Discuss how characters and settings are developed in films and performances. How does this compare with a novel?
- Identify conventions of play scripts.
- Create a genre checklist to support the writing phase.

#### Learning outcomes
- Children will be able to demarcate complex sentences using commas to avoid ambiguity.
- Children will be able to demonstrate their understanding, interpretation and response to stories through discussion and in writing
- Children will be able to support their ideas using evidence from the text and further elaboration (point:evidence:explanation).
- Children will be able to rehearse scenes, annotating scripts to record decisions made regarding how they will be performed.
- Children will be able to perform using appropriate intonation and expression.
- Children will be able to provide, receive and act on constructive criticism.
- Children will be able to identify the conventions of play scripts.
### English

#### Film and Play Scripts - Creative Learning Opportunities and Outcomes (contd.)

**Gathering content**

**Grammar:** Warm ups throughout the gathering content phase – focus on identifying and using brackets and dashes.

- Remind the children of the writing outcome (this should have been shared with them at the outset of the unit). This could be:
  - A new scene for a play or film explored during the reading phase.
  - A completely new script based on a stimulus such as a painting or photograph.
  - A completely new script to accompany an ICT outcome, e.g. animation.
  - A script version of a scene from a familiar novel or story.

- Use techniques such as freeze frame, thought tracking, ‘think, say, feel’ and role play to develop ideas for content.
- Show the children how to select key ideas, words and phrases from their drama, and extend or improve them further.
- Consider key questions like: *What would that word/phrase/line tell the audience about the character? How can we show that the character is feeling...? How can we show the relationship between character A and character B? Is it possible to keep the same words but have the character show a different emotion?*

- Workshop ideas, trying out different versions/ways of delivering lines; explore and develop the ideas actively.
- Record some ideas in writing, e.g. character profiles, school reports for characters, diary entries in role etc.

**Learning outcomes**

- Children will be able to identify and use brackets and dashes.
- Children will be able to develop ideas through drama.

**Writing**

- Use the notes created. Use shared writing techniques to model a section at a time. Focus on skills – demarcating complex sentences using commas; effective use of brackets and dashes; use of dialogue to develop characters.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Assess the effectiveness of own and others’ writing in relation to audience and purpose.
- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

**Learning outcomes**

- Children will be able to write a script which includes:
  - Commas to demarcate complex sentences.
  - Effective use of brackets and dashes.
  - Dialogue to show characterisation.
  - The features of play scripts.

**Outcome**

- A play or film script.

**Presentation**

- Plays or scenes could be rehearsed and performed for an audience.
- Performances could be filmed and played back for an audience.
## English

### Classic Narrative Poetry - Creative Learning Opportunities and Outcomes

#### Creating interest
- Introduce, or remind the children about, the term *simile*.
- Read some good examples.
- Show an image and ask the children to create similes using ‘as’ or ‘like’ to describe it. Encourage the children to avoid clichés.
- Tell the children that the first idea is seldom the best and show them how to generate several ideas and then choose the best.

#### Learning outcomes
- Children will be able to use the term simile.
- Children will be able to create some similes.

### Reading

#### Grammar: Warm ups throughout the reading phase – focus on creating and punctuating sentences using simile starters.

#### Reading and responding
- Read and explore a selection of classic narrative poems through shared reading. Model how to use punctuation and the meaning of words to inform intonation and expression. Together, children reread sections of poetry aloud using appropriate intonation and expression.
- Model and use *Book Talk* to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought...but now...*
- Focus on vocabulary. In tackling unfamiliar words, explore pronunciation as well as meaning. Use dictionaries to find definitions then discuss these in the context of the poem. *Do you notice anything special or unusual about the words the poet has used? Are there any words that could mean two things?*

#### Learning outcomes
- Children will be able to create and punctuate sentences with simile starters.
- Children will be able to take account of meaning when reading aloud.
- Children will be able to discuss poems, building on and challenging others’ ideas.
- Children will be able to explore the meaning of words in context.

#### Reading and analysing
- Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
- Explore, recognise and use the terms *metaphor, simile* and *imagery*.
- Use a reading journal, model how to record ongoing responses to imagery and language choice.
- Provide response stems to support this, e.g. *It makes me imagine...; It's the poet's way of saying...; It makes it seem...*
- Ask questions about the structure of the poem: *Do you hear any repeating patterns in this poem? Can you predict what word the poet might have used here?*
- Provide opportunities for children to read other narrative poems, matched to their reading ability. Make comparisons between poems.

#### Learning outcomes
- Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing.
- Children will be able to compare poems.
## Year 5 Autumn 2: Food, Glorious Food!

### English

#### Classic Narrative Poetry - Creative Learning Opportunities and Outcomes

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<tr>
<th>Gathering content</th>
<th>Learning outcomes</th>
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| **Grammar:** Warm ups throughout the gathering content phase – focus on creating and punctuating sentences using simile starters.  
- Select a poem to be learnt by heart.  
- Ensure the children understand the meaning of words and phrases used within the poem. Explore through *Book Talk* to deepen understanding.  
- Prepare the poem, or section of the poem, to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. |  
- Children will be able to create and punctuate sentences with simile starters.  
- Children will be able to take account of meaning when reading aloud.  
- Children will be able to prepare, rehearse and perform a poem. |

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<tr>
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| Use shared writing techniques to model the writing of a verse or a new poem based on the poem learnt. Focus on skills – use of metaphor, simile and imagery.  
- Children follow the modelling from the whole class focus and write their own verse or a new poem.  
- Use AFL, marking and feedback to adjust shared writing focus daily.  
- Children assess the effectiveness of own and others’ writing.  
- They suggest changes to vocabulary to enhance effects and clarify meaning.  
- New poems are learnt and performed. |  
- Children will be able to write a poem which includes:  
  - A structure based on the model;  
  - Imagery created through carefully chosen words and phrases;  
  - Appropriate use of simile/metaphor. |

| Outcome |  |
|---------|  |
| A performance of a classic narrative poem.  
A performance of a new or innovated poem.  
A new verse or new narrative poem, based on a model. |  |

| Presentation |  |
|--------------|  |
| Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback.  
Presentation of poem with imagery using artwork or ICT combining words, phrases, images and sounds e.g. Powerpoint, Photostory3. |  |