

In English:

The children will be taught to:

- Use the first person to write a diary entry from the perspective of a character from our whole class text
- Create entries for a personal travel journal, accurately recording details of places visited and bringing it alive with anecdotes and personal views.
- Use the perfect form for verbs (will have, has, already has);
- Use expanded noun phrases to describe;
- Write for a range of purposes and audiences.

In Design Technology:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

## Year 5- Tour Guides Wanted! Information Letter

**Rationale:**

America is an amazing tourist destination and every year more holiday makers from the UK cross the Atlantic to visit it. The growth in this industry has created a market for accredited and aspirational tour guides. A recruitment campaign is underway to train tour guides who will become experts in leading specialised tours of America.

In this project, the children travel the North and South American continents and distinguish between the terms 'continent,' 'region,' 'country,' 'state' and 'city' along the journey. As geographical experts they will find and use images and maps on the internet and in atlases, making notes on cities and record their countries and/or states. Prospective tourists will be treated to a 'virtual tour' of a great American road-trip.

In Geography:

- Use a map to identify countries in North and South America.
- Use eight compass points to locate cities in North and South America.
- Name some North and South American cities.
- Use geographical language to describe some North and South American cities from photographs.
- Name some regions in North and South America.
- Follow a route (Route 66) on a map.
- Describe and explain the characteristics of some regions in North and South America.

**Project Vocabulary**

Please ensure your child learns the list below to support using them correctly in school.

North America, South America, Compass points, Route, States, Towns, Cities, Capital cities, Tribes, Tourism, Trade, Career, Economic drivers, Settlers, Arid, Semi-Arid, Climate, Biome, Indigenous

**Key information:**

Home learning will be set on a weekly basis. It is expected that the children will return this, to school, on dates **written on the home learning letter.**

The outcome for this project will involve the children creating a story based on the Wild-West and other locations researched during the project.

**PE Days will return to Tuesday and Thursday.**

In Science:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Please see the attached Home Learning that has been written and explained to your child. We really value the support you give your child with their home learning, in order for them to consolidate their independence and thinking skills. The Home Learning will be an integral part of the project, and will allow the children to share their understanding of America through a narrative. These stories will be shared across the school.