

Our topic this half-term is called **'Where in the world is the Amazon?'** with Geography being the lead subject and purposeful links to Art, Music and Science. Computing and French will be taught separately and we will also revisit and continue some of our learning about puberty from the autumn term.

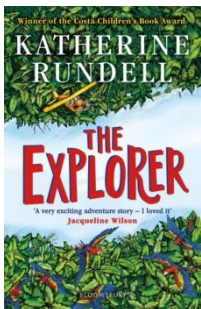


As **writers**, we will focus on using dialogue, relative clauses, different ways to start our sentences and ways to show cohesion to plan and write an adventure story set in the rainforest. We will also be planning and writing, using expanded noun phrases, a poem about the Amazon Rainforest. Finally, we will be using brackets and different ways to link our writing to create a discussion text about deforestation in the Amazon.

As **readers**, we will continue to use Rocket Retriever to find information to answer questions about the texts we read and use Dark Decoder to develop our decoding strategies to find out the meanings of new words. We will also be using Crimson Clue Hunter to find clues in the text to infer meaning and looking at how authors use different types of language for description, as well as using Captain Comparison to compare different texts that we read that are set in the Amazon. The novel we will be reading this half term will be **The Explorer by Katherine Rundell**.



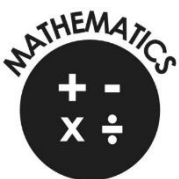
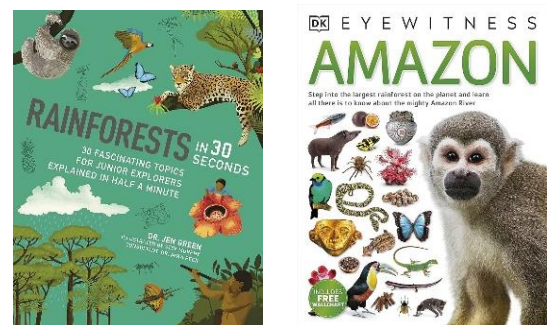
Our class novel is:



In English we will be reading:



In Reading Fluency we will be reading:



As **mathematicians**, we will be exploring measures by looking at length, mass and capacity. We will also be learning about reflection, translation and co-ordinates, as well as revisiting learning on angles. We will then be learning about measurement by exploring volume, area and cube numbers. We will then move on to solving problems involving volume.

As **scientists**, we will be learning about different life cycles including those of plants and some animals. We will also learn about how plants and some animals reproduce. We will be working scientifically by comparing the life cycles of plants and animals in our local area with those from the Amazon Rainforest.



As **artists**, we will be learning about the work of two artists whose work was inspired by the rainforest – Ruth Daniels and Henri Rousseau. We will learn different drawing techniques, creating light and dark tones in our work and exploring pastels. We will then create a 3D clay tile for the rainforest based on our ideas and sketches.

As **musicians**, we will be creating a piece of music (a soundscape) to represent the Amazon Rainforest. We will explore improvising over a drone and a groove, as well as experimenting with dynamics, learning about the terms- fortissimo, pianissimo, mezzo forte and mezzo piano.





As **sports people**, we will continue to learn to swim breaststroke, front crawl and back crawl effectively. We will also learn how to perform self-rescue in different water-based situations. We will also be developing our strategies for defending and attacking through the game of netball. Please remember, swimming kits will be needed every Friday and children will need to come to school in their P.E. kits on a **Thursday** and **Friday** too.

As **geographers**, we will use different atlases and maps to locate the Amazon basin and other important geographical features of the region. We will use different sources to find out about the climate, vegetation, soil and inhabitants of the Amazon and compare the region to other places that we have studied in the world.



As **educated citizens**, we will be learning about our value of Honesty. We will explore how being honest helps children develop friendships and gain one another's respect. We will also be revisiting our learning on puberty.

As **linguists**, we will continue our learning about time with Mrs Boswell every Tuesday afternoon. We will learn how to say and write a sentence to tell the time to o'clock and half past; to count in fives to at least 30; to understand and use the terms avant and après; and to answer questions about a TV schedule.



As **computer users**, we will continue to control an objects speed, direction and heading in our coding with Mr Smith every Tuesday afternoon. As we develop our skills, we will apply our knowledge of the x and y axis and angles to control objects with greater accuracy and also debug our code.

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**Key Vocabulary:** deforestation, persuade, tribe, hammock, tradition, longitude, latitude, canopy, geographical region, agriculture, human and physical features, extractive industries.

**Home Reading:** Reading targets are monitored every **Thursday**. Children are expected to complete at least one reading quiz a week and achieve a score of 80+% to achieve their reading target. Remember, plenty of reading please with an adult so support can be provided with unfamiliar vocabulary and checking for understanding. You might find our reading videos useful which are on our website:

<http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

A reminder that homework for spellings and timetables are no longer being set because we want to prioritise time at home for home reading. Children can choose to practise spellings and times tables at home if they wish using the key words listed above and their online Times Table Rockstars account.

Thank you for your support. Miss Day and the Y5 team.