

Project Geography Focus – The Amazon

Pupils who are secure will be able to:

- understand some ways in which the rainforests are linked to people in the UK
- understand that groups of people have similar wants and needs but meet them in different ways
- recognise and describe the structure and diversity of the rainforest
- recognise and describe how environments and communities may change over time
- explain their views, using evidence, about controversial rainforest issues.

Maths

Place value of numbers within ten million

The four operations: addition, subtraction, multiplication and division

English

Narrative – setting descriptions

Explanation

PSHE

Healthy and harmful relationships

Spanish

Descriptive language

Food language/time

Music

This half term's learning is focused around one song: 'Happy' by Pharrell Williams. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Computing: Computer Science:

Programming Concepts and Controlling Hardware

Programming Concepts:

To understand the concept of variables in programming.

To experiment with variables in an existing project, then modify them.

Controlling Hardware: Sensing with Microbits

The Amazon

RE

Christians and how to live: What would Jesus do?

PE

Gymnastics

- I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus.
- I can show changes of levels in my sequence.
- I can include 3 or more partner balances and travel in unison.

Netball - I can play a game of High 5 Netball applying some of the skills such as: footwork, accurate passing and shooting, moving into a space, positions and roles

Art

Drawing -Make your voice heard.
Exploring how artists communicate specific messages through their work.

Science – Living Things and their Habitats

- 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.
- Give examples of animals in the five vertebrate groups and some of the invertebrate groups.
- Identify key characteristics of the five vertebrate groups and some invertebrate groups.
- Give examples of flowering and non-flowering plants.
- Use classification keys to identify unknown plants and animals, and create classification keys.