

Spring 2 Year 5 – Living with the Power of Mother Nature (Part 2)

Herne Junior School

Description/Theme Intent:

This theme is a comparison between a region in the UK and a region in North America. We have chosen to study The South Downs National park and the Yellowstone National park. The children will look at similarities and differences in these regions and understand some of the reasons for them. As an overview they will look at the main countries and principal cities within Europe and North America.

Curriculum Hook:

The children will begin the topic by being given an invitation to a picnic in the park. They will need to decide during the duration of the topic which National Park they would prefer as a picnic location. During the first lesson they will take part in an Atlas quiz to start the topic. They will start to prepare for a trip to the South Downs National Park.

Quality Text / Whole Class Reader:

Swimming against the Storm – Jess Butterworth



Links to being a British and Global Citizen:

RESPECT and ENVIRONMENT: as global citizens, the children will learn about the natural environment around them and how it is unique.

RESPONSIBILITY: the children will learn about their responsibilities towards their own

Links to SMSC, RRR and HARMONY:

RESPECT: as global citizens, the children will learn about the natural environment around them and how it is unique.

SPIRITUAL: the children will explore their feelings about their own surroundings.

Life Long Learning Skills (Problem Solving, Creativity, Resilience, Independence and Collaboration):

- **Problem Solving** – the children will develop their problem solving skills at Avon Tyrell.

Outcome/Impact:

The children will compare the similarities and differences between the features of the two national parks and present using an infographic, before deciding which one they feel is the more ideal picnic location. They will have the opportunity to go on a picnic in the South Downs National park with their class.

As readers, writers and performers, we will:

- Start the term by learning to write like a volcanologist. We will think about the sequence of events that lead to a volcanic eruption and how to expand our explanations with clarity. We will then use this to write a non-chronological report on volcanos. This will have a focus on presentational features and will finish with the children producing a 2 page
- Finally, we will experience an immersive week learning about the suffragette movement in Britain. We will write a short biography and a formal letter of thanks.

As mathematicians we will:

- learn to measure angles and calculate angles using the facts that we know.
- continue our work on fractions by, adding and subtracting fractions, incl. mixes numbers; multiplying unit fractions, non unit and mixed nos by integer; calculating fractions of amounts, fractions as operators.
- Continue our number work by working with decimals up to 2DP; decimals as fractions; understand 1000ths; order and compare decimals; calculate percentages.

As geographers we will:

- Study the key features of The South Downs National park and the Yellowstone National park. This will include climate, habitats, elevation and relief, animal and plant species, rock/soil types and land use. We will look at similarities and differences in these regions and understand some of the reasons for them.
- Extend our geographical skills to include four figure grid reference and fieldwork.
- As an overview, we will look at the main countries and principal cities within Europe and North America.

As scientists we will:

Become 'chemists' throughout this unit of study, developing our understanding of changing materials and particles. We will participate in scientific experiments to understand the following areas in more depth, with an increasing awareness of the importance of a fair test and changing variables.

- Identify substances that dissolve to form solutions and describe how to recover them.
- Separate solids using different methods.
- Recognise that new materials are formed when something is burnt and that this is an irreversible change.
- Identify reversible and irreversible changes.
- Compare and group together everyday materials on the basis of their properties.

Celebrating our community

- We will be celebrating the beauty of our local surroundings by enjoying our very own picnic in our local South Downs National Park.