

Year 5

Homework will be given out on a Friday and will be expected in on the following Tuesday. Each week, children will be expected to complete a literacy, maths and topic related homework. Spellings will also be issued each week, please ensure your child practices them at home.

PE days – Tuesday and Friday. Children are expected to wear the correct school PE kits which consist of a plain navy t-shirt/jumper and plain black shorts or jogging bottoms and sensible footwear.

Please ensure your child has their reading book and reading record in school every day. Please read with your child every day when possible and sign their reading record.

A Continent Apart



Year 5

Northern America

Geography

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains (a more focused study), coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Art

Focus: Drawing, Painting, Printing, Choose Key art and artists from the countries

Focus: Drawing, Painting and Sculpture (relating to Greeks-clay work)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Music (Focus on music of North America)

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

History

A non-European society that provides contrast with British history-Mayan civilisation

Pupils should develop historical skills to understand aspects of history in

America:

Discovery of First peoples

War of independence

Slavery

Presidents-first black president

Design Technology

Focus: Cooking and Nutrition (Link to international cuisine of North America and fast-food)

When designing and making, pupils should be taught to:

Design

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 and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

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

understand how key events and individuals in design and technology have helped shape the world

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

PSHE

During our PSHE unit for this half term in Year 5, we will be discussing the physical and emotional changes that will happen to our bodies as they grow into adolescence.