

"We strive to create an environment which promotes a thirst for learning and gives everyone the best chance of success within a caring Christian ethos"

Our Learning Challenge

How can we help save our world by looking after our rainforests?

Year

5

Term

Spring

Our Vision and values

I will be proud of all that I do and treat others with kindness  
 I will respect and value myself and others no matter what we believe, how we look or where we live  
 I will be responsible for the way I behave  
 I will be the best that I can be  
 I will embrace new challenges and learning opportunities  
 I will reflect on my learning and listen to advice from others about how to improve  
 I will have fun, enjoy learning new things at school and have the courage to make mistakes  
 I will think about my own faith and what difference it can make to me and how I live

Purposeful Learning Outcome

Communication campaign and fundraising culminating in Hot Chocolate/Fair Trade Stalls

Children produce a performance involving interpretive dance and musically perform their own production - then serve food and drink at a stall. Could sell tickets to raise money as well.

British Values

Democracy: we aim to promote this British value by demonstrating how democracy works by discussion, decision making and voting. For example:

- Encouraging children to make decisions together.
- Providing opportunities for children to vote between choices of activity.
- Providing the opportunity for children to vote for Buddies, School Council, Collective Worship Council and subject leaders

Individual liberty: we aim to promote this British value by promoting individual freedoms to choose faiths, beliefs and likes/dislikes. For example:

- Providing opportunities for children to share achievements and successes, to promote independence and develop self-esteem.
- Encouraging children to develop a positive sense of themselves.
- Provide activities for all children to engage in and actively challenge gender specific tasks and activities.

Rule of law: we aim to promote this British value by demonstrating a need for rules and laws which help to keep us safe and happy For example:

- By working together to create group rules.
- By understanding their own and others' behaviour and feelings and the consequence of these.
- Encouraging and supporting children to learn how to distinguish right from wrong.

Mutual respect and tolerance of different faiths and beliefs: we aim to promote this British value by treating others how we would like to be treated ourselves regardless of their differences

- Encouraging children to learn about the world around them - both locally and further afield.
- Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life,

Starting Stimulus		Community Links Visitors and Visits Creative Experiences	SMSC Including PSHE and Safeguarding
<p>Advert/you tube clip from endangered animal/person who has lost their habitat</p> <p>Animal Man or environmentalist to visit school</p>		<p>Dudley Zoo visit</p> <p>Fark to form workshop in school and visit to store (Tesco) - Sustainability focus</p> <p>Design ad 3D rainforest model showing layers and wild life</p> <p>Invite an environmentalist/ group/ society/ charity into school to talk</p> <p>Set up a Fairtrade stall for a week (inc for parents)</p> <p>Investigate 'dangerous bugs' - e.g. the most lethal sting/ size, poison - group presentations using a choice of format, inc IT, models, oral</p> <p>I'm a Celebrity Get Me Out of Here challenge</p> <p>Make ice cream</p> <p>Make a hot drink</p> <p>Build a bridge - team building day - parents in</p> <p>Build a model bigger than you</p> <p>Win a debate</p> <p>Design a webpage</p> <p>Read music</p> <p>Write a song</p>	<p><b>Dreams and Goals</b></p> <p>Describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</p> <p>Outcome - Rainforest dream tree and fundraising event</p> <p>Healthy Me</p> <p>Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body</p> <p>Outcome - Recipe cards for Having a healthy body image</p>
Steps to Achieving Learning Challenge			
Sub question	Subject Focus (from mapping)		Content / Activities
<p>What is a rainforest and where in the world is the Amazon?</p>	<p>Geography - Locate, similarities and differences,</p> <p>Physical geography including climate zones, rivers, mountains.</p>		<p>English - Non chronological report (Dudley Zoo guide with conservation) - rainforest, animals</p>

	<p>Temperature - influence on place and people Atlas Compare maps with physical photos</p> <p>Computing - Validity of information and evaluating websites</p>	<p>Geography - locating rainforest, what, where, what we can tell from its geography/photos</p> <p>Computing - validity of information</p>
<p><b>What do we feel is special about the Amazon? Why is it protected?</b></p>	<p>Geography - contrasting environments, endangered species, fair trade</p> <p>Art and Design - Displaying 'Special' through art - Animal art drawing and painting from observation (zoo) - animal masks, traditional printing, mask marking, textiles for costumes PREP FOR SALE - labels and explanations - link to English</p> <p>Computing - Use of text and word processing (Labels, explanations etc)</p> <p>Music - Jungle Book music for end of campaign performance</p>	<p>English - Jungle book classical texts - giving the animals a voice to humanise them (link with persuasion)</p> <p>Music - linked to Jungle book text - animals character and a voice to humanise</p> <p>Geography - identify special</p> <p>Art - showcase special</p> <p>Computing - to accompany art</p>
<p><b>How are Britain and the Amazon linked? What does The Amazon do for the rest of the world? (Energy, food, stuff)</b></p>	<p>Geography - Physical and human geography - natural resources - economic activity</p> <p>Design and Technology - Learn about the major components of a balanced diet and how ingredients can be designed to create healthy meals Ideas: food from rainforest, using produce to cook healthy meals - part of campaign - concepts of Fair Trade</p> <p>Music - Jungle Book music for end of campaign performance</p> <p>P.E - Perform dances using a range of movement patterns that are expressive, Create original pieces using own ideas, Compare performances to previous ones to achieve their personal best</p>	<p>English - Jungle book classical texts - giving the animals a voice to humanise them (link with persuasion - adventure and mystery story)</p> <p>Music - jungle book linked to campaigning showcase</p> <p>PE - Dance performance linked to campaigning showcase</p> <p>Sky campaign -</p> <p>Design and technology - food</p> <p>Geography - economic activity - The Body Shop - Fair Trade</p>
<p><b>What is happening to the Amazon now and should it continue?</b></p>	<p>Geography - Census - pilot, evaluate, human geography (tribes, economic activity/trade)</p>	<p>English - Argument, persuasion and debate</p> <p>Geography - census - What do you know - should we help? Data (maths link)</p>
<p><b>How can we communicate this and raise awareness of the Amazon's plight?</b></p>	<p>Computing - Digital photos - trip - link to</p>	<p>English - Campaign - advertising, leaflet, letters, using the non-chronological report to persuade</p> <p>Getting ready for our campaigning showcase</p>

	<p>Campaigning - multimedia approach</p> <p>CAMPAIGN for fairtrade</p> <p>Music - performance of Jungle book and traditional songs</p> <p>P.E - Perform dances</p> <p>English - Persuasive speech with multimedia presentation, incorporate and share stories</p>	<p>Steps</p> <ol style="list-style-type: none"> <li>1. Invitations/letters to personally invite</li> <li>2. Multimedia Introduction with speech</li> <li>3. Persuasive campaigns - e.g. letters from animals - linked to multimedia presentation</li> <li>4. Song, Music and Dance weaved into own Jungle book adventure story</li> <li>5. Leaflets of how to help today</li> <li>6. Produce to buy /share - e.g. food, paintings, books</li> <li>7. Pupil and parent responses</li> </ol>
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How can we help?	<p>English - campaign</p> <p>Outcome - fundraising</p>	English - Review - impact, responses and next steps
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**Relationship to Core Subjects**

English Skills		Maths Skills	Science Skills
<p><u>To read words accurately</u></p> <ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels).</li> </ul> <p>(Note: this should be through normal reading rather than direct teaching.)</p> <p><u>To understand texts</u></p> <ul style="list-style-type: none"> <li>• Recommend books to peers, giving reasons for choices.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> </ul>	<p><u>To write with purpose</u></p> <ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul> <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>• Interweave descriptions of characters, settings and</li> </ul>	<p><u>Number: Fractions</u></p> <p>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 <math>&gt;1</math> as a mixed number [for example <math>1\frac{1}{2}</math> ] 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 <math>0.71 = \frac{71}{100}</math> ] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p><u>Number: Decimals</u></p> <p>Read, write, order and compare numbers with up to three</p>	<p>Living things and their habitats</p> <ol style="list-style-type: none"> <li>i. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>ii. Describe the life process of reproduction in some plants and animals</li> </ol> <p>Animals (including humans)</p> <ol style="list-style-type: none"> <li>i. Describe the changes as humans develop to old age</li> </ol> <p>Working Scientifically (UKS2)</p> <ol style="list-style-type: none"> <li>i. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>ii. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>iii. Recording results using scientific diagrams and labels</li> <li>iv. Using test results to make predictions to set up further comparative and fair tests</li> <li>v. Reporting and presenting findings from</li> </ol>

<ul style="list-style-type: none"> <li>• Make comparisons within and across books.</li> <li>• Learn a wide range of poetry by heart.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> <li>• Check that the book makes sense, discussing understanding and exploring the meaning of words in context.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>• Retrieve and record information from non-fiction.</li> </ul>	<p>atmosphere with dialogue.</p> <p><b><u>To organise writing appropriately</u></b></p> <ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul> <p><b><u>To use paragraphs</u></b></p> <ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul> <p><b><u>To use sentences appropriately</u></b></p> <ul style="list-style-type: none"> <li>• Write sentences that include: <ul style="list-style-type: none"> <li>• relative clauses</li> <li>• modal verbs</li> </ul> </li> </ul>	<p>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. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [ for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p><b><u>Number: Percentages</u></b></p> <p>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 of , , , , and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	<p>enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments</p>
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<ul style="list-style-type: none"> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Provide reasoned justifications for views.</li> </ul>	<ul style="list-style-type: none"> <li>• relative pronouns</li> <li>• brackets</li> <li>• parenthesis</li> <li>• a mixture of active and passive voice</li> <li>• a clear subject and object</li> <li>• hyphens, colons and semi colons</li> <li>• bullet points.</li> </ul> <p><b><u>To present neatly</u></b></p> <ul style="list-style-type: none"> <li>• Write fluently and legibly with a personal style.</li> </ul> <p><b><u>To spell correctly</u></b></p> <ul style="list-style-type: none"> <li>• Use prefixes appropriately.</li> <li>• Spell some words with silent letters (knight, psalm and solemn).</li> <li>• Distinguish between homophones and other words that are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>• Use dictionaries to check spelling and meaning of words.</li> </ul>		
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| <ul style="list-style-type: none"><li>• Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li><li>• Use a thesaurus.</li><li>• Spell the vast majority of words correctly.</li></ul> <p><b><u>To punctuate accurately</u></b></p> <ul style="list-style-type: none"><li>• Develop understanding of writing concepts by:<ul style="list-style-type: none"><li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li><li>• Using passive verbs to affect the presentation of information in a sentence.</li><li>• Using the perfect form of verbs to mark relationships of time and cause.</li><li>• Using expanded noun phrases to convey complicated information concisely.</li><li>• Using modal verbs or adverbs to indicate degrees of possibility.</li><li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li></ul></li><li>• Indicate grammatical and other features by:</li></ul> |  |  |
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- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.

**To understand writing**

- Use and understand grammatical terminology when discussing writing and reading:

**Year 5**

- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

**Year 6**

- active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.



	<p><u>To present writing</u></p> <p>• Perform compositions, using appropriate intonation and volume.</p>					
<p><b>Key Text</b></p> <table border="0"> <tr> <td data-bbox="54 448 415 617"> <p><u>Fiction</u></p> <p>R Kipling - The Jungle Book (inc film)</p> <p>M Murpugo - Running Wild</p> <p>L Cherry - The Kapok Tree</p> <p>Q Blake - The Green Ship</p> </td> <td data-bbox="415 448 758 617"> <p><u>Non-fiction</u></p> <p>R Plot - The Vanishing Rainforest (with film/dvd- Ferngully)</p> <p>S Schimmel - Dear Children of Earth</p> </td> <td data-bbox="758 448 1066 617"> <p><u>Poetry</u></p> <p>The Works - Environmental Poems</p> <p>Debate poetry</p> <p>The Blind Men/ Elephant Words</p> </td> </tr> </table>				<p><u>Fiction</u></p> <p>R Kipling - The Jungle Book (inc film)</p> <p>M Murpugo - Running Wild</p> <p>L Cherry - The Kapok Tree</p> <p>Q Blake - The Green Ship</p>	<p><u>Non-fiction</u></p> <p>R Plot - The Vanishing Rainforest (with film/dvd- Ferngully)</p> <p>S Schimmel - Dear Children of Earth</p>	<p><u>Poetry</u></p> <p>The Works - Environmental Poems</p> <p>Debate poetry</p> <p>The Blind Men/ Elephant Words</p>
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<p><b>English Real and Purposeful Outcomes</b></p>		<p><b>Maths Outcomes</b></p>	<p><b>Science Outcomes</b></p>			
<p>Write stories of adventure, based in rainforest settings, e.g. Jungle Book - visual literacy/ link to the film</p> <p>Include mystery and suspense - What's the dilemma/ focus? What's a cliffhanger ending? Engaging the reader.</p> <p>Persuasive writing and debate, e.g. re. ethical issues - deforestation, living in poverty, aid from other countries/ charity, Fairtrade goods</p> <p>Use formal language within writing, and then when preparing and presenting a debate orally, e.g. as a year group; take on roles, e.g. speaker, note-taker, leader</p> <p>Write reports and information texts in different formats. Start with review of non-chronological reports and fact files and then let children direct how to present information - other formats inc article, interview, blog, leaflet, PPT</p> <p>Learn a significant poem by heart and perform to an audience</p> <p>Write in the form of haiku and cinquain</p> <p>Include imaginary in poetry - inc simile, word play, rhyme and metaphor</p>		<p>Plot different line graphs of temperature, rainfall etc</p> <p>Find area and perimeter of the rainforest/compare to different rectilinear shapes eg football pitches</p> <p>Sort, record and organise types of animal in the rainforest using Carroll and Venn diagrams</p> <p>Use graphs to show reduction of rainforest over a set period of time using data handling and statistics skills</p> <p>Plot line graphs showing how the area of the rainforest has decreased over different time periods</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• Observe and sketch insect and amphibian lifecycles for comparison (<b>observing over time</b>)</li> <li>• Research and sketch mammalian and bird life cycles for comparison (<b>analysing secondary sources</b>)</li> <li>• Compare the lifecycles of mammals, amphibians, insects and birds (<b>pattern seeking/sorting and classifying</b>)</li> <li>• Research reproduction in plants and animals (analysing secondary sources/pattern seeking/classif)</li> </ul>			

		<ul style="list-style-type: none"> <li>▪ Create computer animations that explain plant reproduction (<b>analysing secondary sources</b>)</li> <li>▪ Create computer animations that explain animal reproduction (<b>analysing secondary sources</b>)</li> <li>▪</li> </ul> <p><b>Animals including habitats</b></p> <ul style="list-style-type: none"> <li>▪ Create a human timeline (observing over time/<b>analysing secondary sources</b>)</li> <li>▪ Create a human growth quiz (<b>analysing secondary sources/pattern seeking</b>)</li> <li>▪ Research and create an infographic on baby growth (<b>observing over time/analysing secondary sources</b>)</li> <li>▪ Compare 'red books' and predict growth patterns (<b>pattern seeking/observing over time</b>)</li> <li>▪ Create gestation period graphs for a range of animals (<b>analysing secondary sources</b>)</li> <li>▪ Explain gestation through graphic novel style (<b>analysing secondary sources</b>)</li> </ul>
<b>Relationship to Foundation Subjects</b>		
<b>Art and Design Skills</b>	<b>Design and Technology Skills</b>	<b>Computing</b>
<u>To develop ideas</u> · Develop and imaginatively extend ideas from	<u>To design, make, evaluate and improve</u>	<u>To connect</u>

<p>starting points throughout the curriculum.</p> <ul style="list-style-type: none"> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b><u>To take inspiration from the greats (classic and modern)</u></b></p> <ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> <p><b><u>To master techniques in painting</u></b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture</li> <li>• Develop a personal style of painting/drawing upon ideas of other artists</li> </ul> <p>collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> </ul>	<ul style="list-style-type: none"> <li>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul> <p><b><u>To take inspiration from design throughout history</u></b></p> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul> <p><b><u>To master practical skills in Food</u></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul> <p><b><u>To communicate</u></b></p> <ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul> <p><b><u>To collect</u></b></p> <ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul> <p><b><u>To code (link to print)</u></b></p> <ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> </ul>
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<ul style="list-style-type: none"> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>print (Batik)</p> <ul style="list-style-type: none"> <li>• Build up layers of colour</li> <li>• Create an accurate pattern showing fine detail</li> <li>• Use a range of visual elements to reflect the purpose of the work</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>		<ul style="list-style-type: none"> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> <li>• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>• Use lists to create a set of variables.</li> </ul> <ul style="list-style-type: none"> <li>• Use the Boolean operators</li> </ul> <p>() &lt; ()</p> <p>() = ()</p> <p>() &gt; ()</p> <p>() and()</p> <p>() or()</p> <p>Not()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> <li>• Use the Reporter operators</li> </ul> <p>() + ()</p> <p>() - ()</p> <p>() * ()</p>
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		<p>() / ()</p> <p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder</p> <p>after a division calculation</p> <p>Round ()</p> <p>() of ().</p>
<b>Art and Design Outcomes</b>	<b>Design and Technology Outcomes</b>	<b>Computing Outcomes</b>
<p>Shoe box rainforest (using painting, printing skills etc)</p> <p>Mother's day present using Batik printing</p> <p>Rainforest café - present present to parents at café</p> <p>Fairtrade Foods morning with staff from Sainsbury's</p>	<p>Rainforest recipes - research and then make</p> <p>The perfect chocolate product</p>	<p>We are game developers</p> <p>To code (Create a game using sound and artwork)</p> <p>Swift</p> <p>We are cryptographers</p> <p>To code (encrypt and decrypt information)</p> <p>Visit to Bletchley Park (Enigma, on-site encryption activities, computer museum)</p>

Geography Skills	History Skills	Music Skills	P.E Skills
<p><u>To investigate places</u></p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• 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.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> </ul>	<p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><u>To build an overview of world history</u></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<p><u>To perform</u></p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul> <p><u>To describe music</u></p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</li> </ul>	<p><b>Spring 1 - Gymnastics</b> To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> <li>• gestures</li> <li>• linking skills.</li> </ul> </li> <li>• Hold shapes that are strong, fluent and expressive.</li> <li>• Include in a sequence set pieces, choosing the most appropriate linking elements.</li> <li>• Vary speed, direction, level and body rotation during floor performances.</li> <li>• Practise and refine the gymnastic techniques used in performances (listed above).</li> <li>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</li> <li>• Use equipment to vault and to</li> </ul>

<ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><u>To understand chronology</u></p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><u>To communicate historically</u></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul>	<p>swing (remaining upright).</p> <p><b>Spring 2 - Outdoor and Adventurous activities</b>  To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>
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	<ul style="list-style-type: none"> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> <ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	
<b>Geography Outcomes</b>	<b>History Outcomes</b>	<b>Music Outcomes</b>	<b>P.E Outcomes</b>
Link in with model of the rainforest and the layers Compare and contrast areas	Timeline about the history of deforestation	Jungle Book music performance Analysis of lyrics  Drumming music.	Forest school links for outdoor and adventure - making shelters like the Amazonians.   Interpretative gymnastics, for example gymnastic movements to jungle music.

<b>RE Skills</b>	<b>Language Skills</b>
<u>Understand beliefs and teachings</u>	<u>To read fluently</u>



<ul style="list-style-type: none"> <li>• Explain how some teachings and beliefs are shared between religions.</li> <li>• Explain how religious beliefs shape the lives of individuals and communities.</li> </ul> <p><u>To understand practices and lifestyles</u></p> <ul style="list-style-type: none"> <li>• Explain the practices and lifestyles involved in belonging to a faith community.</li> <li>• Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</li> <li>• Show an understanding of the role of a spiritual leader.</li> </ul> <p><u>To understand how beliefs are conveyed</u></p> <ul style="list-style-type: none"> <li>• Explain some of the different ways that individuals show their beliefs.</li> </ul> <p><u>To reflect</u></p> <ul style="list-style-type: none"> <li>• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>• Explain their own ideas about the answers to ultimate questions.</li> </ul> <p><u>To understand values</u></p> <ul style="list-style-type: none"> <li>• Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>• Express their own values and remain respectful of those with different values.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand the main points and some of the detail in short written texts.</li> <li>• Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</li> <li>• Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</li> <li>• Show confidence in reading aloud, and in using reference materials.</li> </ul> <p><u>To write imaginatively</u></p> <ul style="list-style-type: none"> <li>• Write short texts on familiar topics.</li> <li>• Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases.</li> <li>• Use dictionaries or glossaries to check words.</li> <li>• Refer to recent experiences or future plans, as well as to everyday activities.</li> <li>• Include imaginative and adventurous word choices.</li> <li>• Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).</li> <li>• Use dictionaries or glossaries to check words.</li> </ul> <p><u>To speak confidently</u></p> <ul style="list-style-type: none"> <li>• Understand the main points and opinions in spoken passages.</li> <li>• Give a short prepared talk that includes opinions.</li> <li>• Take part in conversations to seek and give information.</li> <li>• Refer to recent experiences or future plans, everyday activities and interests.</li> <li>• Vary language and produce extended responses.</li> <li>• Be understood with little or no difficulty.</li> </ul> <p><u>To understand the culture of the countries in which the language is spoken</u></p> <ul style="list-style-type: none"> <li>• Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</li> </ul>
<b>RE Outcomes</b>	<b>Language Outcomes</b>
<p>Spring</p> <p><b>People of God unit 2b.3</b> Core learning - Comic strip of Moses' life, persuasive writing to encourage support for Christian charities, write ten lessons for living.</p> <p><b>Islam</b> -Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence -How does Islam teach you to listen and see what's</p>	<p>Rainforest animals in Italian</p> <p>Youtube Italian version of Jungle Book</p>

important? - Summary of Qur'an (7:204), Listening charter for the class.

**Salvation unit 2b.6 (Y5) Core learning-** Create a school/local community/world charter explaining the idea of sacrifice as good and necessary for making the world a better place.

**Various religions -Participating and Willing to Lead** - How do believers of other faiths (RT) participate in the world? - Ghandi, Malcolm X Baha'u'llah - Reports summarising the work of significant figures and how they influence the nature of society.