



During this half term our enquiry is:

Why would you leave one small island for another?

Through this enquiry, children will extend their knowledge of the wider world and learn about the physical and human features of North America; its location in the world and the countries that make up this continent. As geographers, children will use atlases and digital mapping, to compare a region of Jamaica with our local environment and consider what their life would be like if they lived in the Caribbean. Through the reading of non-fiction, the children will then learn about the migration of people to Britain from 1066 to the present day. They will focus on the famous migration of nearly half a million people from the West Indies to Britain, beginning with the journey aboard The Empire Windrush in 1948 after the ending of the second world war. The enquiry will move on to consider the push and pull factors linked to migration and the way immigrants throughout history, and still today, have changed and shaped the face of modern Britain.

As part of this enquiry, the children will learn about **Christopher Columbus** and his discovery of the Caribbean islands, the campaigning work of Windrush pioneer **Sam King** and will explore the influential poetry of **Benjamin Zephaniah**.

Read through the attached knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – ‘teaching’ you helps them to reinforce their own learning. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page! Follow their own lines of enquiry and questions to discover even more!

Key vocabulary for this unit of learning includes: *migrant, migration, immigrant, immigration, citizen, commonwealth, mother country, ethnicity, race, nationality, illegal immigrant, asylum seeker, refugee, economy, equator, hemisphere, longitude, latitude, identity, culture, Caribbean, Jamaica, settlement.*

| Subject | Activities / areas to be covered in school | Possible learning at home |
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| English | <p>This half term, we will be studying the text Windrush Child by Benjamin Zephaniah. The book follows the story of a young boy who was part of the Windrush generation, migrating from his home in Jamaica to England. Children will complete some fictional writing in the form of diary entries.</p> <p>We will look more at Benjamin Zephaniah’s literary work by studying some of his poetry – Talking Turkeys and The British. Children will produce some performance poetry of their own based on his work.</p> <p>To finish this very busy half term, the children will be using this <u>visual literacy</u> stimulus for their writing: https://www.literacyshed.com/cominghome.html</p> <p>The film tells the story of a Robin returning home from his Scandinavian migration across treacherous seas, to spend Christmas (and eat mince pies) with his ‘loved one.’ The children will explore the theme of migration from a different perspective, building on what they know about human migration from their geography enquiry this half term. They will use this stimulus to incorporate a range of descriptive devices – such as similes, metaphors and even personification – into their descriptive writing about the weather. Finally, they will write a first person retelling of</p> | <p>Have you read any books where characters go on a journey? Both of our texts for this half term see the main characters set off on a journey. I wonder if you could explore this theme throughout your reading at home.</p> <p>It would be lovely to explore Floella Benjamin’s text, Coming Home.</p> <p>Explore new vocabulary that appears in books and daily life around you. Can you link any words using their root words or similar words you already know?</p> <p>A root word is a basic word with no <u>prefix</u> or <u>suffix</u> added to it (a <u>prefix</u> is a string of letters that go at the start of a word; a <u>suffix</u> is a string of letters that go at the end of a word). By adding <u>prefixes</u> and <u>suffixes</u> to a root word we can change its meaning.</p> |



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| | the clip in role as the robin as he makes his way home in time for Christmas. I'm sure the children will enjoy sharing these with you at the end of the half term. | |
| Maths | This half term, we will be finishing our unit on addition and subtraction, looking at the use of rounding and inverse operations to estimate/check answers. The children will apply their addition and subtraction knowledge to solve multi-step problems and missing number calculations. We will then be moving onto multiplying and dividing. This will include looking at factors, multiples and prime numbers. It will also include looking at squared and cubed numbers. The children will need to use times tables knowledge to support them with many of the calculations this half term. Throughout the half term, the children will have the opportunity to reason and solve problems in a range of contexts. The children will be completing daily quick fire arithmetic questions and weekly fluency lessons to embed their knowledge. The children have the opportunity to use Times Tables Rock Stars on the ipads each week. | Children should focus on their times tables this half term. Practice rapidly recalling them and their related division facts. Download the 'Times Tables Rock Stars' app for practise at home. The children know their logins. Have a go at some problem solving at home using the links below! Maths at Home NRICH For Two NRICH |
| Science | We will be introducing the scientific enquiry 'Properties and Changes of Materials'. Our enquiry will run over Autumn 2 and Spring 1. Within this half term, our focus will be upon properties of materials. When working scientifically, children will have the opportunity to plan investigations which allow them to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. They will also look at how they can compare and group everyday materials on the basis of their properties. | Have a look around your home. What materials are some things made from? E.g. dining table, kitchen worktops, flooring. Why do you think they are made from this material? What are the benefits of using this material for the products purpose? Example: Windows are made from glass. They are transparent to let light into rooms. |
| Physical Education | This half term, Class 9 will be going swimming on a Monday afternoon as well as taking part in outdoor PE on a Tuesday afternoon. Class 10 will be going swimming later in the school year (dates to be confirmed) and for this half term will take part in PE on Tuesdays and Wednesdays. For school PE sessions, the children will need to arrive to school in their school PE kit for these days only unless they are informed of any changes to the timetable. As Tuesday's outdoor PE is basketball, please ensure that the children have outdoor footwear and weather appropriate clothing as this lesson will take place outside, in the school MUGA. On a Wednesday afternoon, the children will take part in indoor PE which is dance where we will be creating an Olympic dance. | Watch video clips of Olympic Games ceremonies from the past. What key parts could we include in our dance? |
| PSHE | Our enquiry question for PSHE this half term is, 'What decisions can people make with money?' We will be looking at building children's knowledge of money and will explore what can influence | Talk to your child about money and banking. Discuss the things that adults have to spend money on and how much things cost. |





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| | <p>what people spend money on. The children will learn how to keep their money safe and explore the risks that can arise when people are dealing with money.</p> <p>Children will gain knowledge about many aspects of banking, from the bank accounts that are available to how they spend money from different types of accounts.</p> | |
| Computing | <p>Throughout the half term, children will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. At the conclusion of the unit, children have the opportunity to reflect on and assess their progress in creating a video. We are going to be linking our computing knowledge to our study of the Empire Windrush, creating a news report on its arrival in Britain.</p> | <p>Have you ever created a video before? You could have a play around with different angles and perspectives.</p> <p>Can you create a story board at home to describe an event?</p> |
| Religious Education | <p>In RE lessons this half term, we will consider the question: Why do some people believe God exists?</p> <p>As part of this topic, the children will hear from different religious and non-religious groups about their belief in God. They will investigate the given question, raising their own questions about the nature and existence of God focussing on Christian ideas about God. They will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.</p> | <p>Do you know if people close to you believe in God? You could ask them their opinion and find out the reasons why they think that way.</p> <p>For those people you might find who do believe, how does that affect their lives? How do they show their beliefs?</p> |
| Art | <p>In Art this half term, children are introduced to typography design and they explore how they can create their own fonts and designs. Children explore how we can use visual letters and other elements to help convey ideas and emotions.</p> <p>They are introduced to the work of artists and designers who have both used lettering combined with maps to produce maps which tell stories. Children then go on to create their own visual and often three-dimensional maps. We will be linking this to our Geography study and the physical and human features of North America.</p> | <p>Can you explore different fonts on Microsoft Word?</p> <p>Have a go at drawing some letters using the different fonts!</p> |
| Music | <p>This half term in music we will continue to have Durham music coming into school to teach the children the Ukulele. We will continue to learn a variety of chords and apply this when listening to, practising and performing.</p> | <p>Practise with an online Ukulele app. Virtual Ukulele & Guitar - Dr. Musik</p> <p>Listen to and enjoy music from the listed musicians. Discuss with your child, music that you listened to when growing up.</p> |
| Geography | <p>In topic this half term, we will be asking the question: Why would you leave one small island for another?</p> | <p>Can you name the continents of the world? I wonder if you can draw a map of the world from memory?</p> |



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| | <p>As geographers, the children will become confident in locating the continent of North America and naming the countries within it. They will learn how to describe geographical positions linked to their latitude and longitudinal points as well as the position of the continent within the northern hemisphere. The children will also study weather and climate changes across the globe. They will explore different physical and human geographical features of North America and take an in depth look at the Rocky Mountains of Canada. Using atlases and digital mapping, the children will develop their map reading skills and use this to make detailed comparisons between their local area and a region in Jamaica. Finally, they will explore migration and investigate the push and pull factors that influence the decisions of many people who move from their home country to live in another country.</p> | <p>Were you, or any of your friends and family, born in a different country? I wonder what it would be like to move to a different country – see if you can find out.</p> |
| <p>History</p> | <p>In history, our learning will be closely linked to our geographical study. The children will learn that for many years people from all over the world have been coming to live in Britain. We will explore the terms <i>refugee</i>, <i>asylum seeker</i>, <i>immigrant</i>, and <i>migrant</i>. We will explore where these terms have been relevant through history including the arrival of The Windrush in 1948. With links to the children’s learning in English, their non-fiction reading will provide an overview of migration, spanning the slave trade, Irish famine, world war 1, world war 2 and the war in Syria in 2011. We will also touch on the current humanitarian crisis in Afghanistan and look at where displaced people have been forced to flee to. The children will then consider what changes these migrations have made to life in Britain.</p> <p>They will also explore primary and secondary sources of information and consider what they can learn about the time from the sources of information, the reliability of the information they are presented with and the possibility of bias influencing the source.</p> <p>We will be using this enquiry as an opportunity to extend our learning beyond Black History Month (October) to explore some of the struggles faced by black people and their influence on the UK and the wider world.</p> | <p>Find out about the migration history of the northeast.</p> <p>Find out about migration through the years here: https://kids.britannica.com/kids/article/Human-Migration/353465</p> <p>Take a look at this article called ‘What is the Windrush generation?’ on BBC Newsround to find out some background information about our enquiry for this half term. https://www.bbc.co.uk/newsround/43793769</p> |
| <p>French – MFL</p> | <p>In French this half term, we will be learning how to repeat and recognise the vocabulary for a variety of clothes in French. We will use the appropriate genders and articles for these clothes and become more confident using the verb <i>porter</i>. We will use our knowledge of colours to help us describe the clothes too!</p> | <p>Explore this website: www.speaklanguages.com/French/vocab/colours You can recap how to say the basic colours in French.</p> |

Year 5

Autumn 2 Overview

