

**Autumn term
Year 5 and 6
A whole New World
North America**

Our wow starter!

The children will practise the skill of tightrope walking before looking at videos/ text about Phillip Petit who walked between the two towers of the World Trade Centre in New York.
They will also become detectives to solve the mystery of the huge footprint- who/ what could it be?

What we will do!

How we will do it!

English

Writing - composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

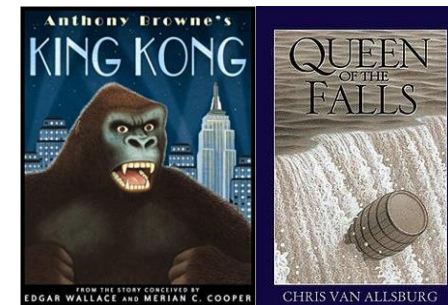
Once upon a time in New York City...

Children will read Anthony Browne's 'King Kong' and will explore the settings and characters in detail, including their feelings and motivations. They will also make predictions and inferences and will begin to justify these using evidence from the text. They will explore the author's language choices and use these as a model in their own writing.

Children will also create non-fiction reports related to the text.

In the second half-term, we will also read 'Queen of the Falls' by Chris Van Allsburg and will explore a range of genres linked to the text.

Anthony Browne will be our author of the term and we will explore his works and make comparisons.



Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.

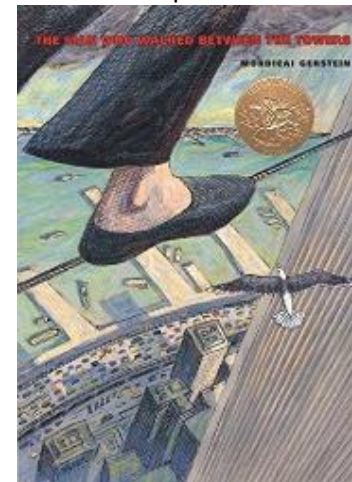
Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- making comparisons within and across books
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
- distinguish between statements of fact and opinion
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Using 'The Man Who Walked Between the Towers' by Mordicai Gerstein, children will explore how a real-life story has been portrayed as fiction. They will infer and deduce from pictures and text and justify their answers where possible.

They will consider a diary entry found written by Philippe Petit just before he left to walk between the towers and identify how the author has built up the suspense. After reading up to the point of the act, children will write a recount in the first person as the main character, using figurative language to describe feelings and scenery.

Finally, the children gather everything they have learnt about Philippe Petit and differentiate between fact and opinion.



Science

Living Things and Habitats:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Working Scientifically: observing and comparing the life cycles of plants and animals in

Life Cycles and Bright Sparks

We will identify parts of flowers and their functions and then describe the difference between sexual and asexual reproduction in plants.

While looking at sexual reproduction in mammals, we will explore the life cycles of different types of mammals in different habitats.

Children will look at the work of scientist Jane Goodall and explain what she discovered about chimpanzees.

their local environment with other plants and animals around the world; asking pertinent questions and suggesting reasons for similarities and differences; and comparing how different animals reproduce and grow.

Electricity:

- i. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- ii. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- iii. Use recognised symbols when representing a simple circuit in a diagram

Working Scientifically: systematically identifying the effect of changing one component at a time in a circuit; record scientific diagrams; Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary and designing and making a useful circuit.

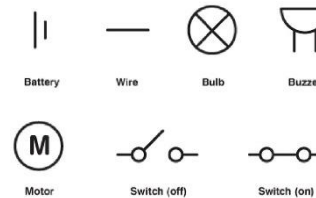
We will also describe the differences in the life cycle of an amphibian and an insect and later compare the life cycles of mammals, amphibians, insects and birds.



Children will identify scientific evidence that has been used support/ refute ideas in the context of major discoveries made by scientists in the field of electricity.

They will use recognised symbols when drawing circuit diagrams and explain the effect of different volts in a circuit, such as the brightness of a bulb or volume of a buzzer.

They will plan different scientific enquiries to answer questions and explore variations in how components function. The children will then record their data and report their findings and use this information to make predictions to set up further comparative and fair tests.



Geography



Locational knowledge

- locate the world's countries, using maps to focus North and South America,

North America

We will locate North and Central America on a world map and identify the countries which make up these regions (focus on Canada, Mexico and The USA). We will focus on New York City, including its population, boroughs and landmarks.

We will also identify the Equator, Tropics, Northern and Southern Hemispheres and

<p>concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, rivers, mountains, volcanoes and earthquakes, • human geography, including: types of settlement and land use, • Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>the lines of longitude and latitude on world maps and name US states/ Canadian Provinces</p> <p>The children will make comparisons about life in Britain and life in North America; including comparisons of food and culture (i.e. UK and US English).</p> <p>They will explore the landscape of North America, its climate and identify key physical features, such as Niagara Falls, The Grand Canyon and The Rockies. We will also discuss Natural disasters e.g. tornados and earthquakes</p> <p>Children will also examine human geographical features, such as major cities and landmarks, in particular New York and look at how New York has changed over time</p> 
<p><u>History</u></p> <p>a non-European society that provides contrasts with British history- Native Americans</p>	<p>Native Americans</p> <p>We will explore Native American beliefs and their way of life, including their spiritual beliefs and the importance of the buffalo. We will look in detail at famous Native Americans, such as Pocahontas.</p> <p>We will also discuss how European settlers and hunters impacted upon and changed their way of life. We will examine how Europeans travelled to ‘The New World’ and how this has led to modern day thanksgiving celebrations.</p> 

D & T

Design

- generate, develop, model and communicate their ideas through discussion and annotated sketches

Make

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

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Cooking and Nutrition

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where a variety of ingredients are grown and processed

Sky-Scrapers and Guacamole!

As part of our Science work on electricity, the children will design and make their own sky scrapers which will incorporate electrical systems, such as switches and bulbs.

We will also taste food from North America/ Mexico and evaluate likes and dislikes. We will then follow recipes to create Mexican dishes and discuss where the ingredients were grown and seasonality



Art and Design

- 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

Hockney and Hopper

After looking at the illustrations in King Kong, we will examine the work of the artists David Hockney and Edward Hopper

We will discuss their style and use of colour and then recreate:

- a scene from King Kong in the style of these artists
- art work using the painting from the artists as starting points.



Music

- 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 interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

Music to our ears

The children in Years 5 and 6 will have the opportunity to choose and learn to play an instrument from a choice of trumpet, trombone, euphonium, flute, clarinet, saxophone or glockenspiel.



PE

(Gymnastics (Autumn 1), Dance (Autumn 2), Games- All term)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team **YEAR 5 PGL**
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming (Autumn 1)- Just Year 6

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

GYMNASTICS:

DANCE:

GAMES: Children will develop their skills and then apply these to competitive games, including basic principles for attacking and defending.

SWIMMING: Year 6 children will swim in the first half term and refine their strokes for an extended length and practise self-rescue.



Computing

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Animation

We will learn about the history of animation and how the introduction of computers has changed the process. Children will design and make flip books and then use animation software to create their own scenes.

As part of our E-Safety work, children will understand the importance of creating strong passwords, keeping them safe and the consequences of sharing a password or leaving it lying around.



Languages

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Hola Amigos!



We will learn to greet each other in Spanish and play games to learn Spanish numbers and colours. We will also learn a song in Spanish
At the end of the term, we will find out about **Feliz Navidad** – experience some of the traditions of a typical Spanish Christmas

RE

Using the Cheshire Agreed Syllabus, children will follow the 'Encounter and Response' model. This gives them opportunities to engage and enquire, express and evaluate. CHRISTIANITY

The Church e.g.

- as a community of believers with members from all races and nationalities

Christianity

Children will learn how and where Christians worship. We will look at features of churches; different branches of Christianity; Christian ceremonies, customs and celebrations; and the Bible and its stories.

continuing the work of Jesus

The Bible e.g.

- as a basis of Christian faith containing beliefs expressed in different kinds of literature, comprised of Old and New Testaments
- its use in worship
- its use in personal devotion
- providing guidance and inspiration for Christians



Maths

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems.

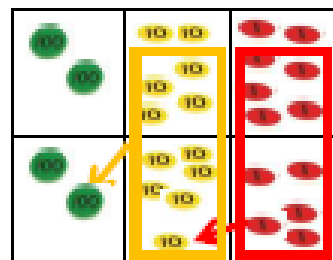
It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of calculation and to help them recognise when to use certain operations and methods when faced with problems.

To support children's understanding we follow a CPA (Concrete, Pictorial, Abstract) approach as detailed in our calculation policy.

Autumn term focus: Place Value and four operations

See weekly planning

$$267 + 155 =$$



$$\begin{array}{r} 267 \\ +155 \\ \hline 422 \\ 11 \end{array}$$

$$400 + 20 + 2 = 422$$

$$\begin{array}{r} \pounds 23.59 \\ + \pounds 7.55 \\ \hline \pounds 31.14 \\ \hline 111 \end{array}$$

Class Maths

Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

See weekly planning

3D shapes

