

As mathematicians we will:

- Add, subtract and multiply fractions
- Find equivalent fractions
- Compare fractions and order
- Place value up to and beyond 10,000,000
- Negative numbers
- Add, subtract, multiply and divide by 10, 100, 1000, 10,000,100,000
- Solve time problems and measure problems including looking at population, temperature and time differences.

Science	PE	Computing	JIGSAW	RE
Light	Team games Mile run	Research and spreadsheets	Being me in my world	Creation

Objective	Teaching Input	Activities	Plenary/Next steps
What do we know about America		<ul style="list-style-type: none"> - T in role after lunch explaining to children that England (they are preparing) are preparing to invade America! Share why we should invade.... - Role play children as towns people. What have they heard about the invasion and America and people. Whisper to other children then share rumours. - Before we invade we need to know about America's history and geographical features. Mind map what do we already know. 	Geographical features study
LO-Identify countries of North America	Show children the world map on the slides. Where is the continent of North America? Invite a child to come and point to where they think North America	<p>Lower ability: On worksheet 1A, children to use the word bank to complete the name labels for each of the countries in North America.</p> <p>Middle ability:</p>	Give each child a mini-whiteboard or a piece of scrap paper. Set a two-minute timer. How many North American countries can

<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>	<p>is. Show the map of continents on the next slide. Were you correct? • When you think of North America, which countries do you think of? Invite children to share their ideas. • Do you know how many countries there are in North America? Invite each child to write a guess on a mini-whiteboard, then show the answers on the slides. How close was your guess? • Go through some of the information about North America and how it is split into countries, islands, etc. Show children the mainland countries, then look at the islands.</p>	<p>Children to use an atlas to help them fill in the missing labels on worksheet 1B to identify each of the countries in North America. Higher ability: Children to use an atlas to identify each of the countries in North America on the</p>	<p>you name in this time without looking at a map? Children to list as many as they can, then count up their guesses. How many did you get right? How many did you remember?</p>
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<p>LO-Investigate and compare climates</p>	<p>What do you think the climate is like in North America? Is it hot or cold? Dry or wet? Arctic or desert?</p> <p>Invite children to share their ideas.</p> <ul style="list-style-type: none"> • Explain that North America has lots of different climates. Where would you expect the coldest and hottest parts of North America to be and why? 	<p>Lower ability: Provide children with Puzzle Pack A. Children cut out and match up the picture, description, temperature graph and precipitation graph for each location so that the climate of each is described. Answers can be found on the Answer Sheet.</p> <p>Middle ability: Provide children with Puzzle Pack B. Children cut out and match up the picture, description, temperature graph, precipitation graph and sunshine graph for each location so that the climate of each is described. Answers can be found on the Answer Sheet.</p> <p>Higher ability: Provide children with Puzzle Pack C. Children cut up and match up the picture, description, temperature graph, precipitation graph and sunshine graph for each location so that the climate of each is described. Answers can be found on the Answer Sheet.</p>	<p>If you had to pick a place in North America to live in based on the climate, where would you choose and why? Invite children to share their ideas. Repeat this for where they would least like to live!</p>
<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	<p>Invite children to share their ideas, then show them the climate map. Were your predictions correct?</p> <ul style="list-style-type: none"> • Go through the questions on the slides. How do you think the climate is different in Kingston, Jamaica and Edmonton, Canada? Children to think, pair, share their ideas, then show children the average temperature and precipitation graphs for both locations. Discuss what these graphs show. Repeat this for the second set of locations. 		

<p>LO-To explore Geographical features of north America</p>	<p>Explain that the landscape in North America is extremely varied. Go through the photos on the slides of some landscapes showing e.g. the Rocky Mountains, the Panama Canal, Grand Canyon, etc. What can you see? Where in North America do you think this might be? Why? For each one, discuss children's ideas then go through the brief explanation on the slides.</p> <ul style="list-style-type: none"> • Which of the sites we have looked at so far do you think you would most like to see for yourself and why? Invite children to share their ideas. 	<p>Lower ability: Provide children with the Picture Cards, Information Sheet and any other appropriate sources of information about the geographical features of North America. On worksheet 3A (or on plain paper) children to create a poster promoting the top three wonders of North America. Children to choose which three features they think are most impressive, write a brief description and draw a picture for each one.</p> <p>Middle ability: Provide children with the Picture Cards, Information Sheet and any other appropriate sources of information about the geographical features of North America. On worksheet 3B (or on plain paper) children to create a poster</p>	<p>If children did the main activity, ask them what they chose as their top natural wonder of North America and why. What do you like about this geographical feature?</p> <p>If children did the 'Fancy something different...?' activity, invite them to share their artwork and descriptions with the rest of the class.</p> <p>Children will create painting and add lights in DT for display</p>
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<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 		<p>promoting the top five wonders of North America. Children to choose which three features they think are most impressive, write a brief description and draw a picture for each one.</p> <p>Higher ability: Provide children with the Picture Cards, Information Sheet and any other appropriate sources of information about the geographical features of North America. On worksheet 3C (or on plain paper) children to create a poster promoting the top ten wonders of North America. Children to choose which three features they think are most impressive, write a brief description and draw a picture for each one.</p>	
<p>LO: Explore the capital cities.</p>	<ul style="list-style-type: none"> • Show children the anagrams of names of North American countries on the slides. Give children a few minutes with a partner to see if they can identify each of the countries then check on the slides. • Tell children that today we will be exploring some of the capital cities of North 	<p>Lower ability: Provide children with ten of the Fact Cards, preferably from different areas of North America, and give them some time to look at the information. Children to use the data to answer the questions on worksheet 4A.</p> <p>Middle ability: Provide children with a set of the Fact Cards. Give children some time to look at the information, then</p>	<p>Go through the quiz on the slides to see if children can match the country to the capital city. Alternatively, provide pairs of children with the Country Cards and City Cards and see how many of the capitals they can match with the correct country.</p>

<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>	<p>American countries. How is a capital city different to other cities in the country? Invite children to share their ideas, then go through the information on the slides.</p> <ul style="list-style-type: none"> • Show children the North American countries on the slides. Do you know the names of the capital cities for any of these countries? Invite children to share their ideas. • Tell children that today they will be finding out some information about these cities and comparing them. <p>Show children the map showing the capital city of Jamaica, Kingston. What questions could you ask to find out what this city is like? Children to think, pair, share their ideas, then show the example questions on the slides, e.g. population, language, famous landmarks, etc.</p>	<p>sort the capital cities according to the criteria on worksheet 4B. Children can then answer the questions on worksheet 4D.</p> <p>Higher ability: Provide children with a set of the Fact Cards. Give children some time to look at the information, then sort the capital cities according to the criteria on worksheet 4C. Children can then answer the questions on worksheet 4D.</p>	
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<p>LO: Explore various time zones and how these compare to other time zones around the world</p>	<p>What time is it right now? What time is it in Mexico? Show children the map on the slides and identify where each location is.</p> <ul style="list-style-type: none"> • Explain that different parts of the world have different time zones. This means that when it is midday for us, somewhere in the world it will be the middle of the night. Why do you think we have different time zones? Why do you think it is necessary? Invite children to share their ideas, then go through the information on the slides. 	<p>Lower ability: Provide children with the North America Time Zone Map and worksheet 5A. Children to use the map to help them work out what the time is in each of the given locations.</p> <p>Middle ability: Provide children with the North America Time Zone Map B and worksheet 5B. Children to use the map to help them work out what the time is in each of the given locations and answer the questions. Children will need an atlas or map to help them locate some of the places mentioned on the worksheet.</p>	<p>Share webcam in America to show time difference (light/dark)</p>
	<ul style="list-style-type: none"> • Show children the time zone map on the slides and explain what it shows, including the Greenwich Meridian. • Go through the questions on the slides asking children to work out what the time is in different parts of North America, depending on the time given from a separate location. 	<p>Higher ability: Provide children with the World Time Zone Map and worksheet 5C. Children to use the map to help them work out what the time is in each of the given locations and answer the questions. Children will need an atlas or map to help them locate some of the places mentioned on the worksheet.</p>	

<p>LO-Compare a region in UK with a region in North America</p>	<p>Ask children to get into groups and provide each group with one of the Location Cards and a set of the</p>	<p>Lower ability: Children to focus on two questions and record their research on worksheet 6A.</p>	<p>Share presentation</p>
<p>• Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>Question Cards. Distribute the Question Cards between the children in the group so that each child is responsible for finding out the answers to their questions. Children can then use a variety of sources, e.g. books, digital maps, atlases, the internet, etc., to find the answers to their questions. When they have finished finding the answers to their questions, children to present the information as a group. This could be in the form of an oral presentation, a multimedia presentation, an information booklet, poster, etc.</p>	<p>Middle ability: Children to focus on three questions and record their research on worksheet 6B.</p> <p>Higher ability: Children to focus on four questions and record their</p>	

<p>LO-To research the human and physical geography of a particular north American country</p>	<p>What have we learnt about North America so far? Children to think, pair, share their ideas and list on the slides.</p> <ul style="list-style-type: none"> • Tell children that today they will be doing some individual research to find out about a particular North American country in detail. What kind of questions do you think you could research about your country? <p>Again, children to think, pair, share their ideas and list on the slides.</p> <ul style="list-style-type: none"> • Did you think of these questions? Show children the suggestions on the slides. • Where do you think you will be able to find the answers to your questions? How do you think you could present the information you find? Discuss ideas as a class. 	<p>Lower ability: Provide children with the template on worksheet 7A and a variety of secondary sources such as books, pictures, the internet, etc. Ask children to choose one of the North American countries as the focus of their research, then complete each of the sections on the worksheet. Once they have their information, children could re-write the information on another sheet of paper, including pictures, graphs, diagrams and anything else they want to include.</p> <p>Middle ability: Provide children with the template on worksheet 7B and a variety of secondary sources such as books, pictures, the internet, etc. Ask children to choose one of the North American countries as the focus of their research, then complete each of the sections on the worksheet. Once they have their information, children could re-write the information on another sheet of paper, including pictures, graphs, diagrams and anything else they want to include.</p>	<p>Share some work</p> <p>Where would children most like to live and why?</p>
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<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.		<p>Higher ability: Ask children to choose one of the North American countries to create an information booklet about. Children to choose what they will focus on in their information book (but ensure they have included both human and physical geography) and how they will produce their booklet. They could create e.g. a folding pamphlet, an</p>	
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