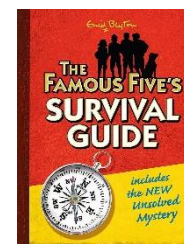
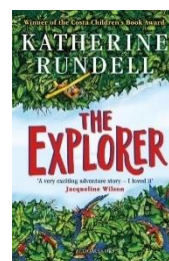
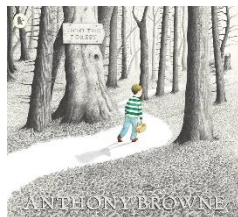


Year 5 Term 1 Theme: South America



Breadth:

As writers (English)

Core text for this term:

Into The Forest by Anthony Browne
The Explorer by Katherine Rundell
The Famous Five Survival Guide

- We will explore how to write effective setting and character descriptions (writing to entertain) using metaphors and similes, as well as using personification.
- We will learn to write alternative scenes or endings, making links with the rest of the story and other stories we have read.
- We will write in role (in first person) thinking carefully about how the different characters would feel and react.
- We will learn to write effective dialogue.
- We will learn to write an effective survival guide.
- We will learn how to use expanded noun phrases, fronted adverbials, relative clauses and relative pronouns in our writing.
- We will develop proof reading skills in order to check our punctuation and grammar.

As readers (guided reading)

core text for this term:

Blackberry Blue by Jamila Gavin

- We will read with confidence, fluency and prosody.
- We will identify and discuss themes and conventions in and across a wide range of writing.
- We will make comparisons within and across books (especially fairy tales).
- We will discuss understanding and exploring the meaning of words in context (vocabulary).
- We will make inferences from the text using evidence to support this.
- We will be able to predict what might happen from details stated and implied.
- We will identify how language, structure and presentation contribute to meaning.

As mathematicians

Focus for Term 1:

place value and addition and subtraction

- We will learn to write in Roman numerals to 1000
- We will learn to read, write, partition, compare and order numbers up to 1,000,000.
- We will investigate powers of 10 and increasing and decreasing numbers by 10, 100, 1000, 10,000 and 100,000.
- We will round numbers to the nearest 10, 100 and 1000.
- We will look at mental strategies for addition and subtraction.
- We will use column addition and subtraction to calculate problems with more than 4 digits.
- We will find missing numbers in calculations.
- We will use reasoning skills to solve multi-step problems.

As scientists

- We will learn to classify animals and plants.
- We will revisit learning on habitats and identify the different layers of the rainforest.
- We will research the lifecycles of mammals.
- We will compare the life cycles of insects and amphibians.
- We will learn about the life cycles of birds and reptiles.
- We will identify the structure of flowering plants.
- We will investigate the different stages of plant lifecycles: germination, pollination, seed dispersal.
- We will learn how plants make their food.
- We will identify how plants have adapted to survive in the rainforest.

<p>As musicians</p> <ul style="list-style-type: none"> • We will sing with accuracy, fluency, control and expression. • We will explore and use different forms of notation. • We will understand note length. • We will read simple pitch notation. • We will use hieroglyphs and stave notation to write a piece of music. 	<p>Being physically active: PE (gymnastics and tag rugby)</p> <ul style="list-style-type: none"> • We will create complex and well-executed sequences that include a full range of movements. • We will practise holding shapes that are strong, fluent and expressive. • We will play to agreed rules. • We will learn the rules of tag rugby. • We will pass the ball effectively to others. • We will play as part of a team and communicate a plan. • We will gain possession by working as a team. 	<p>As linguists (French)</p> <ul style="list-style-type: none"> • We will understand basic grammar and how to apply this. • We will use the simple future tense. • We will be able to talk about what we want to do when we are older. • We will be able to introduce ourselves. • We will be able to describe how we are feeling. 	<p>As computer experts</p> <ul style="list-style-type: none"> • We will understand computer networks, including the internet. • We will use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
<p>As artists</p> <ul style="list-style-type: none"> • We will describe some of the features of Andy Goldsworthy's artwork. • We will give an opinion on environmental/land art and refer to colour, texture and space. • We will use natural materials to create some environmental art and then refine techniques. • We will explore how land art changes over time. • We will explore the work of Hamish Fulton and Richard Long. 	<p>As geographers</p> <ul style="list-style-type: none"> • We will describe the geographical location of South America. • We will locate and mark on a map the location of the countries of South America. • We will investigate the climate of South America. • We will interpret population data for cities in South America. • We will describe the geographical location of South America's main river basins. • We will use a topographical map to locate the main mountain ranges in South America. • We will investigate trade and industry in South America. 	<p>Religious Education</p> <ul style="list-style-type: none"> • Enquiry: How far would a Sikh go for his/her religion? Theme: Beliefs into action. • We will explain some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice. • We will make links between Sikh practices of selfless service (Sewa) and the Sikh beliefs that underpin this. • We will describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion. 	<p>As citizens (PSHCE) Being Me in My World</p> <ul style="list-style-type: none"> • We will face new challenges positively and know how to set personal goals. • We will understand our rights and responsibilities as a citizen of our country and member of our school. • We will make positive choices about our own behaviour. • We will understand that our actions affect ourselves and others. • We will empathise with people whose lives are different to our own. • We will understand how an individual's behaviour can impact on a group. • We will understand how democracy and having a voice benefits the school community.
<p>Key Vocabulary:</p>	<p>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, millions</p>		

Curriculum Drivers:	Curiosity: <ul style="list-style-type: none"> • 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? • How far away is South America? • What is the life cycle like of different animals? 	Knowledge of the wider world: <ul style="list-style-type: none"> • Be able to describe what other areas in the world are like. • Understand what other cultures in the world are like. • Investigate how Wantage is connected to the rest of the world? • Think about how my life is both similar and different to those living in other places. • Experience the artwork of different environmental and land artists. 	Aspirations: <ul style="list-style-type: none"> • 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. • To be interested to visit other parts of the world when I am older.
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Home learning:	<p>Year 5 homework for this term will be the following:</p> <ul style="list-style-type: none"> • Weekly logging into Spelling Shed to practise the weekly spellings (5 games minimum per week- this will release other games). • Weekly logging into Times Tables Rockstars (15 minutes to release other games). • Reading a minimum of 4 times per week. This should be recorded into their reading diary. These should be handed in every Tuesday. 1 raffle ticket will be given for 4 reads and 2 raffle tickets for more reads than this. Children will then be entered into the Reader's Raffle. • Minimum of 3 items to be chosen from the homework grid (Books to be handed in on the last Tuesday of term- 22nd October). Pieces can also be brought in throughout the term if children would like to share them.
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