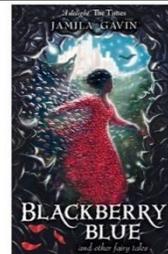
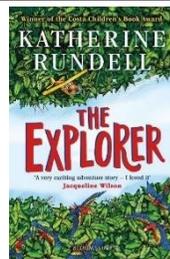


Theme: South America



Breadth:

<p>As writers (English) Core text for this term: <i>The Explorer</i> by Katherine Rundell</p> <ul style="list-style-type: none"> We will explore how to write effective setting descriptions (writing to entertain) using metaphors and similes, as well as using personification. 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, and improve our work using a growth mindset. 	<p>As readers (guided reading) core text for this term: <i>Blackberry Blue</i> by Jamila Gavin</p> <ul style="list-style-type: none"> 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. 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. 	<p>As mathematicians Focus for Term 1: place value and addition and subtraction</p> <ul style="list-style-type: none"> We will learn to read, write, 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 use column addition and subtraction to calculate problems with more than 4 digits. We will use reasoning skills to solve multi-step problems. 	<p>As scientists</p> <ul style="list-style-type: none"> 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 different animals. 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 identify the structure of a piece of music and match this to non-standard notation. We will compose a piece using stave notation and perform this to others. We will learn to sing in time and in tune with others. 	<p>Being physically active: PE (gymnastics)</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 practise and refine the gymnastic techniques used in performances. 	<p>As linguists (French)</p> <ul style="list-style-type: none"> We will develop our ability to converse in French, revisiting previous vocabulary. We will learn new vocabulary relating to: buildings, directions, days of the week and times of the day. 	<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. 	<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 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. 	<p>Religious Education</p> <ul style="list-style-type: none"> Key question: How far would a Sikh go for his/her religion? We are learning to compare the different ways Sikhs put their religion into practice and the meaning of the word <i>commitment</i> to religious and non-religious people. 	<p>As citizens (PSHCE)</p> <ul style="list-style-type: none"> We will understand rights and responsibilities as a citizen of a country and empathise with people whose lives are different. We will make choices about behaviour and understand rewards and consequences. We will understand how an individual's behaviour can impact on a group. We will understand how democracy works and how we can participate in this at school.
<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,</p>		

<p>Curriculum Drivers:</p>	<p>Curiosity:</p> <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? 	<p>Knowledge of the wider world:</p> <ul style="list-style-type: none"> 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? 	<p>Aspirations:</p> <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.
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<p>Home learning:</p>	<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. Spellings can be practiced in homework books too, if preferred. Weekly logging into Times Tables Rockstars (15 minutes to release other games). Reading 4 times per week, 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). 2 items to be chosen from the homework grid (to be handed in on the last Wednesday of term, 18th October).
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