

COMPUTING: **NC:** 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.

word processing

creating own graphs/data to show environmental effects

HISTORY: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

- Mayan timeline
- Mayan inventions
- History of chocolate *(linked with geography)*
- Compare Mayan history to British history and how it has changed and developed over time.

R.E./PSHE: PATHS curriculum Unit 4: Using our thinking skills. Unit 5: Friendship, getting along with others BV & SMSC: see Appendix 3

RE - CHOICE - being fair and being accountable and living with integrity

- how communities are affected by a lack of material goods, food, water – link to droughts, famine, poverty stories

GEOGRAPHY: **NC:** *(Human and physical geography: describe and understand key aspects of: 1) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) Geographical skills and fieldwork 1) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3) use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.)*

- Identify and label on maps and globes locations where rainforests can be found.
- Identify and label the 4 layers/strata of a rainforest.
- Identify animals that live in the Amazon Rainforest.
- Understand and explain what deforestation is, understand and describe the reasons for the destruction of the Rainforest and to begin to understand the impacts deforestation can have both on the immediate environment and the wider world, looking at which rainforest products we use in our everyday lives
- About sustainable ways of living and the possible causes of climate change and its effects on our planet *(discussion within deforestation lesson)*
- Chocolate – how it is made, where it comes from, impact on growing it, fair trade.
- About the lives of rainforest people and how they compare with our own
- Learn what rivers run through the rainforests and their importance. *(Guided reading comprehension)*
- Learn where the Mayans came from and how they used the rainforest *(linked to history)*

ART, DESIGN & TECHNOLOGY: **NC:** *Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 1) create sketch books to record their observations and use them to review and revisit ideas 2) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 3) about great artists, architects and designers in history.*

- create rainforest art
- Plan and make our own tropical fruit drink

PE/SPORT:

Morning PE: fitness and SAQ

Afternoon PE: Yoga, indoor hockey and basketball

ENRICHMENT: following whole school enrichment programme

Topic title: Arriba! Arriba!

MUSIC: **NC:** *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 using the inter-related dimensions of music*

How to represent a rainforest scene using music

SCIENCE: Plants **NC** *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, investigate the way in which water is transported within plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal*

- Identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Conditions for plant growth
- Planting seeds and monitoring growth – maths links for graphs, measurements
- About plants in the rainforest – different conditions
- How to grow our own rainforest plant from a seed
- Identify the different plants you find in the rainforest, specific to the 4 layers.

ENGLISH:

- Letters of complaint
- Letter of persuasion
- Story
- Debates – for and against deforestation, speech on saving the world *(Topic)*
- Calligram poem *(Topic)*
- Non-Chron report *(Science)*

TEXTS TO BE READ: *The Great Kapok Tree*

SPAG: Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

- Extending the range of sentences with more than one clause by using a wider range of conjunctions.
- Choosing nouns or pronouns appropriately to avoid repetition.
- Use conjunctions to express time, place and cause e.g. when, before, while, so, because.
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore.
- Use prepositions to express time, place and cause e.g. before, after, during, in, because of.
- Use fronted adverbials and commas after fronted adverbials.
- Use speech marks/inverted commas for direct speech.
- Use the present perfect form of verbs instead of the simple past (e.g. he has gone out to play/he went out to play).
- Recognise paragraphs as a way of grouping related material and start to use in own writing including headings and subheadings as a way to organise writing and use within own writing.
- Use a and an accurately according to whether the next word begins with a consonant or a vowel.
- Spell further homophones. Place the possessive apostrophe accurately in words with regular plurals.

MATHS:

Number - Addition and Subtraction

- add and subtract three-digit numbers and ones with support;
- add and subtract three-digit numbers and tens with support;
- add and subtract three-digit numbers and hundreds with support;
- add numbers up to two digits using a formal written method, crossing the tens boundary;
- subtract numbers up to two digits using a formal written method, crossing the tens boundary;
- estimate to check answers to a calculation;
- select the correct operation to use and solve a problem; • solve one-step problems involving two-digit numbers.

Number - Multiplication and Division

- Recall multiplication and division facts for the 3x, 4x and 8x tables.
- Use multiplication facts from the 3x, 4x and 8x tables to solve word problems.
- Begin to identify patterns in the 3x, 4x and 8x tables when presented visually (e.g. coloured on a hundred square).
- Multiply multiples of 10 using known facts up to 12x.
- Use the grid method to multiply two and three-digit numbers.
- Use number lines to solve division problems beyond known facts.
- Solve missing number problems using known facts.
- •Solve simple scaling and correspondence problems using facts from the 3x, 4x and 8x tables.