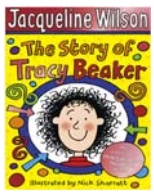
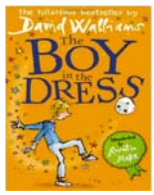
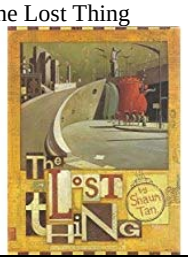
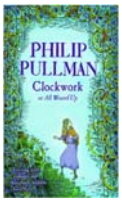
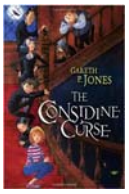
Year Five Term 2 South America

	Writing Map		Reading Spine			
English	Theme	South America				
	Main Text	The Lost Thing 				
	Story plot and focus	Finding tale Focus: description				
	Poetry Unit	Observational poem linked to text				
	Non Fiction Unit	Persuasion - keep the Lost Thing letter to parents				
Mathematics	• Whole numbers : Multiplication and Division • Whole Numbers: Word Problems • Graphs					
Science	No science *Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 5 those topics are: Earth and space & living things and their habitats.*					
History	No history					
Geography	***Possible starting point / stimulus:*** *Pictures of a rainforest* *A map/aerial/satellite images showing the Amazon rainforest* **South America –** Brazil and the Amazon **Geographical Enquiry** • **Collect information about a place and use it in a report** • Map out land use • **Find possible answers to their own questions** • **Make detailed sketches and plans; improving accuracy** • Plan/map a journey to a place in another part of the world, taking account of time and distance • **Consider how the weather, climate & physical geography of a region determine what would be appropriate/inappropriate to pack on a journey to another part of the world.** **Physical Geography** • **Explain how a location fits into its wider location; with reference to physical features –rivers, biomes, climate zones.** • **Distribution of natural resources including energy, food, minerals and water** • Explain why many cities of the world are situated by rivers • Explain how the water cycle works • Explain why water is such a valuable commodity **Human Geography** • **Explain why people are attracted to live by rivers** • **Compare & contrast life in the UK with** life in Brazil/the rainforest **in terms of a variety of factors e.g. clothing, transport, communication, diet etc** • **Identify the features that underpin those differences in terms of weather, climate & physical geography.** • **Compare a journey through a part of** Brazil **with a journey through London – identify a preference along with reasons for that preference.** • **Identify 'from a personal perspective' how life would be different if re-locating to** Brazil. • Land use and economic activity including trade links • **Explain how a location fits into its wider geographical location with reference to human and economical features** • Explain what a place might be like in the future, taking account of the issues impacting on human features • Report on ways in which humans have both improved and damaged the environment						

	Geographical Knowledge • **Locate and name the main countries in South America on a world map** • **Locate the USA and Canada on a world map and atlas.** • **Identify the position and significance of longitude and latitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.** • Identify relationships/patterns between locations on a globe/in an atlas and the climate in various regions of the world. • Locate and name many of the world's rainforests on maps • Name the largest rainforest of the world
e-safety	**Knowledge and Understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	**<u>Information Technology: Webpage Building</u>** Web Tech Tutor/Notepad ++
Religious Education	**<u>How is Christmas celebrated around the world?</u>** • Where does the familiar Christmas story come from? • What differences are there in accounts given by Luke and Matthew? • Which stories have developed from the 'real' Christmas story? • What happens during Advent? • How is Christmas celebrated in our class? • How do Christmas traditions vary around the world? • What is Epiphany? • How is Epiphany celebrated around the World? • What story or play can we create based on traditional Christmas themes?
Physical Education	**<u>Dance</u>** (Matalan resources) • Do they plan and perform dances confidently? • Can they compose motifs and plan dances creatively and collaboratively in groups? • Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use? • Can they perform different styles of dance clearly and fluently? • Do they organise their own warm-up and cool-down exercises? • Do they show an understanding of safe exercising? • Can they recognise and comment on dances, showing an understanding of style? • Can they suggest ways to improve their own and other people's work? **Acquiring and developing skills**

	• Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? **Evaluating and Improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and Fitness** • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? **<u>Sports Coach – netball</u>** • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? **Acquiring and developing skills** • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? **Evaluating and Improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and Fitness** • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot?
Art and Design	**Printing** • Can they print using a number of colours? • Can they create an accurate print design that meets a given criteria? • Can they print onto different materials? **Challenging** •Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? **Sketch Books** • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others? **Challenging** •Do their sketch books contain detailed notes, and quotes explaining about items? •Do they compare their methods to those of others and keep notes in their sketch books? **Knowledge** •Can they experiment with different styles which artists have used? •Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?
Design and technology	No design & technology
Music	**<u>Composing</u>** • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? **Challenging** • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
French	**Listening and responding** •Do they listen and show understanding of more complex familiar phrases and sentences. •Do they follow the text of familiar rhymes and songs identifying the meaning of words? **Speaking** •Do they ask and answer more complex familiar questions with a scaffold of responses? •Do they ask for clarification and help? •Do they use familiar vocabulary to say more complex sentences using a language scaffold? •Do they use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language?

	Reading and responding •Do they follow the simple text of a familiar song or story and sing or read aloud? •Do they read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules? •Do they read and show understanding of a complex sentence using familiar language? •Do they use context/prior knowledge to determine the meaning? •Do they use a bi-lingual dictionary to identify the word class? **Writing** •Do they write and say a simple phrase to describe people, places, things and actions using a language scaffold? •Do they write familiar complex sentences from memory with understandable accuracy?
PSHE	**e-safety lesson** **<u>Celebrating Difference (including anti-bullying)</u>** **Different cultures** Can they accept that everyone is different? **Racism** Can they include others when working and playing? **Rumours and name calling** Do they know how to help if someone is being bullied? **Types of bullying** Do they try to solve problems? **Does money matter?** Can they use kind words? **Celebrating difference across the world** Can they give and receive compliments? To know what bullying is. To know the different types of bullying. To know the importance of body language communication. To learn tools to deal with bullying situations. To know how to deal with cyber bullying
Enrichment	• Pantomime • Geography South America • Anti-bulling week • Christmas concert