

Science and the Wider Curriculum - Planning and Ideas

Week Commencing: 12.4.21

Year Groups: 5/6

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	Subject: Science <u>To Explain that some changes result in the formation of new materials</u>	Subject: RE <u>To find information about the daily life of Jewish children</u>	No lesson due to WPA transition activities	Subject: History <u>To order the key events of World War II on a timeline</u>	Subject: Art <u>To sketch a range of buildings, both whole and incomplete.</u>
	<p>Starter – Show children the resources that you will use to carry out this demonstration Ask the children to work in pairs and think about the title of this activity, and what they think might happen when all of the materials are combined. They could write their ideas on their whiteboards.</p> <ul style="list-style-type: none"> • 500 ml plastic bottle • Small beaker • 5 g dried yeast • Washing-up liquid • 60 ml hydrogen peroxide solution (3, 6 or 9%) 	<p>Starter – What can you remember about Judaism? Make a list on a whiteboard or piece of paper.</p> <p>Main Teaching – Watch the two videos about the two Jewish children explaining their life. Meet a Jewish family - KS2 Religious Education - BBC Bitesize Judaism at home - KS2 Religious Education - BBC Bitesize After each video, make notes on what the children say. Give children the questions to see if they can jot down ideas on their whiteboards.</p> <p>Main Activity</p>		<p>Starter: KWL assessment of current understanding by completing the WW2 Kahoot.</p> <p>Once the chn have finished the Kahoot quiz, invite them to talk about what they have found out – did anything surprise you? Is there any aspect that you would particularly like to find out about?</p> <p>Use the information sheet and PP to look at the outbreak of war and a brief overview of the key elements.</p> <p>Ensure that chn understand that this is a war of less than 100 years ago, within living memory – talk about how that might affect what we know about it.</p>	<p>Input <i>Introduce children to our new topic, which focuses on recreating the work of famous artists.</i></p> <p>Using the PP, begin to read through and find out more about the life and work of Anselm Kiefer, famous for this sculptures and physical models of buildings, as well as his sketches.</p> <p>Discuss as a class the different types of buildings that we can name and their purpose – how are they the same? How are they different? Give children time to look at and discuss the images of different buildings provided – look at structure, age, colour etc.</p>

	<ul style="list-style-type: none"> • 60 ml warm water Teaspoon Food colouring <p>Demonstrate the activity with the children – children should use ipads to capture series of photos to show the sequence of the investigation.</p> <p><i>When the different materials are mixed, oxygen is released and, with the washing up liquid (soap), makes foam bubbles, the gas escapes out of the bottle and the 'foam toothpaste' is forced out like toothpaste from a tube and is called 'elephants' toothpaste' because there is enough to clean an elephant's teeth</i></p> <p>Is this a reversible change? Why? - a new material was made through two substances acting together.</p> <p>Task – complete the investigation planning template to show method and conclusion.</p> <p>Task 2 - Ask children to discuss in pairs what they could change if this test was repeated, how</p>	<p>Children to answer the questions about the videos on their whiteboards.</p>		<p>To model the use of a timeline to show exactly when this war occurred in relation to other conflicts that the chn may be aware of and in relation to us now.</p> <p>Model using the pictures and descriptions to order key events of the war onto a time line.</p> <p>Task</p> <p>Chn to use the picture and date cards (LA) to order the main events of the war on a time line.</p> <p>Chn to read the brief description of the war and use it to devise a timeline of key events (MA/HA) – chn should be able to orally explain how they decided which of these was a key event.</p>	<p>Task 1</p> <p>Either using a photo from those provided, or by safely observing a local building, make a sketch of the building, thinking carefully about the shape, size and detail you can add. Sketch this in pencil.</p> <p>Task 2</p> <p>Research the artist Anselm Kiefer from the PP further and create a fact table that compares his life as a child with his life as an adult.</p>
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could they increase the amount of foam? What would they change (variable) what would they keep the same and predict what will happen?				
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Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.