

## Geography

- **Rainforests: South America / Brazil**
- **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 effect this has on the environment
- 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
- Identify the Andes of South America as the largest mountain range in the world.
- Locate the Andes on a map and discover how they were formed.
- Identify some of the biggest exports of South America and recognise some of their strongest industries.

## 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 design of their bird
- Select the material they will use on their design.
- Create a wire bird, applying their previous knowledge of materials to strengthen their design.
- Evaluate their and other children's wire birds.

## **Adventures Under The Canopy**

### Topic-based English

- **Slam Poetry** (You wait till I'm older than you - Michael Rosen)
- **Stories with flashbacks** (Temple Run - Jungle Trek)
- **Argument and debate** (The Tin Forest - Wayne Anderson)

### National Curriculum Links:

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener.
- Continue to read and discuss an increasingly wide range of texts. Identifying themes and conventions across a range of writing.
- Identify the audience and purpose of the writing, selecting the appropriate form.
- Noting and developing initial ideas, drawing on reading and research.
- Assessing the effectiveness of their writing, making changes to vocabulary, grammar and punctuation to enhance or clarify meaning.

## 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 ideas
- 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
- Identify the 'jungle' art of Rousseau and its common features
- Replicating the art of Henri Rousseau through a variety of techniques, including collage

## Computing (CC)

- **Lemonade Stand** (Excel)
- **Presentation Software**

### National Curriculum Links:

Pupils should be taught to:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Learning Outcomes:

Children will be able to:

- Investigate Excel and why it is used.
- Create columns, headings and formulas.
- Play a simulation game to gather data to insert in cells.
- Use Excel to create a line/bar graph to show profit/loss.
- Use search engines to find appropriate material.
- Make a short presentation using appropriate software manipulating backgrounds, fonts and images to engage the audience.

## PSHE

### - Jigsaw - Dreams & Goals and Healthy Me

#### Dreams & Goals:

- I can compare my hopes and dreams with those of young people from different cultures.
- I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.

#### Healthy Me:

- I can explain different roles that food and substances can play in people's lives.
- I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.
- I can summarise different ways that I respect and value my body.

## Cooking and Nutrition

### - Healthy Soups

#### National Curriculum Links:

Pupils should be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

#### Learning Outcomes:

Children will be able to:

- Explain why certain British foods are seasonal, and consider some pros and cons of foods from other parts of the world being available all year round
- Give examples of a variety of vegetables grown in Britain, explaining when they are in season, and why they are important in a healthy diet
- Create and cook a seasonal healthy soup



## Religious Education

### - Christianity: Beliefs, Practices and Significance

Children will:

- Start to show an understanding of the difference between purpose and destiny.
- Consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.
- Give their opinion about the importance for Christians of Jesus' death being part of God's plan.

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

**World Religion Day - 18<sup>th</sup> January (CC)**

**Judaism: Be able to describe how and why Jews were subject to Nazi prejudice and discrimination during WW2.**

## Physical Education

### - Gymnastic Coaching, Daily Mile, Netball

### - Swimming

#### 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 both individually and within a team
- Swim competently, confidently and proficiently over a distance using a range of strokes effectively
- Perform safe self-rescue in water-based situations



## Music

### - Fresh Prince of Bel Air and Women in Music

#### 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
- Develop an understanding of the history of music



## Foreign Languages

### - French: Family and Occupations

#### 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.
- Describe people, places, things and actions orally and in writing

#### Learning Outcomes:

Children will be able to:

- Demonstrate understanding of a short written text responding to true/false questions
- Follow a story, as it is read aloud, demonstrating understanding of main points and opinions expressed in the story.
- Know the names of five occupations in French
- Understand that word order/sentence structure may be different in a foreign language.



## Science

### - All living things / 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
- 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:

- Name the different parts of a flower and explain how flowering plants reproduce sexually
- Explain ways in which nonflowering plants reproduce asexually
- Explain sexual reproduction in animals, including ways in which reptiles and fish reproduce
- Compare the life cycles of animals living in a variety of environments

**British Science Week: 5<sup>th</sup> – 14<sup>th</sup> March**

## 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.

## Maths

National Curriculum Links: (White Rose)

Year 5 – Multiplication & Division, Fractions, Decimals & Percentages Area & Perimeter

Pupils should be taught to:

- Multiply and divide numbers mentally drawing upon known facts.
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.
- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $>1$  as a mixed number [for example  $2\frac{5}{10} + 4\frac{5}{10} = 6\frac{5}{10} = 1\frac{1}{2}$  ]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [ for example  $0.71 = \frac{71}{100}$  ]
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- 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.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units,  $\text{cm}^2$ ,  $\text{m}^2$  estimate the area of irregular shapes.
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## Maths

National Curriculum Links:

Year 6 – Decimals & Percentages, Algebra, Measure (CC) and Ratio (White Rose)

Pupils should be taught to:

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Use simple formulae
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.
- Convert between miles and kilometres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including  $\text{cm}^3$ ,  $\text{m}^3$  and extending to other units ( $\text{mm}^3$ ,  $\text{km}^3$ )
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

## Mastering English

Geography:

- Write persuasive letters from different points of view (Deforestation / Fair Trade)
- Write a diary entry to inform others of your stay in the rainforest with David Attenborough and Bear Grylls

## Mastering Maths

Geography:

- Use line graphs to explore and draw conclusions about the climate of rainforests throughout the year.
- Explore different time zones by making comparison between the location of different rainforest and the UK.

## Parliament Education

### -Martin Luther King's inspiring speech

#### National Curriculum Links:

Pupils should be taught:

- The changes in an aspect of social history.

#### Learning Outcomes:

Children will:

- Understand what civil rights are and how citizens can influence decision-making.
- Look at the civil rights movement in America and the culmination of national protests at racial segregation.
- Consider the meaning of MLK's 'I Have a Dream' speech, and understand why it is so effective.

## History

### - David Attenborough, Jane Goodall and Bear Grylls 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 on our society today.