

# Termly Curriculum Overview

Year 5 – Spring Term

The Americas



## English

### As Readers we will read:

- Discovering stories from the America
- Explanation texts based on the Amazon Rainforest
- Traditional Tales from the Ancient Civilisations

### As Authors we will write a:

- Persuasive texts about human impact on the environment
- Poems from the Americas
- Non-fiction report about one country

## Mathematics

### As Mathematicians we will focus on:

- Multiplication
- Division
- Fractions
- Decimals
- Percentages
- Perimeter
- Area
- Statistics

## Science

### As Scientists we will:

- Look at changes in materials.
- Recognise the differences between materials.
- Understand reversible and irreversible changes.
- Undertake experiments

## History

### As Historians we will look at:

- Ancient Mayan Civilization
- The Age of Exploration
- The impact of the Gold Rush
- How ideas have adapted and changed over time.

## Geography

### As Explorers we will look at:

- An Expedition to the Amazon Rainforest
- The Physical Geography of North and South America
- Human Geography of the United States

## Computing

As Digital Leaders we will:

be learning to:

- use the internet to learn about the Americas and countries located in them, the similarities and differences in trade, tourism and human and physical features between North and South America between a range of websites

be learning to: -understand the importance of not copying text directly from the internet and copywriting.

Use technology safely.

Create a digital Fact-file.

## DT

### As Artists/Designers we will look at:

- Landscape Art inspired by the Amazon Rainforest
- Pop Art by famous artists such as Andy Warhol

## Art

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## PE

To support our health and well-being we will:

- Exploring new games and rules, such as cricket.
- Improving our hand-eye co-ordination skills with bat and field sports.
- Continuing to develop teamwork skills.
- Perform fluent dances with characteristics, specific skills and movement patterns in response to a variety of different dance styles and eras.

## RHE/Citizenship

### As Citizens we will:

- Analyse the viewpoints of different individuals within different communities.
- Recognise the impact that humans are having on the world, today.
- Recognise our differences and how we can change to support others.

## RE

### **How do people's beliefs about God the world and others of an impact on their lives?**

Pupils will learn about different ideas and forms of expression in relation to beliefs about God in Muslim and Hindu life. They will reflect on their own responses to Hindu and Muslim text an expression in creative arts and architecture.

## Music

As musicians we will be:

Learning to play chords on an instrument.  
Learning to identify notes.  
Learning to play in a ensemble.

## Modern Foreign Languages

- understand and say the letters of the alphabet in French, and spell in French
- identify and name some places in a town in French
- ask in French where a place is
- respond to and give simple directions in French
- understand and give a more detailed route description in French
- understand and say some clock times in French (on the hour and half past the hour)
- identify some examples of liaison in French and pronounce them correctly
- identify and correctly pronounce the French *r* sound
- cope when you don't understand or don't know something in French

- understand and use short sentences in French to describe the seaside and activities at the seaside
- understand a longer, more detailed description in French of a beach scene, and use it as a model for writing your own description
- understand and use some recipe instructions in French
- adapt French sentences and use a wordbank to improve your writing
- understand and use the 'he/she/it' and 'they' forms of some French verbs
- identify masculine and feminine nouns in French
- use the correct masculine, feminine and plural forms of some French adjectives
- use French adjectives in the correct position in a sentence
- identify and correctly pronounce the French *j*, soft *g* and hard *g* sounds