

# Year 5

## Key Aim –

Through this topic, we aim for children to understand the difference between our location in Portsmouth and Antarctica.

## Quality Texts to Inspire Us:

The Highway Man  
Rooftoppers  
Shackleton's Journey

## Key Vocabulary:

Contrasting  
Exploring  
Environments  
Habitats  
Sea to Snow  
Life Style

## Key facts:

- Antarctica is the highest, driest, coldest and windiest continent on Earth.
- Antarctica covers 14.2 million square kilometres (5.5 million square miles)
- The Antarctic ice sheet is the largest ice store on earth.
- Its landmass covers 14 million kilometres (5.4 million square miles)



## Key Concepts:

The pupils will develop a clear understanding of two different Continents.

We will use our local knowledge on Portsmouth and compare this to that of the Antarctic.

This will be consolidated through our Science, Art, Humanities and English work.

## Key Skills:

- To compare and contrast Portsmouth to the Antarctic.
- Write a setting description based on our class book – The Rooftoppers
- Create an Art Project based on landscapes that we have explored.

**YEAR 5**  
**Contrasting Continents – From  
Sea to Snow**  
*Summer Term 2024*

**Outcome:** The pupils will develop a clear understanding of two different Continents. We will use our local knowledge on Portsmouth and compare this to that of the Antarctic. This will be consolidated through our Science, Art, Humanities and English work.

**Hook: Comparing Continents**



As **Readers**, we will:

- Continue to read and discuss an increasingly wide range of genres
- Read books that are structured in different ways and reading for a range of purposes
- Identify and discuss themes and conventions in and across a wide range of writing
- Draw 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
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieve, record and present information from non-fiction

Key Texts:

The Highway Man  
Rooftoppers  
Shackleton's Journey

As **Writers**, we will:

- Learn to understand and use a range of grammar devices within our writing.
- Write for a specific purpose and audience, using a wide range of devices to build cohesion within and across paragraphs.
- Use organisational and presentational devices to structure a text and to guide the reader.
- Recognise the structure and features of a range of non-fiction texts.
- Make edits in our writing in order to improve its overall effectiveness.
- Proof read their own and others work to spot errors

Key Vocabulary:

Fronted adverbials, subordinate, main and relative clauses, conjunctions, semi colons, headings, subheadings, modal verbs, passive voice, parenthesis.

Must Haves:

Joined, legible handwriting, capital letters for proper nouns, full stops, commas for clauses and for lists.

As **Mathematicians** we will:

Be able to solve one and two step problems, identify and describe patterns, read and write and compare numbers, solve number problems and practical problems, interpret and use negative numbers in context, round any whole number.

This will be taught through a focus on:

- Shape
- Position and Direction
- Decimals
- Negative Numbers
- Converting units and volume

Key Vocabulary:

addend, composite number, denominator, digit, dividend, divisor, factor, imperial, improper fraction, Integer, metric, multiple, negative number, numerator, operation, prime number, product, rounding. Kg, MM, CM, Forward, right, left, back.

As **Scientists** we will:

- compare and group together different animal groups and explore their habitats.
- know that some animals have adapted their bodies to suit their surroundings.
- Reflect on previous learning about lifecycles and link these in to our new understanding about animals, including humans.
- Develop further knowledge about Sir David Attenborough.
- Develop Understanding of the work of Jane Goodall
- Research different habitats and develop a solid understanding on why animals adapt to suit these environments.

Key Vocabulary:

Habitat  
Environment  
Living things  
Adaption  
Life Cycles

As **Geographers / Historians** we will:

- Explore and research different continents -Comparing Portsmouth to The Antarctica.
- Discover the differences in lifestyle
- Comparing and contrasting Animals – Linking to our Science topic.
- Investigate differences in temperatures, day and night times.
- Describe and compare physical features of different localities and offer explanations for the locations of some of those features.
- Describe and compare human features of different localities
- Recognise how people try to improve and keep environments.
- Use mapping skills and evidence to answer a range of geographical questions.
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Key Vocabulary:

Contrasting  
Continents  
Environment  
Temperature  
Living quality  
Vision – View

As **Artists** and **Designers**, we will:

- Using our English Book – Rooftoppers – to inspire us to create a landscape
- Comparing and contrasting landscapes
- Using water colours
- Using still life

Key Vocabulary:

Blending, sketching, cross-hatch, hatch, colour, primary and secondary, sculpture, research, artist, create, plan, design.

As **Computer Technologists** we will:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- Explore modelling, designing and making as a computer skills.
- Develop and use spreadsheets

Key Vocabulary:

E-safety, encryption, plagiarism, citations, debugging, command, input, output, simulation, sequence, readability, cursor, password, audience, node, collaboratively.

In **PE** we will:

Utilising our sporting skills during cricket sessions. Preparing for our Solent Sports Day.

Key Vocabulary:

Cricket  
Sports Day Skills

In **PSHE** we will:

Understand and develop knowledge on how to keep ourselves safe. We will be exploring a new SRE subject and develop a clear understanding on our bodies.

Key Vocabulary:

Body  
Relationships  
Ownership and respect

As **Musicians**, we will: Identify musical devices in live or recorded music e.g. does the tune come back? Is there a structure? How many layers of sound are there? Are melodies or rhythms repeated in a piece of music? Compare and contrast different styles of music identifying how structure is used in different musical styles e.g. the tempo different in each section.

Key Vocabulary:

Time, rhythm, beat, tone, volume, dynamic, body percussion, contrast, turn around.