

# TOPIC CURRICULUM PLANNING

<b>Year Groups: 5</b>	<b>Term: Autumn</b>	<b>Theme: North and South America</b>	
<b>Curriculum Objectives</b>			<b>Links to English and Maths</b>
<p><b>Art objectives:</b>            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,            To develop a better understanding of what line is and how it is used within art.            To understand how to use continuous line.            To develop a better understanding of how to use cross-hatching when drawing.            To develop your drawing skills when using line.            To understand and demonstrate how to use tone and pencil.            To develop your drawing technique when using tone.</p> <p><b>Computing objectives:</b>  <u>E-Safety</u>            To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.            To talk about why it's important to be kind and polite.            To tell a trusted adult what I want to use a device for.            I know that the internet may contain things that make me feel uncomfortable as well as things that are enjoyable for me.            I can tell an adult if something upsets me when using technology</p> <p><b>Geography objectives:</b>  <u>Locational knowledge</u>            To locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.            To 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)</p> <p><u>Place knowledge</u>            To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><u>Human and physical geography</u>            To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.            To describe and understand key aspects of 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.</p> <p><u>Geographical skills and fieldwork</u>            To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Music objectives:</b>            To play and perform in solo and ensemble contexts playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory            To use and understand staff and other musical notations            To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p><b>RE:</b></p>			<p><b>English:</b>  <b>Persuasive Writing about deforestation</b>  <b>Internet Safety comics</b></p> <p><b>Maths:</b>  <b>Co-ordinates</b>  <b>Map reading</b>  <b>Positional vocabulary</b>  <b>Scale</b>  <b>Ratio</b></p>

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To compare the different ways Sikhs put their religion into practice.  
To use the right names for some Sikh symbols or practices and talk about them.  
To talk about some of the things Sikhs do to show their religion is important to them.  
To use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.  
To make links between how Sikhs practise their religion and the beliefs that underpin this.  
To use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.

**PSHE / SRE:**  
To recognise what constitutes a positive, healthy relationship and develop the skills to maintain and form positive and healthy relationships.  
To understand the importance of protecting personal information, including passwords, addresses and the distribution of images online.  
To know how to manage requests for images of themselves, when it's appropriate to ask for a share and when to share and what to do if you feel uncomfortable.  
To appreciate the range of national, regional, religious and ethnic groups in the UK.  
To know what being part of a community means, and about the varied institutions that support communities locally and nationally.

**Science**  
To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  
To describe the life process of reproduction in some plants and animals.  
To describe the process of sexual reproduction in flowering plants.  
To describe the process of asexual reproduction in plants.  
To describe the process of sexual reproduction in animals.  
To observe and compare the life cycles of animals in our local environment with other animals around the world  
To compare how different animals, reproduce and grow. Children

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Lesson	Subject/s	Learning Objective	Lesson	Subject/s	Learning Objective
<b>1</b>	SRE / PSHE	To understand what it means to be a citizen and part of a community Children will discuss their rights and responsibilities in different contexts before creating a class charter as well as explaining which rights and responsibilities are most important.	<b>14</b>	Art	To develop a better understanding of what line is and how it is used within art. Children will experiment with different types of line and mark-making, and will complete a mark-making activity.
<b>2</b>	SRE / PSHE	To understand what an awareness of self is. Children will discuss what makes them unique and what living in a diverse society is like. Children will discuss the range of national, regional, religious and ethnic groups in the UK.	<b>15</b>	Art	To understand how to use continuous line. Children will produce wire cubist facial features inspired Pablo Picasso's portrait.
<b>3</b>	SRE / PSHE	To understand what respect is and how to respond to those who are being disrespectful. Children will discuss what constitutes a positive, healthy relationship and develop the skills to maintain and form positive and healthy relationships in school and the wider community	<b>16</b>	Art	To develop a better understanding of how to use cross-hatching when drawing. Children will learn about artists who use cross-hatching. They will learn what cross-hatching is and apply cross-hatching to a template. The children may use cross-hatching to draw real-life objects.
<b>4</b>	Computing	To identify what constitutes personal information Children will develop awareness of potential risks and how they can be dealt with. They will learn which information is personal and not personal and which information shouldn't be shared online	<b>17</b>	Art	To develop your drawing skills when using line. Children will use line and colour to outline the features of the face. They will layer three different colours of line to produce a layered portrait.
<b>5</b>	Computing	To make real choices and decisions considering moral and social dilemmas Children will develop an understanding of how and where to find advice and help about online and media safety. They can identify types of risking messages and can take appropriate action. They will discuss how vulnerable mobile phones are and can say how to take care when using one.	<b>18</b>	Art	To understand and demonstrate how to use tone and pencil. Children will practice using a variety of tones and practice using cross-hatching. They will use tone on 3D objects.
<b>6</b>	Computing	To recognise when, why and how photographs we see online may have been edited. Children will explore the changes that have been made to an original photograph and digitally alter their own photographs. They will learn that not everything I see online is true and explain how false photographs can make people feel bad about themselves.	<b>19</b>	Music	There will be 6 music lessons focusing on Samba. The children will be listening to, commenting on and composing their own music which they will perform to the rest of year 5 and 6.
<b>7</b>	Geography	To find out about the location and countries of South America and North America. Children will identify South America and North America as a continents and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map. Children will learn about how North America is organised into areas, such as the Caribbean and Central America. They will identify the 23 countries that comprise North America	<b>20</b>	Science	To describe the process of sexual reproduction in flowering plants. Children will recap the names of parts of a flower and learn about how flowering plants reproduce sexually. They will then either label diagrams of flowering plants or dissect flowers.

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<b>8</b>	Geography	To find out about the climate in South America. Children will use climate zone maps to explore climate zones and patterns around the world before taking a closer look at the various climate zones in both continents. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates. They will then explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.	<b>21</b>	Science	To describe the process of asexual reproduction in plants. Children will learn about some ways in which nonflowering plants reproduce asexually, then either describe one of these processes in their own words or grow plants from cuttings.
<b>9</b>	Geography	To find out about the major mountain ranges of South America. Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains.	<b>22</b>	Science	To describe the process of sexual reproduction in animals. Children will learn about sexual reproduction in animals, including some ways in which some reptiles and fish reproduce. They will then either sort and classify animals, or compare their life expectancies and gestation periods.
<b>10</b>	Geography	To explore the geographical features of North America. Children will identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed. They will also explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.	<b>23</b>	Science	To observe and compare the life cycles of animals in our local environment with other animals around the world. Children will study and compare the life cycles of animals living in a variety of environments. They will then either research animals living in different environments, or compare the life cycles of two animals living in different environments.
<b>11</b>	Geography	To find out about trade and industry in South America. Children will consider the concept of world trade and recognise some of the products we use that may come from South America. They will identify some of the biggest exports of South America and recognise some of their strongest industries.	<b>24</b>	Science	To compare how different animals, reproduce and grow. Children will learn more about the life cycles of animals, focussing on gestation periods and growth. They will then explain the life cycles of animals in their own words, using technical vocabulary
<b>12</b>	Geography	To explore the various time zones of North America and how these compare to other time zones around the world. Children will identify why different parts of the world have different time zones. They will use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.	<b>25/26</b>	RE	To compare the different ways Sikhs put their religion into practice. To understand what the 5ks are in Sikhism. To understand how Sikhs are committed to their religion
<b>13</b>	Geography	To compare a region in the UK with a region in North America. Children will describe their local area in detail, using appropriate geographical vocabulary. They will then compare their local area with specific areas in North America, considering how both physical and human features are similar and different.			

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