

# Elm Class Topic Overview - Autumn 2020

(PB = Planbee) (Skills) (Activity)

## Rainforest

	Topic	Literacy	Science	Maths	Computing	French	PSHE	RE	PE	ART / DT	Music
	Rainforest	Rainforest Reading comp text Rainforest is calling	Living things	Place value Add/ subtract	Data bases	Where in the world	Links to saving the rainforest	Symbols	Basketball Athletics (CJ)	Pencil work Line/tone  Paint / texture	Melody
1	What do we know about rainforests and what would we like to find out?	<b>Summer holiday writing</b> LO – to plan, draft and write own holiday recount SPAG – To use adverbs and prepositions to add detail to their writing	Non – due to 3 day week	<b>Place Value</b> <b>Y3:</b> LO: To recognise the place value of each digit in a 3 digit number  <b>Y4:</b> LO: To recognise the place value of each digit in a 4 digit number	Non – due to 3 day week	<b>LO</b> – To use sounds to help identify written words	<b>Eat Well, move more, to be plotted</b> <b>LO</b> – to understand others and identify things in common <b>Discuss the getting to know you bingo.</b> <b>LO</b> – To create a class charter	Non – due to 3 day week	LO- To use our body in a variety of ways  Roll dice and link to movements suggested by children  Roll 6 = 6 star jumps	  LO – To draw for a period of time	Non – due to 3 day week
2	LO to use map sites on the internet  <a href="https://study.com/academy/lesson/the-amazon-river-basin-geography-climate.html">https://study.com/academy/lesson/the-amazon-river-basin-geography-climate.html</a>  LO - to use junior atlases Lo - To be able to locate rainforests on a world map.	<b>NARRATIVE Text – Evie in the jungle</b>  LO To describe a setting Pg 12  SPAG – Fronted adverbials Compose rich vocabulary Experience day to describe	We do we already know? What are living things?  Revision of plants LO-To be able to identify the different parts of rainforest plants and their uses. PB 1 and 2  Modelled	<b>Place Value</b> <b>Y3:</b> LO: find 10 or 100 more or less than a given number  <b>Y4:</b> LO: find 1,000 more or less than a given number  count in multiples of 6, 7, 9, 25 and 1,000	LO: To use a simple database  Children to use a database to research facts about the rainforest <a href="https://www.activewild.com/rainforest-facts-for-">https://www.activewild.com/rainforest-facts-for-</a>	<b>LO:</b> To use accurate pronunciation when reading aloud • I can speak in a sentence to answer a question.	<b>LO</b> – new beginnings (SEAL year 3/4)  <b>LO</b> – To explore feelings and new beginnings. <b>Sami's story SEAL activity</b>	<b>LO:</b> To describe things that religious people do  Recognise and name features of religious life and practice such as visiting a place of worship and reading a holy	<b>LO:</b> choose and use a range of ball skills with a good degree of accuracy  <b>Throwing and catching –</b> Basketball AMK  Athletics with Chris Jew	LO – To plan, refine and alter drawings To collect and record ideas Drawing plants – still life from leaves – collect leaves from school grounds 	LO – To explore rhythm  <a href="https://www.youtube.com/watch?v=WtEROwDolcg">https://www.youtube.com/watch?v=WtEROwDolcg</a>  Music with meg

		rainforest – use senses to generate vocabulary	investigation – carnations or celery		<a href="#">kids/</a>			scripture.			
3	<p>Begin to identify features on aerial photos</p>  <p>To explore the layers of vegetation in a rainforest.</p> <p>Create a diorama - Home learning / forest school</p>	<p><b>To write a narrative - Include a setting and a daring rescue</b></p> <p>Pg 18 SPAG – use of a comma to add additional information – edit and improve sentences</p>	<p><b>LO:</b> recognise that living things can be grouped in a variety of ways</p> <p>Introduce new vocabulary - Organism, sort, group, criteria, Venn &amp; Carroll diagram. PP 1</p> <p><b>Movement</b></p> <p><b>Respiration</b></p> <p><b>Sensitivity</b></p> <p><b>Growth</b></p> <p><b>Reproduction</b></p> <p><b>Excretion</b></p> <p><b>Nutrition</b></p>	<p><b>Place Value</b></p> <p><b>Y3 LO:</b> compare and order numbers up to 1000</p> <p>count from 0 in multiples of 4, 8, 50 and 100</p> <p><b>Y4 LO:</b> order and compare numbers beyond 1,000</p> <p>count in multiples of 6, 7, 9, 25 and 1,000</p>	<p><b>LO:</b> To develop an awareness of how to stay safe when using the internet in school and at home</p> <p>Create a PowerPoint about internet safety (2 weeks)</p>	<p><b>LO:</b> Where in the world - UK</p>	<p><b>LO:</b> To set aims and goals.</p> <p>Children to think of at least 3 things they would like to achieve by the end of Year 3/4.</p>	<p><b>LO:</b> To give examples of how different people show that religion is important to them</p> <p>To identify different religious symbols, rituals and places of worship</p>	<p><b>LO:</b> use a variety of techniques and tactics to attack</p> <p><b>Passing the ball- change of direction</b></p> <p>Basketball AMK</p> <p>Athletics with Chris Jew</p>	<p>Lo – Experiment with different grades of pencil</p> <p>Explore relationships between line and tone, line and texture</p> <p>Symmetry of animals – complete the image</p> 	<p><b>LO:</b> Identify melodic phrases and play them by ear using clapping, stomping, clicking etc</p> <p>Listen and repeat melodic phrases</p>
4	<p>To investigate the climate of the rainforest.</p> <p>Analyse &amp; draw conclusions (compare 2 locations using temperature)</p> <p>Links to the science skill Gather, record, classify and</p>	<p><b>LO to read, plan, write and perform poetry</b></p> <p>SPAG –perfect present Suffix - ing</p> <p>Links to literacy shed RIO</p> <p><a href="https://www.iteracyshed.com/rio-olympics.html">https://www.iteracyshed.com/rio-olympics.html</a></p>	<p>To be able to identify a variety of animals from the Amazon rainforest PB 3</p> <p>Possible bug hunt</p> <p>Explore and use classification keys.</p> <p>Identify and name a variety of living things.</p> <p>( local &amp; wider</p>	<p><b>Place Value</b></p> <p><b>Y3: LO</b> read and write numbers up to 1000 in numerals and in words solve number problems involving these ideas.</p> <p><b>Y4: LO</b> round any number to the nearest 10, 100 or 1,000</p> <p>solve number and practical problems that involve place value and number</p>		<p><b>LO:</b> Where in the world – Where do they speak French?</p>	<p><b>LO:</b> To identify which foods we need to eat to maintain a healthy, balanced diet. Eat well</p>	<p><b>LO:</b> To describe the feelings I have about things that are important to me.</p> <p>To explore objects/symbols with special meaning and make comparisons with</p>	<p><b>LO:</b> Appreciate that rules need to be consistent and fair – use rules to create own and teach them to others</p> <p><b>Dribbling – pace, accuracy, different size balls</b></p> <p>Basketball AMK</p> <p>Athletics with Chris Jew</p>	<p>LO: make and match colours with increasing accuracy</p> <p>Draw leaf shapes and colour match using water colour</p>  <p>Use specific</p>	<p><b>LO:</b> Identify melodic phrases and play them by ear</p> <p>Listen and repeat melodic phrases using instruments</p>


	present data in a variety of ways	Consider animal characteristics  What might the animals in the rainforest be doing?	environment) (school grounds and rainforest) <a href="https://www.bbc.co.uk/bitesize/topics/z2ddmp3/articles/zccm3k7">https://www.bbc.co.uk/bitesize/topics/z2ddmp3/articles/zccm3k7</a>					religious objects/symbols		colour language (tint, tone, shade, hue)	
5	To identify different types of rainforest  •Temperate Rainforests. •Tropical Rainforests.  Identify boundaries on different maps (Rory map) IWB		LO: To be able to classify rainforest animals according to various criteria.PB 4  Gather, record, classify and present data in a variety of ways  <a href="https://www.stem.org.uk/resources/elibrary/resource/264436/fera-resources-classification">https://www.stem.org.uk/resources/elibrary/resource/264436/fera-resources-classification</a>	<b>Addition and subtraction</b> <b>Y3 LO:</b> add and subtract numbers mentally, including: ☐ a three-digit number and ones ☐ a three-digit number and tens ☐ a three-digit number and hundreds  <b>Y4 LO</b> estimate and use inverse operations to check answers to a calculation	LO: To record and present information <i>Create a presentation of a glossary of terms – PB lesson 2</i>	LO: Where in the world – the Equator	LO: To identify how we can protect our local environment  5 ways to help the Earth worksheet	LO: To identify and explain the significance of symbols of worship.  Explore symbols from different religions and explain their importance. Where might we find these symbols?	LO: Understand, how strength, stamina and speed can be improved.  <b>Dibbling to passing</b> Basketball AMK  Athletics with Chris Jew	LO: To explore and replicate the art of Henri Rousseau.  To plan own composition  	LO: To choose instruments on the basis of internalised sounds – link to rainforest sounds
6	Ask and respond to questions and offer own ideas Habitats –  plan the art exhibition  Research their chosen animal and consider *Diet *habitat *adaptation	LO – to plan and write <b>non chronological report</b> about an animal ( present with art work )  <b>Use of paragraphs</b>  <b>Features of a report</b>  SPAG - To use	LO - <b>Identify vertebrates</b> by their similarities and differences pp 2 LO - Use evidence and explain how to <b>identify an invertebrate</b> Pp3 – pp4 – classification keys	<b>Addition and subtraction</b> <b>Y3 LO</b> add and subtract numbers with up to three digits, using formal written methods  <b>Yr 4 LO</b> add and subtract numbers up to 4 digits using the formal written methods of columnar addition and subtraction	LO: To make use of copy and paste (begin to understand purpose of copy right)  <b>LO:</b> To use appropriat	LO: Where in the world – the continents	LO: To understand issues affecting the rainforests.	LO: To describe some symbols used in festivals and explain their meaning.	Identify good performances and suggest ideas for practices that will improve their play  <b>Shooting</b> Basketball AMK  Athletics with Chris Jew	To create different effects and textures with paint Choose paints appropriately    Work on final piece	LO: To choose instruments on the basis of internalised sounds – rainforest sounds

		Conjunctions to link sentences			e media by combining text and graphics in a printable form. <i>Combine images and graphics with text on PowerPoint presentation about rainforest</i>						
7			<b>Revise food chains</b> <i>To understand and identify food chains in the Amazon rainforest.</i>	<b>Addition and subtraction</b> <b>Y3 LO</b> estimate the answer to a calculation and use inverse operations to check answers <b>Yr 4 LO</b> solve addition and subtraction two-step problems in contexts	<b>LO:</b> Include sound, video and hyperlinks in presentations <i>Continue with PowerPoint presentations from previous lesson combining sound, video and hyperlinks</i>	<b>LO:</b> Where in the world - animals	<b>LO:</b> To identify how we can protect the future of the rainforests.	<b>LO:</b> To identify and understand similarities in different religions.	<b>Dribbling, passing, shooting</b> – mini games Baskets ball AMK  Athletics with Chris Jew	To show increasing independence and creativity painting <i>Complete own composition for art exhibition</i>	<b>LO:</b> To select instruments to describe visual images  <i>Carnival of animals – version for the rainforest</i>
8	Art Exhibition Go back to what I want to find out chart....	<b>To use persuasive language</b>  Posters and invites for the art exhibition  Letter to Rory  Writing for different purposes	<b>Revision quiz planbee</b>	<b>Addition and subtraction</b> <b>Y3 LO</b> solve problems, including missing number problems, using number facts, place value, addition and subtraction. <b>Yr 4 LO</b> solve addition and subtraction two-step problems		<b>LO:</b> Where in the world – which continent are they from?		<b>LO:</b> To recognise some important places of worship.  <i>Identify places of worship from a variety of religions.</i>	LO: change pace length and direction to outwit an opponent <b>Mini game</b> Basketball AMK  Athletics with Chris Jew <i>To develop flexibility, strength, technique, control and balance</i>	<b>ART EXHIBITION</b>	<b>PERFORM RAINFOREST SOUNDS USING INSTRUMENTS</b>

### Outcome of learning – Art gallery afternoon –

information about their art/ animals – descriptions and information about their habitats. – make invites / adverts – plan any costing in maths , contact Rory to open the event via video link


**(Trip – animal man or Wild Zoo at Bobbington)**

HALF TERM											
	Topic People/ settlements Deforestation	Literacy	Science Habitats – dangers and impact	Maths Multiply/ divide	Computing Data powerpoint	French	PSHE Getting on and falling out SEAL	RE Christmas Story	PE Circuits Tennis	ART/ DT Textiles / Shelters - DT day	Music Cultural music
1	LO- Begin to ask Geographical questions <a href="#">To find out about the people of the rainforest.</a> Begin to identify significant places and environments	<b>To write character descriptions</b> <b>To use</b> The great Kapok tree – talks about a poison dart frog Deforestation and asks how you will help the rainforest  <a href="https://www.youtube.com/watch?v=J1Teb-jTyI">https://www.youtube.com/watch?v=J1Teb-jTyI</a> <b>To write an alternative ending to the Great Kapok tree</b> <b>SPAG</b> – use speech accurately  Use paragraphs  Use of pronouns	What is a habitat? Local habitat study pp5 LO – to identify features of the local habitat LO- Recognise positive and negative changes to the local environment	<b>Multiplication / division</b> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know <b>Yr 4</b> LO use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers	<b>LO: To use a data logger to sense physical data</b> We don't have one of these	LO: broaden their vocabulary –  Consider how the French celebrate Christmas	<b>LO: To identify how to be a good friend.</b>  <a href="#">Good friend recipe activity</a>	<b>LO: : To explore and define some of the key words used when studying religion.</b>	<b>AMK – circuits</b> To compare their performances with previous ones and demonstrate improvement <b>VT – Tennis</b> To play competitive games, modified where appropriate	LO: Select and record from observation –and imagination Question and make thoughtful observations <a href="#">Study tree frogs</a> 	LO: To understand pulse <a href="https://www.youtube.com/watch?v=3lelcOf3y14">https://www.youtube.com/watch?v=3lelcOf3y14</a>  Online music lessons with Mr Taylor – just an idea
2	LO: use NC books, stories and internet as sources of information <a href="#">To find out about the people of the rainforest.</a> Link to literacy shed <a href="https://www.literacyshed.com/the-other-cultures-shed.html">https://www.literacyshed.com/the-other-cultures-shed.html</a>	<b>Local Habitat study pp5</b>  LO – to identify possible dangers to the local habitat and how we can help	<b>Multiplication / division</b> <b>Y3:</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  <b>Y4:</b> LO: recognise and use factor pairs and commutativity in mental calculations	<b>LO: To understand that not all information on the internet is accurate.</b> <a href="#">Research rainforests PB</a>	<b>LO: to explore Christmas vocabulary</b>  <a href="http://www.bbc.co.uk/languages/christmas/french/">http://www.bbc.co.uk/languages/christmas/french/</a>	<b>LO: To understand and use peaceful problem solving skills.</b>	<b>LO: To understand the importance of making vows.</b> <a href="#">To explore and identify different vows and promises in religion and make comparisons with promises we might make.</a>	<b>AMK – circuits</b> To compare their performances with previous ones and demonstrate improvement <b>VT – Tennis</b> To play competitive games, modified where appropriate	LO: about starting points and select ideas to use in their work make informed choices in drawing  <a href="#">To be able to design, make and evaluate a poison dart frog pin cushion.</a>	<b>LO:</b> Understand croquets and quavers – ( the same pulse form lesson 1)  <a href="https://www.youtube.com/watch?v=9TjJU4hXAM">https://www.youtube.com/watch?v=9TjJU4hXAM</a>	



											
3	To find out about settlements of the rainforest. Begin to identify significant places and environments	To plan, draft and edit own set of instructions for frog or rainforest home  SPAG – use imperative verbs and time conjunctives  First Next After Now	<b>LO: To explore a rainforest habitat</b> <b>What do we know already?</b> <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw</a>	<b>Multiplication / division</b> <b>Year 3:</b> write and calculate mathematical statements for multiplication and division progressing to formal written methods <b>LO:</b> <b>Y4</b> LO multiply two-digit and three-digit numbers by a one-digit number using formal written layout	<b>LO:</b> Follow straight forward lines of enquiry to search their data for own purposes. <i>Children to use the internet to research facts about the rainforest and add to PowerPoint presentations from last half term</i>	<b>LO: to broaden Christmas vocabulary</b> <a href="https://www.youtube.com/watch?v=6tP2Osl0o6w">https://www.youtube.com/watch?v=6tP2Osl0o6w</a>	<b>LO:</b> To understand how different types of exercise can help our body. <b>Move more</b>	<b>LO:</b> To link together aspects of religious life and practice. <i>To look at the 10 commandments and to understand how Christians try to obey the commandments. Make comparisons with class charter.</i>	<b>AMK – circuits</b> To compare their performances with previous ones and demonstrate improvement <b>VT – Tennis</b> To play competitive games, modified where appropriate	Over 2 weeks	Rainforest song – Clapping – stamping keeping pulse Clicking etc <a href="https://www.youtube.com/watch?v=gBgV75NQRIQ">https://www.youtube.com/watch?v=gBgV75NQRIQ</a>
4	Begin to collect and record information – settlements <i>To find out about settlements of the rainforest</i>	To write a report  Fact files to support presentations – why the homes are on stilts  SPAG – consider composition and lay out of a report	<b>LO: To identify different kinds of habitats in the rainforest</b>  Create own rainforest animal – (touch on adaptation)  Habitat power point	<b>Multiplication / division</b> <b>Y3 LO solve problems, including missing number.</b> <b>Y4</b> <b>LO solve problems involving multiplying and adding</b> , including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	<b>LO:</b> Follow straight forward lines of enquiry to search their data for own purposes. <i>Children to use the internet to research facts about the rainforest and add to PowerPoint presentations from last half term</i>	<b>LO:</b> To learn a French carol  (over 2 weeks)  O Christmas tree  <a href="https://www.youtube.com/watch?v=N5jDIspik18&amp;list=PLzo45tKGZo-7oKHDWXpBclsFnLZMywP6G&amp;index=3">https://www.youtube.com/watch?v=N5jDIspik18&amp;list=PLzo45tKGZo-7oKHDWXpBclsFnLZMywP6G&amp;index=3</a>	<b>LO:</b> To understand that bullying can take place in different ways and how we can prevent it.  <i>Bullying scenario cards – children to discuss and share ideas about how they can help prevent bullying</i>	<b>LO:</b> To understand the importance of reflection.	<b>AMK – circuits</b> To compare their performances with previous ones and demonstrate improvement <b>VT – Tennis</b> To play competitive games, modified where appropriate.	<b>LO:</b> use research to inspire drawings  <i>To be able to design a rainforest home</i> 	Rainforest song – Instruments /singing <a href="https://www.youtube.com/watch?v=gBgV75NQRIQ">https://www.youtube.com/watch?v=gBgV75NQRIQ</a>

5	<p>LO – To explore why the rainforest is under threat and the measures taken to protect it.</p> <p>Links to the literacy shed –</p>  <p><a href="https://www.literacyshedblog.com/blog/persuasive-writing-and-greenpeace">https://www.literacyshedblog.com/blog/persuasive-writing-and-greenpeace</a></p>	<p><b>Assessments</b></p> <p>Persuasive text to help save the rainforest</p> <p>Use the Kapok tree book as a starting point</p>  <p><a href="https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home">https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home</a></p> <p>Also Evie and Jungle p43 – perspective of the animals</p>  <p>SPAG - Use of persuasive language Use of fact and opinion</p>	<p><b>LO:</b> Recognise that environments can change &amp; sometimes pose dangers</p> <p>Cross curricular links to geography</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk</a></p>	<p>Revision or additional week of previous topic – <b>DFE catch up time</b></p> <p>Y3 LO recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Y4 LO recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p>	<p><b>LO:</b> Begin to show an awareness of the intended audience and seek feed-back.</p> <p>Children to present their PowerPoints about rainforest life.</p>		<p><b>LO:</b> To recognise how to manage my feelings and find ways to calm down when necessary</p>	<p><b>LO:</b> To investigate different religious festivals and make comparisons</p> <p>Make comparisons with how Christians celebrate Christmas to how Jewish people celebrate Hanukkah and Muslims celebrate Eid etc.</p>	<p><b>AMK – circuits</b></p> <p>To compare their performances with previous ones and demonstrate improvement</p> <p><b>VT – Tennis</b></p> <p>To play competitive games, modified where appropriate</p>	<p>LO: Alter and refine drawings and describe changes <b>DT-experiment with joining materials</b></p> 	<p><b>LO:</b> To explore music from different traditions and cultures – Amazon tribe music</p>
6	<p>LO – To explore why the rainforest is under threat and the measures taken to protect it</p>	<p>SPAG - Use of persuasive language Use of fact and opinion</p>	<p><b>LO:</b> To understand the impact changing habitats has on nature</p> <p>*Change in the Environment:</p> <p>*Impact on Habitats</p> <p>*Effect on Living Things</p>	<p><b>Assessment</b></p> <p><b>Y3 LO:</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><b>Y4 LO:</b> recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p>	<p><b>LO:</b> Begin to show an awareness of the intended audience and seek feed-back.</p> <p>Children to present their PowerPoints about rainforest life.</p>	<p><b>LO:</b> To revise this term's vocabulary</p>	<p><b>LO:</b> To identify features of a healthy lifestyle, including regular exercise and a healthy, balanced diet. <b>Eat well and move more</b></p>	<p><b>LO:</b> To ask a range of questions about puzzling ideas – link to Christmas story.</p>	<p><b>AMK – circuits</b></p> <p>To compare their performances with previous ones and demonstrate improvement</p> <p><b>VT – Tennis</b></p> <p>To play competitive games, modified where appropriate</p>	<p>LO: To make a rainforest home</p> 	<p><b>LO:</b> To play and perform an ensemble context – Amazon tribe music</p>
7	<p><b>LO:</b> To evaluate what have I learnt</p>	<p><b>LO:</b> To evaluate what have I learnt</p> <p>Christmas advert writing</p>	<p><b>LO:</b> To evaluate what have I learnt</p>	<p><b>LO:</b> Recap misconceptions / errors from testing</p> <p>Assessments and</p>	<p><b>LO:</b> Begin to show an awareness of the intended</p>	<p><b>To create a French greeting for a card</b></p>	<p><b>LO:</b> To evaluate what have I learnt</p> <p>End of year</p>	<p><b>LO:</b> To evaluate what have I learnt</p> <p>Revision of</p>	<p><b>AMK – circuits</b></p> <p>To compare their performances with previous</p>	<p><b>Rainforest life presentations</b></p>	<p><b>LO:</b> To play and perform an ensemble context –</p>

		– the greatest gift sainsburys 2016  Link to PSHE - people being a gift		evaluations          Children to present their PowerPoints about rainforest life.	audience and seek feed-back.		review. What am I proud of? What are my targets?	things were have looked at and the impact.	ones and demonstrate improvement <b>VT – Tennis</b> To play competitive games, modified where appropriate		Amazon tribal music          <b>Performance</b>
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Outcome of learning - Create a presentation about rainforest life – homes, settlements, deforestation

ICT presentation – powerpoint

Useful Websites –

<https://www.google.co.uk/maps/place/Amazon+River/@-1.559804,-80.094421,4z/data=!3m1!4b1!4m5!3m4!1s0x926eca1645365b6b:0xabfc431d20b2b474!8m2!3d-3.2996216!4d-60.6646509?hl=en>

<https://www.rainforest-alliance.org/kids>

<https://www.nationalgeographic.org/encyclopedia/rain-forest/>

<https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/rainforests/world-rainforests/amazon-rainforest/2/>

<https://www.youtube.com/watch?v=JEsV5rqbVNQ> - a virtual tour

<https://www.youtube.com/watch?v=DgU7gsBOhUI> – 25 facts



## French Learning Objectives

LO: listen attentively to spoken language and show understanding by joining in and responding

LO: explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

LO: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*

LO: speak in sentences, using familiar vocabulary, phrases and basic language structures

LO: develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

LO: present ideas and information orally to a range of audiences\*

LO: read carefully and show understanding of words, phrases and simple writing

LO: appreciate stories, songs, poems and rhymes in the language

LO: broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

LO: write phrases from memory, and adapt these to create new sentences, to express ideas clearly

LO: describe people, places, things and actions orally\* and in writing

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: LO: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: improvise and compose music for a range of purposes using the inter-related dimensions of music LO: listen with attention to detail and recall sounds with increasing aural memory LO: use and understand staff and other musical notations LO: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians LO: develop an understanding of the history of music.

**Key stage 2 – PE** - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

\*They should enjoy communicating, collaborating and competing with each other.

\*They should develop an understanding of how to improve in different physical activities and sports

\* learn how to evaluate and recognise their own success.

Pupils should be taught to:

☑ use running, jumping, throwing and catching in isolation and in combination

☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

☑ perform dances using a range of movement patterns

☑ take part in outdoor and adventurous activity challenges both individually and within a team

☑ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Key stage 2 – Computing** Pupils should be taught to:

- LO: To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- LO: To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- LO: To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- LO: To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- LO: To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- LO: To 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
- LO: To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**By the end of primary school: Mental wellbeing** - Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

#### **Internet safety and harms** - Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

#### **Physical health and fitness** - Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

#### **Healthy eating**

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

#### **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

#### **Health and prevention**

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

#### **Basic first aid**

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

#### **Changing adolescent body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle