

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 enviro
- Discuss ways in which rainforests can be protected.

P4C: Deforestation: How does it affect us?

Educational Visit: Sunderland Winter Gardens

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

- **Arguments and Debates / Debate Poetry**
- **Stories with Flashbacks** (*Temple Run - Jungle Trek*)
- **Persuasive Writing** (*The Tin Forest, Wayne Anderson*)

National Curriculum Links:

Pupils should be taught to:

- Continuing to read and discuss an increasingly wide range of genres
- Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books and text types
- Discuss the words that capture the reader's interest
- Explain and discuss understanding of what they have read
- Retrieve and record information from fiction and non-fiction books
- Explore the meanings of words in context
- Use evidence to justify inferences about characters' feelings, thoughts and motives from their actions
- Make predictions based on evidence in a text
- Summarise main ideas from more than one part of a text
- Identify the audience for and purpose of a piece of writing
- Plan, draft, write, evaluate and edit their written work
- Read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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

- **Creating a Nature Documentary** (*Green Screen*)

National Curriculum Links:

Pupils should be taught to:

- Use search technologies effectively, appreciating how results are selected and ranked.
- 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:

- Research and use the internet to watch clips of documentaries to generate ideas and save images required for their documentary.
- Create a script using Word
- Create a digital storyboard using comic life programme.
- Use video equipment to record their documentary in front of a green screen.
- Use a computer programme to insert images to their green screen and edit their recording.

PSHE

- Health and Wellbeing:

National Curriculum Links (PSHE Association):

Pupils should be taught about:

- Healthy Lifestyles: What influences our choices about health and wellbeing
- Growing and Changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image
- Keeping Safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs

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

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.

Religious Education

- Judaism: Jewish Beliefs and Practices

- Judaism: Founders and Leaders

Children will:

- Explore sacred texts and question if they have to be 'true' to help people understand their religion.
- Explore how participating in worship help people to feel closer to God or their faith community.
- Understand the special relationship between Jews and God and the promises they make to each other.
- Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.
- Investigate the different ways that Jews show their commitment to God comparing their practices.
- Explore which practices shows the most commitment.

P4C: Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?

Physical Education

- Cricket Coaching, Badminton, Netball

- Swimming, 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
- 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 different water-based situations

Music

- Classroom Jazz and A Tragic Story

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: Animal Names

National Curriculum Links:

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes
- Engage in conversations and speak in sentence
- Read carefully and show understanding of words, phrases and simple writing
- Describe things orally and in writing



Learning Outcomes:

Children will be able to:

- State the French names for common pets
- State the French names for common farm animals
- State the French names for common rainforest animals
- Give simple description of what animals look like
- Give simple descriptions of what animals eat
- Give simple descriptions of where animals live

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

Maths

National Curriculum Links: (White Rose)

Year 5 – Statistics, 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 $2\frac{5}{5} + 4\frac{5}{5} = 6\frac{5}{5} = 1\frac{1}{5}$]
- 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, cm², m² estimate the area of irregular shapes.
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Maths

National Curriculum Links:

Year 6 – Decimals & Percentages, Algebra, Measure, Ratio and Geometry (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 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 cm³, m³ and extending to other units (mm³, km³)
- 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

Computing:

- Compose a script for a nature documentary.

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.

Science:

- Investigate the impact of different exercises on people's heart rate, collecting and presenting data to make informed conclusions.

Science

- Diet, Drugs, Exercise and Body Changes

National Curriculum Links:

Pupils should be taught to:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Learning Outcomes:

Children will be able to:

- explain how to keep their bodies healthy and how their bodies might be damaged, including how some drugs and other substances can be harmful to the human body
- work scientifically by exploring the work of scientists about the relationship between diet, exercise, drugs, lifestyle and health.

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.