Year Five Term 2 South America		
English		**Reading for Enjoyment**
	Main Text: Aesop's Fables **Unit 2**: Narrative poetry The Listeners Walter De La Mare learn off by heart **Unit 2**: Traditional stories, fables, myths and legends Unit 1 : Instructions Link to fables Eg How to beat a hare	
Mathematics	- Mental multiplication and subtraction (factors, multiples) - Division including problems - Fractions (compare, order, equivalence) - Multiplications and measures (area) - Statistics and measures (time) - Assessment week	
Science	**Forces** **Pupils should be taught to:** - Build on work from Year 3 - Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object? - Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces? - Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? *Challenging* *Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)* *Can they design very effective parachutes?* *Can they work out how water can cause resistance to floating objects?* *Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation*	
History	No history	
Geography	**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 a journey to a place in another part of the world, taking account of time and distance **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** - Land use and economic activity including trade links - Explain why people are attracted to live by rivers - 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 and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. - Recognise the climate of a given country according to its location on the map - Locate and name many of the world's rainforests on maps - Name the largest rainforest of the world	
Computing	**Algorithms and programs** **(Scratch)** - Focus: Combine sequences of instructions and procedures to turn devices on and off. - Understand input and output - Use an ICT program to control an external device that is electrical and or mechanical. - Explore 'what is 'questions by playing adventure or quest games.	

	• Write program that have sequences and repetitions • *NC: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* • *Use sequence, selection and repetition in programs; work with variables and various forms of input and output.* • *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.* (Scratch planning)
Religious Education	**How is Christmas celebrated around the world for Christians?** • 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	**Dance use Matalan and QCA** • 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? **Sports Coach – netball** • 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	No design & technology
Design and technology	**Musical Instruments** • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces **Make** • Can they select from a wide range of tools and equipment to perform practical tasks accurately? (cutting, joining, shaping and finishing) • Select from a wider range of materials and components according to their functional properties and aesthetic qualities. • Are their measurements accurate enough to ensure that everything is precise?

	• **Evaluate** • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • How have they ensured that their product is strong and fit for purpose? • Understand how key events and individuals in design and technology have helped shape the world. **Technological Knowledge** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Music	**Composing** • 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 understand longer passages made up of familiar language in simple sentences? • Can they identify the main points and some details? **Speaking** • Can they hold a simple conversation with at least 3-4 exchanges? • Can they use their knowledge of grammar to adapt and substitute single words and phrases? **Reading and responding** • Can they understand a short story or factual text and note some of the main points? • Can they use context to work out unfamiliar words? **Writing** • Can they write a paragraph of about 3-4 simple sentences? • Can they adapt and substitute individual words and set phrases? • Can they use a dictionary or glossary to check words they have learnt?
PSHE	**e-safety lesson** **Celebrating Difference (including anti-bullying)** **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?
Enrichment	• Pantomime • Geography South America • Anti-bulling week • Christmas concert