



SPARKLY STARTER

Our learners will engage in questions that develop their understanding of the key principles of Global Goal 11: Sustainable Cities and Communities.

They will discuss and plan their learning and participate in activities with the ethos of this goal.

Our learners will think about their school environment and community and we will kick-start this learning by developing our school growing-zone and planting fruits and vegetables that they will be able to harvest in the spring!

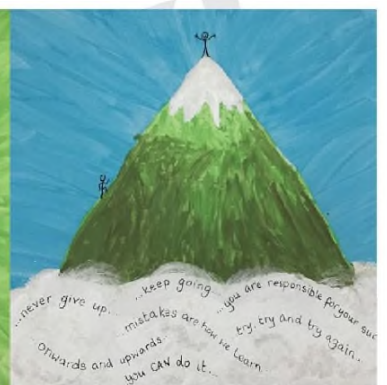
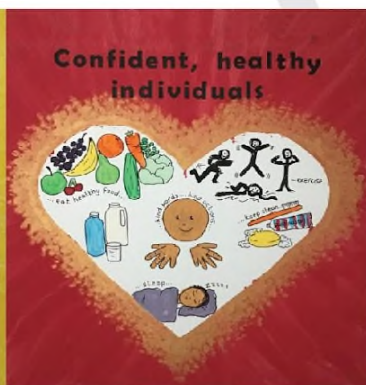
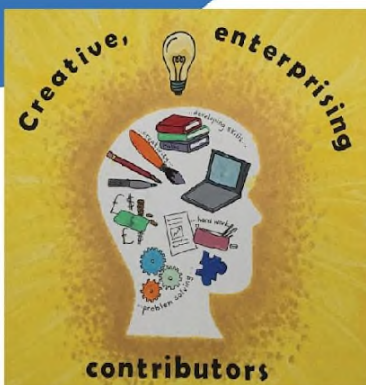
An important aspect of this goal is developing spaces that foster a feeling of inclusion, belonging and being closer to nature. They will plan and start work on our Class outdoor learning areas to make them more vibrant and natural. This activity will be ongoing throughout the term and will develop a sense of ownership towards these spaces amongst our learners. They will also plan learning experiences for the term ahead and complete our Class Wonder Wall and a digital padlet of their ideas.

FAB FINISH

To celebrate the end of our topic learners will showcase their learning as an assembly. During this time they will share their learning with the goal of persuading the audience to be “Team Organic” or “Team Non Organic”.

They will use their debating and persuasive skills to gain the audience vote whilst delivering key messages on sustainability.

NEYLAND FOUR PURPOSES



PUPIL LED LEARNING

After the super sparkly starter day, the children had some questions they would like to find answers to. These included –

- Can we reduce the amount of food waste in our school?
- Can we become more sustainable by transforming our outdoor areas?
- How can we make our school a more sustainable community?
- What is the right level of sustainability?
- What is the difference between organic and non-organic and is that sustainable?
- Which city is the most sustainable in the world and how do they do this?
- Is there more we can do to be more sustainable?
- Could our school be single use plastic free?
- How can we reuse things we would normally throw away?

ENGLISH & WELSH

Our pupils will discover more about Global Goal 11 by researching and creating manifestos to support our Organic & Non-organic theme. Learners will use their knowledge and understanding of this topic to take part in debates where they will try to persuade members of the town council to agree with their point of view. They will construct a mission statement that will represent their side of the argument and use this to form a discussion text to show both sides of the argument. Learners will use free verse poetry to highlight the sustainable needs of the world. We will continue to develop our Welsh speaking, reading and writing skills so that we can communicate confidently, recognise familiar words and phrases and further develop our understanding of what it means to be a Welsh citizen.

MATHEMATICS & NUMERACY

As Mathematicians we will further develop our understanding of fractions, decimals and percentages by engaging in discrete learning to develop conceptual understanding, fluency and reasoning when using and connecting these ideas. Our learners will learn and develop skills of using algebra and the 'real-world' implications of this aspect of mathematics

Learners will learn how to use ratios as well as develop their understanding of proportion and how to compare numbers and quantities proportionally.

Pupils will consolidate and develop learning involving perimeter, area and volume and how to convert between different units effectively.

Pupils will have the opportunities to develop and apply their learning in these concepts through rich and meaningful cross curricular learning experiences and authentic outdoor and 'real-life' contexts that underpin their learning. This will involve applying skills of area, volume and perimeter in our school garden when working with planters and exploring different numerical units involving fruit and vegetables when comparing prices and exploring different units of measurements when planting and growing.

RVE

In Religious, Values and Ethics, pupils will not only have the opportunity to develop their knowledge of religion and non-religious philosophical convictions/worldviews, but also learn how to hold balanced and well-informed conversations and judgments. This term we will be reflecting on the question "What does it mean to be a Buddhist?" Within this, we will be investigating how Buddhism began, the Four Noble truths, why and how Buddhists follow the Eightfold Path, what Buddhist worship involves and an example of a Buddhist festival. We will end the topic by reflecting on our own responses to what we have learned.

HEALTH & WELLBEING & RSE

Celebrating Difference: Our learners will engage sensitively and learn important skills to help them better understand and accept differences in people, inclusion, bullying and learning strategies to manage feelings.

Healthy Me: Learners will take part in activities and discussions that enable them to better understand how to take responsibility for their health and make choices that benefit their health and wellbeing. They will take part in age-appropriate learning to help them understand about different types of drugs and the misuse of them, mental health issues and how to protect themselves from poor choices and exploitation.

Gym - Year 5/6 - Our learners will take part in gymnastic activities that develop physical skills - including balance, body control and sequencing of movements, communication skills, how to work safely and inclusively and to problem solve. Parkour rotations: Learners will further develop skills learned in gymnastic sessions and take part in exercises and movements that allow them to explore, be creative and develop confidence in a safe, encouraging and challenging environment.

Swimming: Our learners will take part in lessons that aim to develop confidence in the water, their understanding of water safety as well as learning, practising and refining basic and more advanced swimming strokes and actions.

SCIENCE & TECHNOLOGY

Our learners will investigate the effects of organic and non-organic fertilisers on growing. They will design their own growing areas and monitor the effects of plants over time. This will include scientific testing of soil and water samples to understand the impact of fertilisers on our land and whether this is sustainable. This testing will link to their arguments put forward during their debates and allow them to write rich explanations.

We will also taste test organic and non-organic produce, noting nutritional values, costing and size weight before making informed decisions.

HUMANITIES

Learners will explore the differences between different times and ways of life and how sustainable past communities and civilizations were.

We learn about the industrial and agricultural history of Wales and how the land has been used during different periods of time. We will develop this by exploring land-use in Pembrokeshire with a focus on environmental quality and pollution and how sustainable we are now compared to our past. Our pupils will engage in a project where they are to consider land quality and the best site for a new growing venture.

Our learners will consider sustainability from an historical perspective by learning how the Ancient Greeks developed sustainable communities and what sustainability will mean for our future both in their local community and in cities across the world, including looking at the environmental progress made in cities in the Far East.

They will develop their sense of 'Cynefin' by exploring sustainability projects in their local community, including planting and growing to be more sustainable and by further engaging in 'The Cradle Project' to develop their sense of responsibility, inclusion and belonging in their own community.

EXPRESSIVE ARTS

Learners will have opportunities to further their knowledge and understanding of composition, structure, notation and texture in music by creating a jingle to accompany their manifestos.

In Art and design, learners will experiment with textiles, collage and paint to create a logo that represents their organic or non-organic team. They will use collage to design a debate canvas that is impactful and delivers the intended message.

