

Topic Map Class 2 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/History Sequence of Learning</u> On a world map, locate and name the continents. Locate the main countries of Europe and South America and their principal cities. Locate the rainforests across the world. To describe and understand the key aspects of the physical and human geographical features of the Amazon rainforest. To understand trade links and fair/unfair distribution of resources. To make comparisons with the UK. Study early Amazonian Tribes and why they chose to settle there. To find about beliefs, behaviour and characteristics of people in early amazonian tribes and how they differ from today. Use a range of evidence to build up a picture of early civilizations.</p> <p><u>Assessment Activity</u> To write a double page spread fact file about Rainforests.</p>	<p><u>Computing Sequence of Learning</u> Explore Scratch tools. Determine key features of a good animation. Plan and program character/s, movement, costumes, backdrop and dialogue for their animation Add sound to their animation before reviewing, debugging and improving it.</p> <p>Analyse games and plan their own. Create and source assets. Create a prototype of a Scratch game Debug the game script. Test and improve their game. Write game instructions and publish their games. Possible bugs to fix: off-by-one, performance, multiread, conceptual,arithmetical.</p> <p><u>Assessment Activity</u> Produce an animation and fix bugs. Produce a simple computer game and develop further based on feedback.</p>	<p><u>Art Sequence of Learning</u> Using sketchbooks, experiment with different paint effects, inc. blocking and washes. Mix paint to produce different colours, tones and shades (colour wheel). Explore complimentary colours. Appraise the work of Henri Rousseau. Plan a piece of work based on his paintings - Monkeys in the Jungle, Surprised etc. Sketch out final work before painting. Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. Adapt work to develop and enhance their painting.</p> <p><u>Assessment Activity</u> A jungle/animal painting inspired by the work of Henri Rousseau</p>	<p><u>P.E. Sequence of Learning</u> REAL P.E: Balance:Stand on the balls of feet, on a line and then narrow beam catching a tennis ball aimed from knee to head height and then receive the ball when thrown away from the body. Coordination: Throwing and catching tennis balls against walls and in partners/groups,two balls at a time, opposite hands used when throwing and catching, direction, distance etc. Agility: From 1, 2 and 3 metres: React and step across body, bring hand across body and catch tennis ball after 1 bounce. Tennis: To use a racquet to hit a ball with accuracy and control, identifying and applying different techniques, inc. backhand shots. To accurately serve underarm, developing to overarm serves. To build a rally with a partner. Swimming (Activity Zone in differentiated ability groups. <u>Assessment Activity</u> Play a tennis match. Swimming skills checklist.</p>	<p><u>Science Sequence of Learning</u> Living things and their habitats. To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things. To construct and interpret a variety of food chains, identifying producers, predators.</p> <p>Evolution and Inheritance To recognise that living things have changed over time and that fossils provide information. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Scientific enquiry and investigations.</p> <p><u>Assessment Activity</u> To write a double page spread fact file about Evolution, Living things and their habitat (Rainforest Case Study).</p>
<p><u>French Sequence of Learning</u> Holidays and Hobbies Build sentences in the context of seasons and months. Speak a sentence describing the weather. Talk and write about going on holiday. Answer questions about sports orally and in writing. Answer questions about hobbies, orally and in writing. To know, respect and understand cultural diversity.</p> <p><u>Assessment Activity</u> Write a postcard about a holiday.</p>	<p><u>Music Sequence of Learning</u> Composition and improvisation: Create melodies up to five different notes. To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Perform the composition using the music or by memory. Lead and be led by a musical instructor. Treat instruments carefully and with respect.</p> <p><u>Assessment Activity</u> Perform a composition using a pictorial/graphic script.</p>	<p><u>P.S.H.E Sequence of Learning</u> Safe Relationships: Consent - Learn about personal boundaries. Appropriate and inappropriate touch. Relationships and Sex Eduaction (each year group has an individual sequence of learning and letters will be sent out to parents with further details). Keeping Safe - Year 5/6 Drugs and Medicines Year 4/5 Managing risks including first aid and Medicines. Physical health -Sun and water Safety Aspirations - visits will continue from parents who will share information about their jobs.</p> <p><u>Assessment Activity</u> Write a poem about their dream job including the special qualities they will need for the job.</p>	<p><u>R.E. Sequence of Learning</u> Islam and Christianity Explain where and who founded Islam. The key beliefs held by Muslims, inc The Five Pillars Of Islam. Recognise the key features in a Muslim place of worship. Name and describe Muslim festivals. Learn about the Qur'an and how it is used. Describe how Muslims try to live respectful lives and compare that to that of Christians and personal motivations and influences to become 'good' citizens. Discuss how Akhirah influences Muslims to do their best and compare with Christian beliefs in the afterlife from Bible stories.</p> <p><u>Assessment Activity</u> To write a double page spread fact file about Islam, illustrating comparisons with Christianity.</p>	<p><u>D.T. Sequence Of Learning</u> To research the work of others to inform plans. To generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. To select from and use a wider range of materials and components, including construction materials, textiles, paper/card according to their functional properties and aesthetic qualities. To select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately. To join and combine materials and components accurately in temporary and permanent ways. To understand and use mechanical systems in his/her product e.g. pulleys, levers and linkages</p> <p><u>Assessment Activity</u> Make a rainforest scenery shoe box with moving animals using levers/pulleys and layered perspective images.</p>

Maths Topics Fractions, Measurement inc: length, time, money.

English Topics Adventure stories, Poetry, Journals, Instructions, Non-Chronological Reports

