

South America



Autumn 1

South America unit (First 2 weeks back)

- Use atlases to locate countries in South America and label on a map.
- Use keys within atlases to locate physical features such as rivers, mountains and climate zones.
- Look at natural wonders in South America. Create a poster or leaflet on a chosen natural wonder.
- Artist study of South American artist Beatriz Milhaze. Take inspiration from her style to create 'stained glass' effect art to be displayed on classroom windows.
- Learn poetry by Gabriel Mistral by heart.
- Edit and improve a poem by Gabriel Mistral and publish.

French

- Develop speaking, listening, reading, writing and pronunciation linked to: 'How are you?' months of the year, cardinal and ordinal numbers, writing and saying the date, my birthday.

Computing

- Combine a variety of software to accomplish given goals.
- Select, use and combine a variety of different software on a range of digital devices.
- Analyse and evaluate data.
- Design and create systems.

Art and Design

- Develop watercolour techniques to paint using a limited colour palette the Lighthouse from our book before and after it has been camouflaged.

Literacy

- Make predictions about a text using a front cover and the blurb.
- Write a response in role as a character from the text.
- Create a descriptive word bank and rewrite a scene from the book entwining narrative and description.
- Summarise chapters from the book, focusing on the key events.
- Take notes by retrieving information and inferring thoughts and feelings.
- Use knowledge from history lessons to write a letter in role as an evacuee.
- Learn about relative clauses and edit and improve a piece of writing to include these.
- Read and discuss a wide range of poems from 'What are we fighting for?'
- Prepare and perform a poem about the process of evacuation.
- Recount events in a story map.
- Choose to write a script or a persuasive letter to the ministry of defence.

Science

- What light? Write an explanation of what light is and the different light sources there are.
- Create a model explaining how light travels from a light source and into our eyes in straight lines.
- Draw a diagram showing understanding of how light reflects off objects to enable us to see.
- Investigation using torches and mirrors to show the difference between the incident ray and reflected ray and how the angles of these are the same when reflecting.
- Investigation and drawing a diagram of how shadows have the same shape as objects that cast them.
- Predict what affects the size and shape of shadows and explain using scientific knowledge.

Maths

- Read, write and compare numbers up to 10,000,000 and determine the value of each digit within numbers.
- Round numbers to any degree of accuracy.
- Understand negative numbers and calculate intervals across zero.
- Solve addition and subtraction calculations using partitioning, number bonds and compensation and check calculations using the inverse.
- Identify multiples, factors, prime numbers and prime factors.

PE

- Invasion games - develop a range of key skills that can be transferred to a variety of different invasion games.
- Communicating, collaborating and competing with each other in a range of team sports.

Geography

- Locate and label the countries who were on the two different sides of the war - Allies and Axis.
- Analyse and discuss what they notice about the location and sizes of countries on each side and the impact this had on the outcome of the war.

CORE TEXTS

- Letters from the Lighthouse by Emma Carroll
- What are we Fighting For? By Brian Moses and Roger Stevens

History

- Draw a timeline of key 20th century events and understand chronologically when the world wars occurred.
- Understand the historical concept of causes and consequences - What is war? What causes war? What are the effects of war?
- Identify and explain the events leading up to the start of World War 2.
- Know what evacuation means, who was evacuated and the reasons for evacuation - writing a letter in role as an evacuee (literacy link).

Design and Technology

- Plan, design and make an Anderson shelter as an explanatory model.
- Evaluate the plan, design and model and suggest improvements.