

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 5 – SPRING 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2023

## GeographyDriver: Rainforests

### Key Enquiry: Why should the rainforests be important to all of us?

#### Geography Driver

What I need the children to learn	Possible learning experiences
<b>Place Knowledge</b>	
<i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i>	
<ul style="list-style-type: none"> <li>• Know key differences between living in the UK and in a country in South America</li> <li>• Can I compare landscapes in two countries identifying human and physical characteristics that have changed over time?</li> <li>• Can I locate significant human and physical landmarks of Brazil?</li> <li>• Can I study economics, populations and trade of South American countries?</li> </ul>	<p><b>Contrasting landscape (use vocabulary to label animal environments)</b>  <b>Rio De Janeiro – Favelas life</b>  <b>Schools in Brazil comparison to UK</b></p>
<b>Human and Physical Geography</b>	
<i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>	
<ul style="list-style-type: none"> <li>• Know what is meant by biomes and what are the features of a specific biome</li> <li>• Label layers of a rainforest and know what deforestation is?</li> <li>• Can I explore the impact of deforestation on the world and our lives?</li> </ul>	<p><b>Highlighting major Rainforests of the world – link to major rivers</b>  <b>Link Volcanoes/ Earthquakes to fault lines</b>  <b>Biomes and animals of the Rainforest – different layers of the Rainforest – why is each layer important?</b>  <b>Current issues – deforestation – BBC news</b></p>

#### Computing

What I need the children to learn	Possible learning experiences
<b>Using programmes – Handling Data</b>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p>	<p><b>Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</b></p>
<p style="text-align: center;"><b>iDraw unit – Information Technology</b></p> <p>Lesson 1: iCreate</p> <ul style="list-style-type: none"> <li>• To understand that digital tools can be used to create images</li> </ul> <p>Lesson 2: iShape</p>	<p><a href="https://www.icompute-uk.com/members-area/uks2/index.html">https://www.icompute-uk.com/members-area/uks2/index.html</a> and select Year 5 iDraw unit</p>

<ul style="list-style-type: none"> <li>To understand that vector images are made up of shapes and lines</li> </ul> <p>Lesson 3: iDetail</p> <ul style="list-style-type: none"> <li>To use digital tools to improve detail in images</li> </ul> <p>Lesson 4: iLayer</p> <ul style="list-style-type: none"> <li>To understand that vector images are constructed of layers</li> </ul> <p>Lesson 5: iDesign</p> <ul style="list-style-type: none"> <li>To design vector images</li> <li>To create vector images</li> <li>To evaluate images and make improvements</li> </ul>	
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## Digital Media

### Working Towards

### Meeting

### Greater Depth

Declarative Knowledge Pupils understand/know that...	Procedural Knowledge Pupils know how to...	Declarative Knowledge Pupils understand/know that...	Procedural Knowledge Pupils know how to...	Declarative Knowledge Pupils understand/know that...	Procedural Knowledge Pupils know how to...
<ul style="list-style-type: none"> <li>my work will have an audience</li> <li>work can be improved</li> <li>you can persuade people in your work</li> <li>multi media is combining images, text, audio and video</li> <li>you can draw lines and shapes using digital tools</li> <li>images can be made up entirely of lines and shapes and this is called vector</li> <li>3D shapes have three dimension</li> <li>text, video, images and audio can be subject to copyright</li> </ul>	<ul style="list-style-type: none"> <li>create work for an intended audience</li> <li>look critically at my work</li> <li>create simple vector art using lines and shapes</li> <li>create simple 3D models using a computer</li> </ul>	<ul style="list-style-type: none"> <li>I need to be aware of audience in work</li> <li>importance of editing to enhance work</li> <li>the potential for digital media to inform or persuade</li> <li>multi-media can be combined for particular audiences and purposes</li> <li>text, video, images and audio can be subject to copyright</li> <li>objects can be combined and layered to create vector images</li> <li>3D images have height, width, depth and can be combined to create graphical models</li> </ul>	<ul style="list-style-type: none"> <li>use a keyboard with increasing speed and accuracy</li> <li>plan interactive presentations</li> <li>use hyperlinks in interactive presentations</li> <li>use digital drawing tools to create vector images</li> <li>talk about the shapes and lines that make up vector images</li> <li>use graphical modelling software to create 3D models</li> <li>demonstrate an awareness of audience in work</li> </ul>	<ul style="list-style-type: none"> <li>style is an important factor in conveying information and communicating with an audience</li> <li>digital content needs to be planned to take account of the intended audience, the content and the layout of information</li> </ul>	<ul style="list-style-type: none"> <li>use a consistent style throughout work (e.g. headings, fonts and colours)</li> <li>use criteria to evaluate the design of a variety of digital resources</li> <li>discuss the rationale behind digital creations including content, media used and layout</li> <li>develop and refine digital content for a specified audience</li> </ul>

## Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
<b>Unit 3 – Make You Feel My Love</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	
<i>Develop an understanding of the history of music.</i>	
<ul style="list-style-type: none"> <li>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</li> <li>Explain a bridge passage and its position in a song.</li> <li>Recall by ear memorable phrases heard in the music.</li> </ul>	
<b>Singing and Voice</b>	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></li> </ul>	

<ul style="list-style-type: none"> <li>Sing in unison and parts, and as part of a smaller group.</li> <li>Sing 'on pitch' and 'in time'.</li> </ul>	<b>Video with QR qrcode monkey website</b>
<ul style="list-style-type: none"> <li><b>Notation</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Use and understand staff and other musical notations</i></li> </ul>	
<ul style="list-style-type: none"> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>Read and perform pitch notation within an octave (eg C–C'/do–do).</li> </ul>	
<ul style="list-style-type: none"> <li><b>Playing Instruments</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Play and perform in solo and ensemble contexts and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	
<ul style="list-style-type: none"> <li>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor. Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<ul style="list-style-type: none"> <li><b>Improvising</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	
<ul style="list-style-type: none"> <li><b>Composing</b></li> </ul>	
<ul style="list-style-type: none"> <li><i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	
<ul style="list-style-type: none"> <li>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</li> <li>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</li> <li>Use simple dynamics.</li> <li>Use rhythmic variety.</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<ul style="list-style-type: none"> <li><b>Performing</b></li> </ul>	
<p><i>Listen with attention to detail and recall sounds with increasing aural memory</i></p> <p><i>Play and perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression</i></p>	
<ul style="list-style-type: none"> <li>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>

<ul style="list-style-type: none"> <li>Perform from memory or with notation, with confidence and accuracy.</li> </ul>	
<ul style="list-style-type: none"> <li><b>Vocabulary</b></li> </ul>	
<ul style="list-style-type: none"> <li>Rock</li> <li>Bridge</li> <li>Backbeat</li> <li>Amplifier</li> <li>Chorus</li> <li>Bridge</li> <li>Riff</li> <li>Hook</li> <li>Improvise</li> <li>Compose</li> <li>Appraising</li> <li>Bossa Nova</li> <li>Syncopation</li> <li>Structure</li> <li>Swing</li> <li>Tune/head</li> <li>Note values</li> <li>Note names</li> <li>Big bands</li> <li>Pulse</li> <li>Rhythm</li> <li>Solo</li> <li>Ballad</li> <li>Verse</li> <li>Interlude</li> <li>Tag ending</li> <li>Strings</li> <li>Piano</li> <li>Guitar</li> <li>Bass</li> <li>Drums</li> <li>Melody</li> <li>Cover</li> <li>Old-school Hip Hop</li> <li>Rap</li> <li>Synthesizer</li> <li>Deck</li> <li>Backing loops</li> <li>Funk</li> <li>Scratching</li> <li>Unison</li> <li>Pitch</li> <li>Tempo</li> <li>Dynamics</li> <li>Timbre</li> <li>Texture</li> <li>Soul</li> <li>Groove</li> <li>Bass line</li> <li>Brass section</li> <li>Harmony,</li> </ul>	

## Art

What I need the children to learn	Possible learning experiences
<p><b>Drawing, painting and sculpture</b></p> <p><i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	
<ul style="list-style-type: none"> <li>begin to include measuring skills to help with proportion in their drawings.</li> <li>Use shading to create mood and texture.</li> <li>Use a variety of techniques to add effects eg reflections, shadow &amp; direction of sunlight.</li> <li>Organise line, tone, shape and colour to represent figures and forms in movement.</li> </ul>	<p><a href="https://innovationkidslab.com/rainforest-digital-collage-art-projects-kids/">https://innovationkidslab.com/rainforest-digital-collage-art-projects-kids/</a></p> <p><b>Create a digital rainforest</b></p> <p><b>Sketch rainforests and show dimension</b></p> <p><b>Create collages using magazine cut outs</b></p>

<ul style="list-style-type: none"> <li>• Use shading to create mood and feeling.</li> <li>• Learn and use technical vocabulary</li> <li>• Evaluate and analyse creative works</li> </ul> <ul style="list-style-type: none"> <li>• enhance digital media by editing, use of animation and installations</li> </ul> <ul style="list-style-type: none"> <li>• use mixed textures to combine visual &amp; tactile qualities in a collage</li> </ul>	
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**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>• controlled when taking off and landing</li> <li>• throw with increasing accuracy</li> <li>• combine running and jumping</li> </ul>	
<b>Competitive Games</b>	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> <li>• gain possession by working a team and pass in different ways</li> <li>• choose a specific tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	
<b>Gymnastics</b>	<b>Unit 3 – Cognitive 6 x Gym Lessons</b>
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audiences</li> </ul>	
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	

<ul style="list-style-type: none"> <li>compose own dances in a creative way</li> <li>perform dance to an accompaniment</li> <li>dance shows clarity, fluency, accuracy and consistency</li> </ul>	
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>follow a map into an unknown location</li> <li>use clues and a compass to navigate a route</li> <li>change route to overcome a problem</li> <li>use new information to change route</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>pick up on something a partner does well and also on something that can be improved</li> <li>know why own performance was better or not as good as their last</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 3 Social</b>	
<ul style="list-style-type: none"> <li>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</li> </ul>	
<b>Nigel Carson Sessions</b>	

**PSHE (1st covered in Year 4 – extend in Year 5)**

What I need the children to learn	Possible learning experiences
<b>Dreams &amp; Goals</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li><i>Know that they will need money to help them to achieve some of their dreams</i></li> <li><i>Know about a range of jobs that are carried out by people I know</i></li> <li><i>Know that different jobs pay more money than others</i></li> <li><i>Know the types of job they might like to do when they are older</i></li> <li><i>Know that young people from different cultures may have different dreams and goals</i></li> <li><i>Know that communicating with someone from a different culture means that they can learn from them and vice versa</i></li> <li><i>Know ways that they can support young people in their own culture and abroad</i></li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <ul style="list-style-type: none"> <li>Verbalise what they would like their life to be like when they are grown up</li> <li>Appreciate the contributions made by people in different jobs</li> </ul>	<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p> <p><b>See the link below.</b></p> <p><b><u>Key vocabulary:</u></b>  Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>

- Appreciate the opportunities learning and education can give them
- Reflect on the differences between their own learning goals and those of someone from a different culture
- Appreciate the differences between themselves and someone from a different culture
- Understand why they are motivated to make a positive contribution to supporting others

**Water Safety Curriculum**

Can I become familiar with how to stay safe around the water including beaches, canals and rivers?

Two lessons-

1: beach water safety and flags.

2: canals and rivers – activities resource 3- see teacher guidance.

**Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).**

<https://jigsawlivescmsguk.blob.core.windows.net/umbraco-media/s1slj10y/06-ages-9-10-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

**Religious Education:**

For this unit there is 9-10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I .....

What I need the children to learn	Possible learning experiences
<b>U2:4</b>	
<p>If god is everywhere, why go to a place of worship?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Recall and name some key features of places of worship studied (A1).</li> <li>• Find out about what believers say about their places of worship (C2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.</li> <li>• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?</li> <li>• Can pupils talk about a place where people might say or feel God is somehow more ‘present’? What is special about these places?</li> </ul>



<p>times, explaining why this matters to believers (B2).</p> <ul style="list-style-type: none"> <li>• Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> <li>• Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider these definitions: ‘synagogue’ = ‘house of assembly’ (a place to get together), also called ‘schul’ = school (a place to learn). Answer the key question in light of these definitions.</li> <li>• What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the ‘body of Christ’, mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don’t like institutions, hierarchies, crowds! Why do Christians worship in different ways?</li> <li>• Find out about alternative forms of Christian communities, e.g. <a href="http://www.freshexpressions.org.uk">www.freshexpressions.org.uk</a> Consider the appeal of these to some Christians.</li> </ul>
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## Foreign Languages

What I need the children to learn	Possible learning experiences
<p style="text-align: center;"><b>Listening</b></p>	<p>Language Angels</p>
<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i>  <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i>  <i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p><b>Spring 1 – The Weather</b>  Teaching Type: Intermediate  Unit Objective: To be able to describe the weather in French.  By the end of this unit we will be able to:</p>
<ul style="list-style-type: none"> <li>• Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and recall the 9 weather expressions in French from memory.</li> <li>• Ask what the weather is today and give a reply in French.</li> <li>• Describe the weather in France, in French using a weather map with symbols.</li> </ul>
<p style="text-align: center;"><b>Speaking</b></p>	
<p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i>  <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>  <i>Present ideas and information orally to a range of audiences</i>  <i>Describe people, places, things and actions orally and in writing</i></p>	
<ul style="list-style-type: none"> <li>• Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	
<p style="text-align: center;"><b>Reading/ Writing</b></p>	

*Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

*Read carefully and show understanding of words, phrases and simple writing*

*Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*

*Write phrases from memory, and adapt these to create new sentences, to express ideas clearly*

*Describe people, places, things and actions in writing*

- Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt.
- Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives (My name, my age, where I live, a pet I have, a pet I don't have and my pet's name).

#### **Grammar**

*Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

- Revision of gender and nouns and learn to use and recognise the terminology of articles (define, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (I wear/ he/she wears) and also be able to describe clothes in terms of colour (my blue coat).

### **Cayton Creation**

Rainforest in a shoebox

### **Cayton Conclusion**

Artwork – Henri Rousseau inspired.

**English**

What I need the children to learn	Possible learning experiences

**Mathematics**



What I need the children to learn	Possible learning experiences

# Rainforest KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books		
<b>canopy</b>	The <b>canopy</b> , which may be over 30 m above the ground, is made up of the overlapping branches and leaves of rainforest trees.		<b>Sticky Knowledge</b>		
<b>emergent layer</b>	The emergent layer is the name given to the tops of trees that poke up above the rainforest canopy.				
<b>understory</b>	The understory layer is a tangle of shrubs, young trees, saplings, palms and vines. It is hot and damp here and the air is very still.				
<b>deforestation</b>	When forests are cut down and the area is permanently cleared for another use.				
<b>endangered</b>	An endangered species is a species which has been categorized as very likely to become extinct.				
<b>indigenous</b>	Indigenous people or things belong to the country in which they are found	Only around 6% of the Earth's land surface is rainforest – but about half of all animal and plant species live there.		<b>Where are the famous rainforests?</b>	
<b>biomes</b>	Biomes are distinct biological communities that have formed in response to a shared physical climate.			Amazon, Brazil	
<b>temperate</b>	Relating to or denoting a region or climate characterized by mild temperatures.	It can take ten minutes for a falling raindrop to travel from a rainforest's thick canopy to the floor.		Australia, West Africa	
<b>extinction</b>	The extinction of a species of animal or plant is the death of all its remaining living members.				
<b>destruction</b>	The act of destroying something.				
<b>biodiversity</b>	Variety of plant and animal life in a particular habitat, a high level of which is usually considered to be important and desirable.	The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world.			



# South America KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books		
<b>street children</b>	Street children are groups of children with no homes or parents who are forced to beg for a living.		<h3>Sticky Knowledge about South America</h3> <ul style="list-style-type: none"> <li>❑ There are 12 countries in South America and almost 400 million people live there.</li> <li>❑ Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.</li> <li>❑ South America's largest river is the Amazon, which is the second longest river in the world. However, the Amazon carries more water than any other river in the world.</li> <li>❑ Sao Paulo is the largest city with more than 20 million people living there.</li> <li>❑ Spanish is the most popular language in South America even though Brazilians speak Portuguese.</li> <li>❑ The Incas were the largest group of indigenous people in South America when the Europeans arrived.</li> </ul>		
<b>pampas</b>	The pampas are fertile South American lowlands that cover more than 750,000 km <sup>2</sup> .			<h3>South American countries</h3> <p>There are 12 sovereign states:</p> <ul style="list-style-type: none"> <li>• Brazil</li> <li>• Argentina</li> <li>• Chile</li> <li>• Venezuela</li> <li>• Colombia</li> <li>• Peru</li> <li>• Suriname</li> <li>• Bolivia</li> <li>• Uruguay</li> <li>• Paraguay</li> <li>• Guyana</li> <li>• Ecuador</li> </ul> <p>Plus, a part of France (French Guiana) and a non-sovereign area (the Falkland Islands, a British Overseas Territory though this is disputed by Argentina).</p>	
<b>anaconda snake</b>	Anacondas are semiaquatic snakes found in tropical South America. They are some of the largest snakes in the world.				
<b>I am somebody</b>	A poem which was used in a campaign to bring attention to the street children of Brazil.				
<b>Andes</b>	The Andes are the world's longest continental mountain range. They lie as a continuous chain of highland along the western coast of South America.				
<b>inhabitant</b>	An inhabitant is a person or animal that is a permanent resident of a particular place or region.				
<b>sparsely populated</b>	Sparsely populated means that there are few people scattered around the area.				
<b>Lake Titicaca</b>	Lake Titicaca straddles the border between Peru and Bolivia in the Andes Mountains and is one of South America's largest lakes.				
<b>Incas</b>	The Incas, an American indigenous people, were originally a small tribe in the southern highlands of Peru.				
<b>Atacama Desert</b>	The Atacama Desert is one of the driest places in the world. It has a stony terrain.				

# North America KS2 Knowledge Mat



Subject Specific Vocabulary	
<b>A buck</b>	A nickname for the American dollar.
<b>Cherokee</b>	A member of an American indigenous people formerly inhabiting much of the southern US.
<b>American state</b>	The U.S. is a country of 50 states covering a vast swathe of North America.
<b>national park</b>	An area of countryside, or occasionally sea or fresh water, protected by the state for the enjoyment of the general public or the preservation of wildlife.
<b>The 'big apple'</b>	This is the nickname associated with New York City (NYC). The nickname became common from the 1920s.
<b>coyotes</b>	Coyotes were a purely North American animal that lived in the West. They are small wolf-like creatures.
<b>Statue of Liberty</b>	The Statue of Liberty is a colossal neoclassical sculpture on Liberty Island in New York Harbour in New York City.
<b>Chichén Itzá</b>	Chichén Itzá is a complex of Mayan ruins in Mexico. It is a massive step pyramid.
<b>A cold shoulder</b>	An American metaphor for deliberately ignoring someone.
<b>lighten up</b>	To relax and not to take things too seriously.

## Exciting Books



## Sticky Knowledge about North America

- ❑ There are 23 countries in North America, with Canada being the biggest.
- ❑ Mexico City is the largest city with more than 9 million people living there.
- ❑ Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.
- ❑ Greenland is the not only the biggest island in North America but also in the world.
- ❑ The Missouri River is the longest in North America and flows through seven US states. Denali is the highest mountain in North America.
- ❑ Lake Superior, which borders Canada and the US, is the third largest lake in the world and the largest North American lake.

## 10 biggest North American countries

- Canada
- USA
- Mexico
- Nicaragua
- Honduras
- Cuba
- Guatemala
- Panama
- Costa Rica
- Dominican Republic