Year 5 Curriculum Term 2

Across the Pond	
English In Term 2, we will be reading Meredith Hooper's 'Ice Trap'. This fictionalised version of Sir Ernest Shackleton's voyage to Antarctica recounts the perils Shackleton and his crew had to face and the amazing achievement of their survival. Firstly, the children will write setting descriptions of Antarctica, whilst learning more about the place Antarctica. We will learn new vocabulary associated with the place and the expedition. They will focus on expanded noun phrases and ambitious vocabulary. Next, the pupils will plan, research and create a non-chronological fact file of the animals of Antarctica, focusing on using formal and subject specific and factual language to provide key information for our reader. This will allow the children to better understand the conditions the men were facing. After that, they will explore the characters who took part in the expedition and develop their figurative writing skills again, working on character descriptions. Then, we will also focus on our oracy skills to create live TV news style segments giving the story of Shackleton's journey. Using this journalistic style, we will create a newspaper report of Shackleton's journey, including our viewpoint and factual language whilst adding in additional newspaper features such as the use of reported speech, direct speech and bias. Towards the end of the term, we will write a persuasive letter to apply for Shackleton's next expedition. We will learn how to structure paragraphs, by stating, explain and restating and learn how to write appropriately to a given audience.	**Maths** Four operations – mental calculations: Solve problems involving knowledge of key facts Step 1: Working backwards Step 2: Find a starting point Four operations – mental calculations: Add and subtract using a range of strategies Step 1: Using rounding for estimation Step 2: Using place value to add and subtract Step 3: Regrouping to add and subtract Step 4: Using equal sum for addition Step 5: Using equal difference for subtraction Step 6: Selecting an appropriate strategy Four operations – formal written methods: Add and subtract using formal written methods Step 1: Using rounding for estimation Step 2: Column addition Step 3: Column subtraction Step 4: Reasoning about column addition and subtraction Four operations – formal written methods: Formal written method for multiplication Step 1: Revision of short written method for a 2 or 3-digit number by a 1-digit number extending to a 4-digit number by a 1-digit number Step 2: Using grid method and expanded vertical method to solve a 2-digit number by a 2-digit number multiplication Step 3: Long multiplication of a 2-digit number by a 2-digit number Step 4: Long multiplication of a 3-digit number by a 2-digit number Step 5: Rehearsal of short and long multiplication Four operations – formal written methods: Formal written method of short division Step 1: Division as sharing Step 2: Sharing and grouping Step 3: Short division for numbers up to 4-digits

	Step 4: Expressing quotients with fractions Step 5: Expressing quotients with decimals Step 6: Interpreting remainders Fractions: Equivalent fractions Step 1: Identify and name fractions Step 2: Recognise and create equivalent fractions Step 3: Improper fractions and mixed numbers Step 4: Convert improper fractions to mixed numbers Step 5: Application of mixed numbers and improper fractions Step 6: Equivalence of tenths and hundredths Step 7: Match equivalent fractions in a range of contexts
R.E. Our focus question this term is: Why is Muhammed Important to Muslims? During this term, we will learn about: Who is Muhammed and why is he important? The life of Muhammed and his impact. The importance of the Qur'an. The influence of role models.	**PSHE** In Term 2, we will be acknowledging World Kindness Day on Friday 13th November. On this day, children will be exploring kindness and what this means with a particular focus on being kind to yourself and respecting yourself. Throughout the day, we will be exploring how we can look after ourselves mentally and physically. This will then be embedded throughout the term and beyond, encouraging children to recognise the importance of showing kindness and compassion towards themselves. This will also link to the continued use of the Regulation Stations, supporting children to identify and practise strategies that help them regulate their emotions, manage challenges and show kindness towards their own wellbeing. Healthy Relationships week will take place the week beginning Monday 16th November, with the theme 'Break the Silence' which encourages children to start conversations about bullying, speak up, listen and take action together. This will be an opportunity for children to discuss any issues they may be having in class with friendship groups or issues on the playground. We will explore how these can be dealt with appropriately. Children will learn what bullying is and what is not bullying.
Art: This term, we will focus on painting and we will be exploring how mood is created. We will do this by learning how to mix tertiary colours. We will also learn how to use different colours to affect mood/feelings. By comparing two paintings, we will discuss how different moods are created. We will experiment	**Music** **Introducing key concepts** This term children are encouraged to think about the performative and imaginary nature of the instrument. We start by playing 'air guitar' which leads us to thinking about best posture and different ways to hold the instrument.

with styles used by other artists and explore which cultures/periods of history they come from. Additionally, we will learn to explain some of the features of art from historical periods, such as the Expressionism movement.	Following this, the children learn to identify and replicate basic rhythmic patterns by hand clap and then by strumming on the guitar. We then learn to use a basic guitar TAB system; the children will be asked to try and replicate popular melodies on a single string, over time incorporating more strings. This then develops into a simple understanding of triads that can be used as a supporting capacity to the melodies.
French: In French, children will recap on how to introduce themselves. They will also learn the names of food, including which are masculine and feminine. Children will learn how to ask for something in French. At the end of term, they will learn French Christmas customs.	**P.E.** This term, children will develop their throwing, catching and striking skills, focusing on accuracy, power and control. They will also practise changing speed and direction to create space and combine different skills during games. Children will develop their ability to select and adapt skills and tactics, working effectively with teammates and making decisions to improve their chances of success.

Thematic Curriculum		
Title	Across the Pond	
Big Question	The USA or the UK: Which country is the greatest?	
Golden Thread	People and Places and Understanding the World	
Prior Knowledge	Within People and Places, the children have spent previous years learning about the United Kingdom. They have learnt about the countries and capital cities of the UK, the seas that surround us, the major rivers and the local topographical features. In year 4, the children began to compare where we live with a European country. In this unit, the children will be comparing the Geographical features of the UK with those of the non-European country of North America. Within Understanding the World, in year 3 the children learnt about the function of different types of trees and plants and what plants and animals need to survive, with a focus on nutrition.	
Blurb overview	In this unit, the children will learn about the spectacularly contrasting geography of North America. Through maps and timelines, we will explore North America's 'discovery' and people who lived there at the time. This unit will focus on the geographical features of North America and differences between living there and the UK. Within Understanding the World, the children will be learning about the life cycles of various groups of animals, as well as learning about reproduction in plants and animals.	
Celebration of Learning	Thanksgiving Lunch	
Text Links	Ice Trap	
Oracy End Point:	Talk partner focus: Children to discuss the future of North America. Using their learning from this unit, how has America developed and changed, is all of this positive? What will be the implications for the future? Are there solutions to the problems?	Physical: Consciously adapt tone, pace and volume of voice within a single context. Linguistic: Consider the words and phrases used to express their ideas and how this supports the purpose of talk.

		Cognitive: Draw upon knowledge of the world to support their own point of view and explore different perspectives. Social and Emotional: Listen for extended periods of time including notetaking, drawing visual.
Science		
Substantive Knowledge		Disciplinary Knowledge
•To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird. •To know the life process of reproduction in some plants and animals -To know about the work of past and present scientists: Past - Maria Sibylla Merian Past - Jane Goodall		-Use and develop keys and other information records to identify, classify and describe - Identify patterns that might be found in the natural environment -Use and innovate an increasingly sophisticated range of sentence stems with fluency and accuracy - Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas
History		
Substantive Knowledge		Disciplinary Knowledge
		•To know how to use timelines to place and sequence local, national and international events •To know how to ask a range of questions about the past
Geography		
Substantive Knowledge		Disciplinary Knowledge
• To know the names of countries in North America and where they're located • To know how to describe topographical features (including deserts and mountains) and land use patterns of countries in North America and compare those to the UK • Know how to explain where the main mountain regions are in the UK and North America • Know the names of and locate some of the world's deserts • To know how to describe the environmental regions and human characteristics of countries in North America •To know that deserts can be hot and cold		• To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe these • To know how to identify key differences between living in the UK and living in a country in North America • Know how to locate time zones and work out time differences
Cultural Capital		

Cultural Knowledge: To have in depth knowledge about the Geographical features of North America and be able to compare them to England's. To know the History of how America was discovered and consider the morality of this.	
Weekly Overview	
Week 1 Thematic	**Lesson 1** – We will look at our knowledge organiser & Big Question for this term: The USA or the UK: Which country is the greatest? We will discuss anything we already know about North America and any links we can think of between the UK/our lives and North America. We will then locate and label the countries of North America on a map. - To know the names of countries in North America and where they're located **Lesson 2 –** We will learn the term 'topography' and what features are topographical features. We will explore our atlases and find maps that show the topographical features of North America and compare them with the UK. -To know how to describe topographical features (hills, mountains, coasts and rivers) and environmental regions (including biomes) in North America and compare those to the UK Explore the countries of NA and also the UK. Explore the topography of both. **Lesson 3 –** children will learn what the main mountain regions and rivers are in the UK and North America. They will label in books and use atlases to explore this. Through this, they will explore how they are different. -Know how to explain where the main mountain regions and rivers are in the UK and North America
Week 2 Friday 13th Kindness day	**Lesson 1 -** We are going to learn about deserts and what qualifies something as a desert. We will learn that deserts can be hot or cold. And learn about some of the deserts that can be found in north america. -Know the names of and locate some of the world's deserts -Know that some deserts are hot and cold **Lesson 2 –** We will learn about land use patterns in North America and the UK and compare these patterns with the topographical features of their countries to find patterns. -To know how to describe land use patterns of countries in North America and compare those to the UK World Kindness Day 13th November - Children will be exploring kindness and what this means with a particular focus on being kind to yourself and respecting yourself. Throughout the day, we will be exploring how we can look after ourselves mentally and physically. This will then be embedded throughout the term and beyond, encouraging children to recognise the importance of showing kindness and compassion towards themselves. This will also link to the continued use of the Regulation Stations, supporting children to identify and practise strategies that help them regulate their emotions, manage challenges and show kindness towards their own wellbeing.
Week 3 PSHE week	**Lesson 1** – We will read extracts from two different stories: Let's Fill This World with Kindness Alexandra Stewart (real life acts of kindness) and Glitter Boy by Ian Eagleton. We will explore the messages that these stories are **Lesson 2** – In this lesson, we will explore the following questions: How can our words have power for good, or for harm? What role does peer pressure play in bullying? What's the difference between joking and bullying? How can we make sure our online actions are positive? How can one person start change in a group or school? **Lesson 3** – In this lesson, children will listen to real children talking about navigating bullying, sharing their experiences, motivations and coping strategies. We will explore what we can do if we experience bullying or if we witness bullying happening.
Week 4 Thematic	**Lesson 1-** Today the children will learn how to locate time zones and work out time differences. -To know how to locate time zones and work out time differences.

	Lesson 2 – We will be exploring what the human features of North America are and how human features are shaped by culture. We will then compare these to the UK. -To know how to describe the environmental regions and human characteristics of countries in North America Lesson 3-The children will be learning to identify the key difference between living in the UK and living in a country in North America. -To know how to identify key differences between living in the UK and living in a country in North America
Week 5 Thematic	**Lesson 1 -** We are going to be learning how to classify animals using a classification key. We will identify the basic characteristics of mammals, reptiles, amphibians and insects and then use the iPads to create a classification key. We will learn how to classify a mammal, an amphibian, a reptile, an insect and a bird based on their basic characteristics. **Lesson 2 and 3 –** We are going to be looking at the life cycles of different animals and discussing the similarities and differences between them We will explore the life cycle of animals living.
Week 6 Thematic	**Lesson 1 - How do some animals reproduce?** We will learn the life process of reproduction in some animals (reptiles, birds, insects and amphibians) NB: mammals covered in RSE later in the year. **Lesson 2 - How do plants reproduce?** We will learn about reproduction of plants. **Lesson 3 - How do we know about living things?** We will learn about the work of past and present scientists: Past - Maria Sibylla Merian and Recent - Jane Goodall
Week 7 RE	**Lesson 1:** Top up teaching **Lesson 2:** Who is Muhammad and why is he important? We will study Muhammad and his importance to the people of Islam and discuss figures of similar importance to us. **Lesson 3:** The life of Muhammad and his impact. We will continue our study of Muhammad and look at the impact that his life and teachings had on the people of Islam. **Lesson 4:** The importance of the Qur'an. We will study the Islam holy book, the Qur'an, compare it to other holy books that we have studied, think about its importance to Muslims and read some of the stories/teachings.