

Topic/Subject: 'Explorers' - South America



Breadth:

<p>As writers: Narrative Sentence Structure, Alliteration, dialogue, symbolism</p> <p>Texts: Class reader: The Explorer Narrative: The Explorer Guided Reading: Blackberry Blue</p>	<p>Being physically active:</p> <p>Create complex and well-executed sequences that include a full range of movements.</p> <p>Hold shapes that are strong, fluent and expressive.</p> <ul style="list-style-type: none"> • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances. 	<p>As Artists:</p> <ul style="list-style-type: none"> • Understand what environmental/land art is. • Learn about famous land artists – Andy Goldsworthy, Hamish Fulton. • Create their own pieces of environmental art – improve mastery of techniques 	<p>As scientists:</p> <ul style="list-style-type: none"> • Classify animals and plants. • Revisit habitats and identify the different layers. • Research the lifecycles of different animals. • Identify the structure of flowering plants. • Understand the different stages of a plants lifecycle – germination, pollination, seed dispersal. • Understand how plants make their food. • Identify how plants have adapted to survive in the rainforest.
<p>As readers:</p> <ul style="list-style-type: none"> • Recommending books • Exploring the meaning of words • Making comparisons • Inferring • Summarising • Retrieval 	<p>As Mathematicians:</p> <ul style="list-style-type: none"> • Place Value • Addition and Subtraction 	<p>As linguists (French):</p> <ul style="list-style-type: none"> • Buildings • Directions • Asking where places are • Days of the week and times of the day 	<p>As musicians: How does music improve our world?</p> <ul style="list-style-type: none"> • Listening to, appreciating, understanding and performing music • Musical Spotlight: Getting Started with Music • Social Theme: How Does Music Bring Us Together?
<p>As computer Experts:</p>	<p>As Geographers:</p>	<p>Religious Education:</p>	<p>As citizens (PSHCE):</p>

<ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> Describe the geographical location of South America Locate and mark on a map the location of the countries of South America Interpret population data for cities in South America Describe the geographical location of South America's main river basins. Use a topographical map to locate the main mountain ranges in South America. 	<ul style="list-style-type: none"> How Christians believe God looks after and provides for us. Harvest and symbolic stories. Jealousy and forgiveness. 	<ul style="list-style-type: none"> To face new challenges positively and know how to set personal goals Understand rights and responsibilities as a citizen of a country and empathise with people whose lives are different Make choices about behaviour and understand rewards and consequences Understand how an individual's behaviour can impact on a group Understand how democracy and having a voice benefits the school community and know how to participate in this
Key Vocabulary:	Settlement, population, climate, equator, tropic of Capricorn, tropic of cancer, landmass, sparsely, landlocked, indigenous, colony, habitat, germination, photosynthesis, adaptation, classification, pollination, place value, hundreds, thousands,		

Curriculum Drivers:	Curiosity: Where is South America? What countries make up South America? What are some of the human and physical features of South America? What is the climate like in South America?	Knowledge of the wider world: What are other areas in the world like? What are other cultures in the world like? How is Wantage connected to the rest of the world? How is my life both similar and different to those living in other places?	Aspirations: I know there are jobs which involve finding out about other countries – geographer, meteorologist, explorer and cartographer To develop a thirst for discovering more about other places
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Home learning:	Year 5 homework for this term will be the following: <ul style="list-style-type: none"> Weekly logging into Spelling Shed to practise the weekly spellings – 6 games to unlock other games – the spellings can be practiced in their homework books too. Weekly logging into Times Tables Rockstars – 15 minutes to release other games. Reading- recorded into the reading diary to be entered into the readers raffle every Thursday and Key Stage 2 readers raffle at the end of term. One item to be chosen from the homework menu per week, to be handed in at the end of term
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