

Topic Map Class 1 Term 5/6 2021/22 - Rainforests

(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)

<p><u>Geography Sequence of Learning</u></p> <p>1) To revise where we live in the United Kingdom and what the other three countries are called.</p> <p>2) To name and locate different rainforests in the world's seven continents and name the five nearby oceans.</p> <p>3) To create a map with a key of the village of Luckington identifying the main features.</p> <p>4) Look at images, aerial photos and information of Brazil and compare it with Luckington. What's the same and what's different?</p> <p>5) Use basic geographical vocabulary to describe features of Luckington and Brazil.</p> <p><u>Assessment Activity</u></p> <p>To create a double page spread on the plants, animals and location of the rainforest.</p>	<p><u>Computing Sequence of Learning</u></p> <p>Year 2:</p> <p>1) To learn how animation works</p> <p>2) To use storyboards to plan an animation</p> <p>3) To create their own original characters, props and backgrounds for an animation</p> <p>4) To film, review and edit a stop-motion animation</p> <p>5) To record audio to accompany their animation</p> <p>6) To provide constructively critical feedback to their peers.</p> <p><u>Assessment Activity</u></p> <p>To create a stop motion animation</p> <p>Year 1:</p> <p>1) To record audio on a digital device</p> <p>2) To program sprites to playback recorded audio in ScratchJr</p> <p>3) To program ScratchJr to create repeating rhythms</p> <p>4) To explore different effects that can be applied to audio</p> <p>5) To create a repeating percussion pattern using a virtual drum machine</p> <p><u>Assessment Activity</u></p> <p>To create a program containing repeating rhythms</p>	<p><u>Art Sequence of Learning</u></p> <p>1) Look at Henri Rousseau's jungle paintings and discuss how he has used different leaf shapes and the animals he has used.</p> <p>2) Use sketchbooks to create leaf and animal images. Discuss which ones would be easy to represent on a printing block.</p> <p>3) Choose their favourite leaf image and transfer it to a printing block. Experiment with mixing shades of green. Choose favourite shade of green and print a leaf background.</p> <p>4) Choose an animal image and transfer it to a printing block. Experiment printing it in different colours. Choose favourite colour and add it to the leaf background.</p> <p>5) Evaluate their piece of work and discuss how they might do it differently next time.</p> <p><u>Assessment Activity</u></p> <p>To create a printed jungle scene.</p>	<p><u>PSHE Sequence of Learning</u></p> <p>1) Discuss who is in our family and what role they play in looking after us.</p> <p>2) Discuss different types of families and how they might be different from ours.</p> <p>3) Discuss the fact that it is important to tell someone if something about my family makes me feel worried or unhappy.</p> <p>4) Discuss how to respond safely to adults we don't know.</p> <p>5) Learn what to do if physical contact makes us feel uncomfortable or unsafe that in some situations you need to ask for permission and sometimes people need to ask my permission.</p> <p>6) Learn about the different roles and responsibilities people have in my community and how communities are different.</p> <p>7) Discuss our responsibilities for caring for others.</p> <p>8) Learn ways in which to look after the environment.</p> <p><u>Assessment Activity</u></p> <p>To create a poster about looking after our environment.</p>	<p><u>Science Sequence of Learning</u></p> <p>1) To revise the names of the plants and trees in our school habitat. Identify what a rainforest habitat is like and how it is different to our habitat.</p> <p>2) To identify and name a variety of plants and animals that live in a rainforest habitat.</p> <p>3) To research and create food chains for animals in a rainforest habitat.</p> <p>4) To identify and name a variety of common rainforest animals that are carnivores, herbivores and omnivores.</p> <p>5) To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>6) To plant tomato seeds and describe how they grow into mature plants.</p> <p>7) To set up an experiment to find out what plants need to grow and stay healthy.</p> <p><u>Assessment Activity</u></p> <p>To create a double page spread on the plants, animals and location of the rainforest.</p>
<p><u>DT Sequence of Learning</u></p> <p>1) Look at and taste a traditional fruit salad. Discuss likes and dislikes.</p> <p>2) Research tropical fruits and taste them.</p> <p>3) Choose five favourite fruits to put in their fruit salad. draw a design.</p> <p>4) Make their fruit salad.</p> <p>5) Taste and evaluate their fruit salad.</p> <p><u>Assessment Activity</u></p> <p>Design and make a tropical fruit salad.</p>	<p><u>Music Sequence of Learning</u></p> <p>1) To play a tuned instrumental part with the song they perform.</p> <p>2) To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>3) Sing, Play and Improvise - Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>4) Improvise - Take it in turns to improvise using one or two notes.</p> <p>5) To help create a simple melody using one, two or three notes.</p> <p>6) To learn how the notes of the composition can be written down and changed if necessary.</p>	<p><u>P.E. Sequence of Learning</u></p> <p><u>Real PE</u></p> <p><u>Footwork</u></p> <p>1. Side-step in both directions.</p> <p>2. Gallop, leading with either foot.</p> <p>3. Hop on either foot.</p> <p>4. Skip.</p> <p><u>Ball Skills</u></p> <p>1. Sit and roll a ball along the floor around body using 2 hands.</p> <p>2. Sit and roll a ball along the floor around body using 1 hand (right and left).</p> <p>3. Sit and roll a ball down legs and around upper body using 2 hands.</p> <p>4. Stand and roll a ball up and down legs and round upper body using 2 hands.</p> <p><u>Gymnastics - rolling</u></p>	<p><u>R.E. Sequence of Learning</u></p> <p>1) To understand what an agreement/ contract is.</p> <p>2) To understand that Jews have an agreement/ a promise with God.</p> <p>3) To understand what God promised to Jews and what Jews promise to God through the stories of Abraham and Sarah and Moses and the Ten Commandments</p> <p>4) To understand how Jews show that they are keeping their promise</p> <p><u>Assessment Activity: Create a sheet showing some of the ways Jews express their special relationship with God</u></p>	<p><u>Maths Topics</u></p> <p>Fractions</p> <p>Mult/Div</p> <p>Shape</p> <p>Measure</p> <p>Time</p> <p>Money</p> <p><u>English Topics</u></p> <p>Books - The Great Kapok Tree</p> <p>Fact files on animals</p>

	<u>Assessment Activity</u> To create a piece of music inspired by The Rainforest.	pencil rolls, dish and arch rolls, egg tuck rolls and rock and roll to feet. <u>Swimming.</u> <u>Assessment Activity</u>		
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