

## Geography

- **Rainforests: The Amazon Rainforest**
- **Mountains: South America /Andes**



### National Curriculum Links:

Pupils should be taught to:

- Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region within South America
- Describe and understand key aspects of physical geography including mountains

**Learning Outcomes:** Children will be able to:

### Rainforests:

- Identify what a rainforest is and understand that rainforests lie between the two tropics.
- Identify areas of rainforest on a world map and use maps to identify the continents and countries of various rainforests
- Use line graphs to explore and draw conclusions about the climate of rainforests throughout the year
- Identify the layers of vegetation in a rainforest, identifying and describing each one in detail.
- Identify animals that live in each layer of vegetation and explain why they are well suited to such localities
- Talk about the groups of people who live in the rainforest, specifically the Yanomami tribe.
- Identify how the Yanomami use the rainforest to live sustainably whilst comparing tribal lifestyles to modern Western lifestyles.
- What deforestation is, considering the impact this has
- Discuss ways in which rainforests can be protected.

### **P4C: Deforestation: How does it affect us?**

### South America:

- Identify South America as a continent, the twelve countries and two territories that comprise South America and locate them on a map.
- Use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in S. America
- Explore the major mountain ranges in South America.
- Explore the difference between human and physical geography and compare and contrast these across different countries.
- Identify some of the biggest exports of South America and recognise some of their strongest industries.
- Carry out individual research on a chosen country from South America and compare and contrast this to the UK.

## Design Technology

- **Rainforest Wire Birds:**

### National Curriculum Links:

Pupils should be taught to:

- Generate, develop, model and communicate their ideas through discussion and annotated sketches
- Select from and use a wider range of tools and equipment to perform practical tasks accurately
- Select from and use a wider range of materials
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### Learning Outcomes:

Children will be able to:

- Research and decide which bird to use as inspiration for their design.
- Create a labelled / annotated design of their bird with key features.
- Select the material(s) they will use for their design and justify.
- Create a wire bird, applying their previous knowledge of materials to strengthen their design.
- Evaluate their own, and other children's wire birds.

## Adventures Under The Canopy

### PHRSE

- **Jigsaw - Relationships**

- I know that it is important to take care of my mental health
- I know how to take care of my mental health
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
- I can recognise when people are trying to gain power or control
- I can judge whether something online is safe and helpful for me
- I can use technology positively and safely to communicate with my friends and family

- **Jigsaw - Changing Me**

- I am aware of my own self-image and how my body image fits that
- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend
- I am aware of the importance of a positive self-esteem and what I can do to develop it
- I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class

## Art

- **Henri Rousseau's Jungle**



### National Curriculum Links:

Pupils should be taught to:

- Create sketchbooks to record their observations and use them to review and revisit
- Improve their mastery of art and design techniques, including drawing and painting with a range of materials
- About great artists in history

### Learning Outcomes:

Children will be able to:

- Explain who Rousseau was, when he lived and the kind of art he produced, making comparisons to other artists
- Identify the 'jungle' art of Rousseau and its common features
- Replicating the art of Henri Rousseau through a variety of techniques, including collage

## Science - Topic Based

- **Living things and their habitats (Life Cycles):**

### National Curriculum Links:

Pupils should be taught to:

- 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

### (Working Scientifically)

- Ask relevant questions and using different types of scientific enquiries to answer them
- Make systematic and careful observation
- Report on findings from enquiries

### Learning Outcomes:

Children will be able to:

- Describe how some plants reproduce
- Explain the difference between sexual and asexual reproduction
- Identify the function of the parts of a flower
- Describe and compare the life cycle of different mammals
- Describe the work of Jane Goodall and its significance
- Describe and make comparisons between the life cycle of amphibians and insects
- Explain metamorphosis and give examples
- Describe and make comparisons between the life cycle of plants, mammals, amphibians, insects and birds.

## Science

### - Living things and their habitats (Classification):

#### National Curriculum Links:

Pupils should be taught to:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

#### Learning Outcomes:

Children will be able to:

- Give reasons for classifying animals based on their similarities, differences and characteristics.
- Describe how living things are classified into groups
- Explain who Carl Linnaeus was and use the Linnaean system to classify living things.
- Match types of animals to their characteristics
- Describe and investigate helpful and harmful microorganisms.
- Identify the characteristics of different types of microorganisms
- Classify organisms found in local habitats.

## Music

### - Music & Me / Music Tuition Project



#### National Curriculum Links:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes
- listen with attention to detail and recall sounds
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- use and understand staff and other musical notations

#### Learning Outcomes:

Children will be able to:

- Use music to discover things within themselves and form a vision of who they are
- Explain some of the ways that inspirational women use music to express their identity
- Create their own music, inspired by their identity and significant artists.

## Religious Education

### - Christianity: Beliefs, Practices and Significance

Children will:

- Remember key events in Holy Week and begin to question them.
- Understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion.
- Question if Jesus' life was part of a plan and relate these thoughts to their own life.
- Analyse events in Holy Week to justify a line of argument.
- Understand the term 'atonement' and relate it to commitments in their own life.
- Relate the experience of Jesus and the idea of a life plan to their own life and choices they make.

**P4C: How significant is it for Christians to believe God intended Jesus to die?**

## Physical Education

### - Athletics, Cricket, Adventurous Activity

### - Bike Ability (Year 5)



#### National Curriculum Links:

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control, balance
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Take part in outdoor challenges and adventurous activity both individually and within a team

## History

### - David Attenborough (Geography) and Jane Goodall (Science) study

#### National Curriculum Links:

Pupils should be taught:

- The changes in an aspect of social history.

#### Learning Outcomes:

Children will be able to:

- Understand the contributions these individuals have made towards human understanding of nature.
- Recognise how these contributions have shaped our current understanding.
- Describe the effect of these individuals' research and work

## Computing

### - Nature Documentary (Green Screen)

#### National Curriculum Links

Pupils should be taught to:

- 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.

#### Learning Outcomes:

Children will be able to:

- Use green screen technology and other hardware to record each other presenting a prepared script and combine content from other sources before exporting the footage as a video.

### - Word Processing (linked to National Writing Comp)

#### National Curriculum Links:

Pupils should be taught to:

- 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.

#### Learning Outcomes:

Children will be able to:

- Manipulate fonts changing the size, style and direction for effect.
- Make corrections using a range of tools (e.g. spell check, find and replace)
- Understand the limitations of the spelling and grammar check.
- Use the function of word count.
- Develop confidence using both hands when typing; and use keyboard shortcuts for cut, copy and paste.

## Maths

National Curriculum Links: (White Rose)

- **Geometry (Properties of Shapes / Position & Direction)**
- **Measurement (converting measures and volume)**

**Pupils should be taught to (Decimals):**

- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.

**Pupils should be taught to (properties of shapes):**

- identify 3d shapes from 2d representations
- know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles and measure them in degrees
- identify: angles at a point and one whole turn, angles on a straight line and other multiples of 90.
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles

**Pupils should be taught to (position and direction):**

- identify, describe and represent the position of a shape following a reflection or translation.

**Pupils should be taught to (converting measures and volume):**

- Convert between different units of metric measure
- Understand and use approximate equivalences between metric units and common imperial units
- Estimate volume and capacity
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure, using decimal notation

## Mastering Maths

Geography:

- Use line graphs to explore and draw conclusions about the climate / rainfall within rainforests throughout the year.
- Order 6 and 7 digit numbers related to human geography features of South America.

## Mastering English

Geography:

- Write persuasive letters from different points of view (Deforestation / Fair Trade)
- Write an interview script for meeting either David Attenborough or Jane Goodall.

## Maths

National Curriculum Links: (White Rose)

- **Geometry (Properties of Shapes)**
- **Statistics**
- **Problem Solving and Investigations**

**Pupils should be taught to (properties of shape):**

- draw 2d shapes using given dimensions and angles
- recognise, describe and build simple 3d shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

**Pupils should be taught to (statistics):**

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

**Pupils should be taught to (problem solving and investigations):**

- recall mathematical skills and apply to investigations.

## Outdoor Learning Opportunities:

### Science - Life Cycles

Using flowers found within the school environment, identify and label their different parts as well as classify them using a range of criteria.

### Geography - Rainforests

Using a wide range of natural materials, recreate the different layers of the rainforest.

## Topic-based English

- Non-Chronological Reports, Dialogue, Descriptive Narratives (The Explorer - Katherine Rundell)
- Argument and debate (The Tin Forest - Wayne Anderson)

### National Curriculum Links:

Pupils should be taught to:

Spoken language:

- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

Understand what is being read:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Writing transcription:

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus
- Write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Plan, draft and write by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Vocabulary, grammar and punctuation

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- learning the grammar for years 5 and 6 in English Appendix 2
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

## Core Texts

- The Explorer - Katherine Rundell
- The Tin Forest - Wayne Anderson

## Foreign Languages

### - French: Food

#### National Curriculum Links

- Pupils should be taught to:
- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structure

### Learning Outcomes

Children will be able to:

- Engage in conversations asking questions using the conditional form of the verb vouloir.
- Read and interpret questions in French.
- Use their prior knowledge of French numbers to read and interpret a chart written in French.
- Express choices of what they would like for breakfast using the conditional verb form voudrais.
- Use a French/ English dictionary to find alternative fillings for written sentences.
- Use adjectives to describe food, using the correct masculine or feminine form and the correct plural form.
- Use the correct verb form for some, using the correct masculine or feminine form.

## Parliament Education -Senior Student Elections

### British Values

#### Democracy and individual liberty

### Learning Outcomes:

Children will:

- recognise that the UK is a democracy.
- be able to explain what a general election is and how it works.
- understand how people vote in a general election and what happens after the election takes place.
- explain some of the key terms associated with a general election and voting.
- understand what it means to represent a group.
- take part in a school election