

Curriculum Principles

Equality of Opportunity	Enquiry Based Learning	Inspire awe and wonder	Sustainability
Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
-Rainforest experience - videos and artefacts -Discussion texts sent to David Attenborough	- Where is the Amazon rainforest? - What are the physical and human features of North and South America? - Why is the rainforest at risk?	-David Attenborough rainforest documentary Discussion texts sent to David Attenborough	- Why is the Amazon rainforest at risk? - What is deforestation? - What is happening to the Amazon rainforest currently? - -What can we do to help?

YEAR 5

Title: **The Rainforest**

Big Bang:

Rainforest experience (videos/artefacts)

School Trip/Special Events

-Discussion texts sent to David Attenborough

Celebration

-Sharing of discussion texts being sent to David Attenborough

Science – Living things and their habitats

-To give reasons for classifying plants and animals based on specific characteristics
- To describe how living things are classified according to common observable characteristics
- To describe the differences in the life cycles of mammals, amphibians, insects and birds
- To describe the life process of reproduction in some plants and animals

Writing Opportunities:
Explanations of the reasons for classifying plants and animals into certain groups.

Key Curriculum Areas:

Geography, Science, Art

Geography – North/South America

- To understand the terminology climate zones, biomes, tropics and rainforest
-To investigate place by identifying areas of North and South America
-To investigate place by identifying the equator, lines of longitude and latitude, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles
-To investigate pattern including physical and human features of North and South America
-To ask and investigate geographical questions
-To communicate geographically

Writing Opportunities:
Travel leaflet on the physical and human features in North or South America

Art – Rainforest paintings

- To take inspiration from other artists (Rousseau)
-To master techniques of tint, tone and shading
-To develop ideas through sketches and drawings of the Amazon Rainforest
-To master techniques using paint

Maths

Number:

Place value including negative numbers
Addition and subtraction
Multiplication

Measurement:

Converting between different lengths, mass, capacity and time

Geometry:

Recognise the properties of 2D and 3D shapes including from nets

Times tables:

Practise weekly in class.

Cross Curricular Links – Time zones across the world

PSHE- Dreams and Goals

- To understand money can be needed to achieve our dreams

-I know a range of jobs and can suggest a job I would like to do in the future

-I can describe my dreams and goals

PE – Tag Rugby:

-To be able to run with the ball correctly
-To understand some basic rules of tag rugby
-To learn the correct passing technique
-To attack and defend in tag rugby

English

Poetry Focus:

-Haiku poem on the rainforest

Narrative:

-Setting description of the rainforest

Non-fiction:

-Discussion text 'Should we cut down the rainforest?'

-Spelling- ough, -able, -ably, -ible, -ibly

-Handwriting: Fully cursive handwriting, practised daily.

-Reading: Daily sessions teaching reading skills (retrieval, vocabulary, inference).

Cross Curricular Links – Travel leaflet on North or South America

Computing - To understand input and outputs and what effect they have on a computer program

Spanish - To identify classroom items, use Spanish numbers and investigate Spanish speaking countries.

Music – To compare two compositions on the same theme, recreate sounds using instruments and refine soundscape.