



Harlow Green Primary School

National Curriculum Medium Term Planning

Year Group: 5	Topic Title/Theme: Life in the Rainforest	Term: Spring
Entry Point: Begin reading 'The Explorer' by Katherine Rundell	Exit Point: Rainforest tea party. Eat salads which have been designed and prepared in DT lessons. Taste foods grown in Brazil / South America.	Visits/Visitors or Special Arrangements: Sunderland Winter Gardens
Topic Overview: <ul style="list-style-type: none"> The children will begin the topic with a Science focus, where they will study materials and their properties and reversible and irreversible changes. They will also learn how to separate materials using a range of techniques. They will then focus on the continent of South America and the countries within it, before focusing on Brazil and then Rio de Janeiro. In Art, the children will produce a painting on a rainforest theme. They will evaluate the work of Chris Ofili and learn about primary and secondary colours and colour mixing. The children will learn about climate zones, biomes and vegetation belts, marking their location on a map. The children will visit Sunderland Winter Gardens and research rainforests in more detail. In DT the children will learn about a healthy balanced diet and focus on preparing and making a salad. They will learn how to cut, chop, slice vegetables safely. They will also taste foods grown in South America. In RE, the children will be introduced to Islam. They will learn about Mohammad, the Qu'ran and the Five Pillars of Islam. There will be a PSHE week, as well as individual taught sessions. 		Outdoor Learning: <ul style="list-style-type: none"> Cooking on a fire – irreversible changes
		Subjects taught on a weekly basis: <ul style="list-style-type: none"> Physical Education Music MFL Computing Forest School / Outdoor learning Science

Curriculum Drivers			
Growth	Possibilities	Health	Community
compassionate, well-rounded, adaptable, Numerate, literate, moral, learns from mistakes, patient, realistic confident, independent, knowledgeable,	open-minded, ambitious, able to communicate, inquisitive, curious, brave, inspirational, willing to have a go, imaginative,	Healthy, resilient, creative, comfortable Reflective, accepting, thriving, positive, self-belief, safe, happy,	Collaborative, considerate, responsible, polite, follows rules, respectful, understanding, caring, kind, trustworthy, sociable,
Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.	All children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
Science	Geography	Geography	Art	Art	PSE	Science	Geography	Geography	DT	DT	RE
Properties and changes of materials	Human and physical geography within a region of South America and the United Kingdom.		Chris Ofili (20 th Century British Artist)/Fauvism (use of colour and colour mixing)		Important people? (Che Guevara, Maradona, Pele, Messi, Ayrton Senna)	Properties and changes of materials	Climate zones, biomes and vegetation belts.		Food Tech – reversible and irreversible changes		Islam
PE	Netball Rainforest contemporary dance Basketball Maypole dance Fitness		Music	Performing and singing – Adele 'Make you feel my love' Composition 'Fresh Prince of Bel Air'		MFL	Countries surrounding France France French Landmarks Capital cities Weather Dates Birthdays Numbers		Computing	Spreadsheets e-safety Create an iMovie	

Science Properties and changes of materials			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught to: <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> Begin to relate conclusions to patterns, previous knowledge and observational evidence Offer explanations for differences Gather and classify data in a variety of ways Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Plan different types of scientific enquiries to answer questions Plan different types of scientific enquiries to answer questions Develop further observations and experiments from results 	Children will understand that the different states of matter can be grouped on the basis of their properties, and how these states can be changed, and sometimes changed back.	<ul style="list-style-type: none"> Thermometers Beakers Water Salt/soil/sand/other materials for the investigation.
		Writing Opportunity Science experiment	
Key Questions / Learning Journey Steps		Activity	
How can I compare and group everyday objects?		<ul style="list-style-type: none"> Provide children with a variety of objects/materials and a vocabulary bank. Children will discuss with a partner which vocabulary they would use to describe each object. They will then sort objects according to a range of given criteria. 	
How do I know if a solid is soluble?		<ul style="list-style-type: none"> Children will investigate which solids dissolve in cold water. Children will use thermometers to ensure water temperature is consistent. Children will discuss how to keep experiments fair, eg. Using the same number of stirs, and the same volume of water. 	
How does the temperature of water affect the solubility of solids?		<ul style="list-style-type: none"> Based on findings from the previous lesson, children will choose a solid that they know is soluble. Children will then plan their own investigation into how temperature will affect the speed at which a solid dissolves. They will conduct a fair test, using prior knowledge, and record results in a table. They will then draw conclusions based on their experiment. 	
How do I separate mixtures?		<ul style="list-style-type: none"> When children arrive in to the classroom there will be a bowl on each table. In each bowl there will be a mixture of water, salt, paperclips, sand and rice. 	

		<ul style="list-style-type: none"> • Display smart notebook file – “Alien Soup!”. • Welcome the children to “Area 51” (it might be nice to have x-files style music on in the background) explain that the children that they need to find out what is in this mysterious soup using all the skills they have learned about separating materials so far. • Complete Think and Plan sheet. 	
Can I explain a scientific process?		<ul style="list-style-type: none"> • Use Think and Plan sheet to explain the process of separating materials using the pictures they took of the “alien soup”. • Go over some of the key vocabulary and check for understanding. • Make sure this is clearly displayed as the words must be included in their book. • Key Vocab mats on every desk. 	
Why do we use different materials?		<ul style="list-style-type: none"> • Silly materials sheet. • Identify which material would be best for the job. • Explain why. • Use scientific vocab. 	
What is a reversible or irreversible change?		<ul style="list-style-type: none"> • Outdoor Learning – children will take part in cooking on the fire and the cob oven. They will discuss, using scientific vocabulary, the changes that they see, and query whether they are reversible or irreversible. • Write up what they did during outdoor learning, was something burning reversible, irreversible, did another material get created? • Venn diagram sorting changes. 	
Growth	Possibilities	Health	Community
Children will have the opportunity to make predictions and use their scientific knowledge to justify reasons. They will draw conclusions.	Children will be inquisitive and curious, following their own lines of investigation to broaden their horizons.	Children will use their scientific knowledge of properties of materials to keep them safe and healthy within their everyday lives.	Children will work collaboratively, being respectful of each other and show understanding when working in a group to complete science investigations.
Relevant RRSA Article	Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Geography			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Collect statistics about people and places Begin to understand geographical pattern Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint Use and understand simple scale Use 6 figure grid references 	<p>Children will have developed a sound understanding of the similarities and differences between Rio and their own local area, as well as having carried out an in depth study into Rio and surrounding areas.</p>	<ul style="list-style-type: none"> Maps/atlases iPads OS maps
		<p>Writing Opportunity</p> <ul style="list-style-type: none"> Diary/blog of a tourist in Rio. 	
Key Questions / Learning Journey Steps		Activity	
<ul style="list-style-type: none"> Where is South America and what geographical features would I find there? 		<ul style="list-style-type: none"> Map work. Investigate where South America is and locate countries and capital cities within it. Secondary map labelling rainforests and major rivers Use 8 point compass 	
<ul style="list-style-type: none"> What can I find out about Rio? 		<ul style="list-style-type: none"> Landmarks and key features of Rio: photographs (aerial, street maps, key contrasts, etc), videos, brochures. Focus on contrast within city. Research Rio – travel agent information. Find out key facts and information about the city. 	
<ul style="list-style-type: none"> What would it be like to visit Rio? 		<ul style="list-style-type: none"> Write about Rio. Include details from all areas of the city. Provide children with small pictures, maps etc to include in blog. Model writing (split into 3 days – favela, Christ the Redeemer, rainforest). 	
<ul style="list-style-type: none"> Which major features can I identify using grid references? 		<ul style="list-style-type: none"> Locate major physical and human features using 6 figure grid references. Look at city centre maps of Newcastle and Rio. Include compass points and answer questions about locations and key landmarks using technical terminology. Children complete table to list similarities and differences between Newcastle and Rio. 	
Growth	Possibilities	Health	Community
Children will develop an acceptance of how people live in South America live and the variety of ways in which people live their lives and how those differences make us unique and important.	Children will be inspired to learn about and have the ambition to visit different places and appreciate other cultures and ways of life.	Children will learn about the risks of living in a large city. They will develop an understanding of how people stay safe and earn a living.	Children will learn about different communities within Brazil and Rio, their shared beliefs and how they live together.
Relevant RRSA Article	<p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can</p>		

DT Food Tech – reversible and irreversible changes			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savory dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> Identify what is working well and what might be improved – and make choices from several alternatives Meet an identified need – e.g. a meal for an older person – by selecting ingredients or materials Refine the quality of the finished product, including making annotations on the design Work in a safe and hygienic way 	<p>Children will have an understanding of how different foods can affect overall health and wellbeing, as well as beginning to understand the preparation of ingredients to create a balanced meal.</p> <p>Writing Opportunity</p> <ul style="list-style-type: none"> Writing a recipe. 	<ul style="list-style-type: none"> Salad ingredients Knives Spiralizer Grater Vegetables
Key Questions / Learning Journey Steps		Activity	
<ul style="list-style-type: none"> Can I identify a healthy, balanced diet? 		<ul style="list-style-type: none"> Investigate children's own food diaries. Identify food groups/balanced plate/food pyramid. Explain what each food group does – write a short explanation, giving examples. Give children South American recipes and ask them to highlight sections based on different food groups. Questions: is it a healthy, balanced meal? Why are there more of certain food groups? How could it be improved? Would this affect taste? 	
<ul style="list-style-type: none"> What are the most popular South American foods? (reading activity) Which ingredients would I choose for a Brazilian salad? 		<ul style="list-style-type: none"> Children will read and answer questions about South American food. Children taste foods that could go in a salad (approx 10). Which do they like? Why? Which do they not like? Why? Provide word bank. Children will decide which ingredients they would like to include in a salad (5-6 ingredients each). 	
<ul style="list-style-type: none"> How do I prepare food safely? 		<ul style="list-style-type: none"> Children will have the opportunity to prepare (cut, spiralizer, grate, dice, etc) a range of salad ingredients. There will be a focus on knife skills, health and safety and hygiene. Use the vegetables to make a healthy soup, which children will be given the opportunity to taste. 	
<ul style="list-style-type: none"> Can I prepare a healthy Brazilian salad and evaluate my final product? 		<ul style="list-style-type: none"> Children will prepare ingredients of their choice based on previous learning. Evaluate using given criteria and reflect on finished product and process. 	
Growth	Possibilities	Health	Community
Children will make their own decisions and design their own recipe. They will work co-operatively with other adults and their peers.	Children will learn cooking skills which is an essential life skill!	Children will learn about a healthy balanced diet and the long and short term benefits of this.	Children will learn where vegetables are grown (Britain / abroad) and have the opportunity to grow vegetables in the school garden.
Relevant RRSA Article	<p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can</p>		

PSE			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • To understand the need to develop team work skills • To recognise that there are many roles within a community • To understand the need to collaborate in a group situation • To recognise that there are many roles within a community • To understand the need to collaborate in a group situation • To learn about racial discrimination and its impact on societies, past and present • To know how to cook and apply the principles of nutrition and healthy eating • To prepare and cook with a variety of ingredients, using a range of cooking techniques • To work independently and in groups, taking on different roles and collaborating towards common goals • To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle • To know about the different food groups and their related importance as part of a balanced diet • To develop an awareness of their own dietary needs 		To make the right food choices and consider healthy options.	<ul style="list-style-type: none"> • Ingredient cards
		Writing Opportunity	
		Linked to DT	
Key Questions / Learning Journey Steps		Activity	
Food choices: Secret eaters		<ul style="list-style-type: none"> • Children will investigate the foods they have recently eaten, and identify whether they think they have made healthy choices. • Children will discuss the impact that snacking can have on their overall health, and identify healthier alternatives to the food they eat. 	
Food choices: Invention team		<ul style="list-style-type: none"> • Children will be given various pictures of ingredients, and will work in teams to design a healthy and balanced meal. • They will compare their meal ideas with one another, and identify which group created the healthiest plate, and why. 	
Cooking: Michelin Stars		<ul style="list-style-type: none"> • Nick the chef will visit during PSHE week to cook healthy food with the children. • The importance of a balanced meal will be reinforced, and children will reflect on their own choices. 	
Responding: Scrabble		<ul style="list-style-type: none"> • Children will be given scrabble pieces in teams and must work collaboratively in order to create the best possible words. • They will then combine teams to improve their words further. • Collaboration and teamwork will be discussed as a class, and the importance of being a good team player will be highlighted. 	
Shared goals: it's all go!		<ul style="list-style-type: none"> • Children will be organised into two 'communities', and must give their communities a name. 	

Geography Climate zones, biomes and vegetation belts.			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts human geography, including: the distribution of natural resources including energy, food, minerals and water; land use. 	<ul style="list-style-type: none"> Describe and begin to explain patterns and physical and human changes Come to accurate conclusions, using information Suggest suitable questions for a field work study Collect statistics about people and places Begin to use a range of graphs, including pie charts 	Children will have developed a secure understanding of the human and physical aspects of the different climate zones and biomes and will understand why they differ.	<ul style="list-style-type: none"> Maps iPads OS maps Online videos/pictures
		Writing Opportunity	
		<ul style="list-style-type: none"> Explanation text of how rainforests function 	
Key Questions / Learning Journey Steps		Activity	
What are biomes? Where are they and what are they like?		<ul style="list-style-type: none"> Children identify major biomes (rainforest, temperate forest, desert, savannah, grassland) Label on a world map using own biome key. Show videos of different areas, discuss key features. Use Comic Life to create an information poster about biomes. 	
What are the climate zones of the world, and where are they?		<ul style="list-style-type: none"> Children identify 5 major climate zones (polar, Mediterranean, temperate, arid, tropical). Label on a world map using own key. Show videos of various climate zones, discussing the key features of each. Children write a short explanation of the key features of each. Use iMovie to create a travel ad with reference to climate zones. Read and interpret a climate zone graph. 	
What did I learn during the visit to Sunderland Museum and Winter Gardens?		<ul style="list-style-type: none"> Visit (Sunderland Winter Gardens) to investigate life in the rainforest. Rainforest and Forest Explorers trails. 	
What are the effects of deforestation? (Reading task)		<ul style="list-style-type: none"> Discuss the impact of humans on the rainforest. 	
Growth	Possibilities	Health	Community
Children will develop an understanding of the wide variety of environments in which different animals and humans live.	Children will develop an understanding of the wide range of environments in the world and the features associated with each.	Children will learn about the potential dangers of some world environments.	Children will learn about global environmental issues, particularly deforestation. They will learn about the effects and what people can do to slow it down.
Relevant RRSA Article	Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can		

Art Painting Chris Ofili (20th Century British Artist)/Fauvism (use of colour and colour mixing)

National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<ul style="list-style-type: none"> Make and support their own decisions and choices Use inspiration from other cultures Evaluate own and others' work, explaining and justifying their reasons Consider the end point when adapting and improving their work Develop and improve their own style Combine a range of colours, tints, tones and shades Get across feeling and emotion through their work 	<p>Children will research an artist and become familiar with his work, before replicating the skills and techniques he used in order to create their own piece, linked to the theme of the rainforest.</p> <hr/> <p>Writing Opportunity</p> <p>Evaluation of Chris Ofili Art work</p>	<ul style="list-style-type: none"> Paint Paint brushes Paint pallets Paint charts
Key Questions / Learning Journey Steps		Activity	
Can I evaluate art?		<ul style="list-style-type: none"> Children will be presented with various Chris Ofili paintings, and will comment on their thoughts regarding it, including use of colour, emotions conveyed, etc. Children will write about the similarities and differences between the pieces, and comment on themes that are presented in each. 	
How do I change the shade of a colour?		<ul style="list-style-type: none"> Children will be given paint charts showing colours in different shades, and we will discuss how and why different shades may be used. Children will comment on which shades are their favorite and why; do they like each colour in a similar shade, or does it vary? Vocabulary such as 'pastel' and 'neon' will be used and discussed. Children will then be given three colours of paint: black, white and a primary colour. They will create a paint chart of their own by adding small amounts of black or white to their colour to create different shades, experimenting with how different amounts effect the colour. 	
Can I mix colours effectively?		<ul style="list-style-type: none"> Children will investigate the colour wheel, including primary, secondary and tertiary colours. They will explore how the mixing of the primary colours can lead to the creation of secondary colours, and how mixing secondary colours can lead to tertiary. Children will create a colour wheel by mixing the colours in equal volume. 	
Can art be replicated and adapted?		<ul style="list-style-type: none"> Having been exposed to various Chris Ofili works, children will be asked to design their own painting, based around the theme of the rainforest. They will produce several different designs, before making an informed decision as to the most appropriate piece to create. 	

		<ul style="list-style-type: none"> Children will reimagine a piece of work by Chris Ofili to create their own artwork, using their colour mixing knowledge and skills to produce a high quality piece. 	
Can I evaluate my work?		<ul style="list-style-type: none"> Children will evaluate their paintings in comparison to their designs. They will highlight things that went well, as well as issues that arose during the process. They will comment upon how they would change their designs and artwork in future, as well as explaining the themes that will be evident within their work, and how they think they met this target. 	
Growth	Possibilities	Health	Community
Children will develop their understanding of an artist and understand the techniques they used.	Children will explore techniques they have been taught to create their own art work. They will look at the art work produced by their peers to explore a broad range of outcomes.	Children will work creatively in a happy and calm environment.	Children will visit a gallery as part of their visit to Sunderland Winter Gardens. They will appraise work by Leonardo Da Vinci and work on some techniques themselves.
Relevant RRSA Article	Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people. Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		

RE Islam			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<p>Gateshead Agreed Syllabus for RE 2018 (Appendix1) Narrative Muhammed's life including: Receipt of the Qur'an, persecution and the flight to Medina Muhammed's return to Mecca Principal beliefs The Qur'an The Five pillars (prayer, worship and pilgrimage(hajj)) Muhammed as the "last" prophet People places and practices Pilgrimage Artefacts and symbols The Rosary</p>	<p>ARE Expectations (Gateshead agreed syllabus for RE 2018) Explore Pupils use religious and philosophical vocabulary. They interpret the significance of different forms of religious, spiritual and moral expression. Engage They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth. Reflect Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others.</p>	<p>Children develop an understanding of the Islamic faith, learning about Muhammed, the Qur'an and the Five Pillars.</p> <p>Writing Opportunity Sequencing the life of Mohammed – write a biography. Write one of the stories of Mohammad</p>	<ul style="list-style-type: none"> Names of Allah Stories about Muhammed The Qur'an The five Pillars
Key Questions / Learning Journey Steps		Activity	
Who is Allah?		<ul style="list-style-type: none"> Look at the different names for Allah. Display as a mobile. Read The Hundredth Name and discuss why the boy wanted to find the missing name. 	
Who is Mohammad?		<ul style="list-style-type: none"> Sequence the events in the life of Prophet Muhammad. Discuss some of the stories about Muhammad and how they illustrate his wisdom and kindness. Read stories about Mohammad. Various activities including 'hot seating', role play, debate, poetry and art lend themselves to these stories depending upon which are chosen. Children should not be asked to role play or draw Mohammad. 	
What is the Qur'an?		<ul style="list-style-type: none"> Look at and discuss verses from the Qur'an. Discuss these and reflect upon their importance for the Muslim way of life. 	
What are the five Pillars of Islam?		<ul style="list-style-type: none"> Look at five pillars. Devise five beliefs that affect the way you live. 	
Growth	Possibilities	Health	Community
Children will develop an understanding of other world religions.	Children become aware of different practices around the world and find out about the possibilities of different beliefs.	Children will think about how beliefs have an impact upon peoples' health and create their own beliefs for living.	Children will learn about the Islamic faith and will learn about how the rules for living affect the way that Muslims live as a community.
Relevant RRSA Article	<p>Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can</p>		

PE – Basketball/Netball			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> Use a range of throwing techniques, with increasing power and accuracy Apply a broad range of skills to different situations Use a range of skills and throw with accuracy to hit a target Plan different approaches to attacking and defending Choose the best pace to use in athletics or games <ul style="list-style-type: none"> Show growing awareness of space in team games Work to keep or gain possession 	<p>Children will be able to partake in an invasion game/a game of netball successfully, whilst using techniques taught.</p> <p>Writing Opportunity</p> <p>N/A</p>	<ul style="list-style-type: none"> Netball Netball hoop Cones Whistle Bibs
Key Questions / Learning Journey Steps		Activity	
What is the difference between netball and basketball?		<ul style="list-style-type: none"> Children will understand and appreciate the differences between netball and basketball, and will be able to identify whether a game is netball or basketball when shown video clips or examples. 	
Can I throw and catch effectively?		<ul style="list-style-type: none"> Children will take part in various throwing and catching activities in order to practice and develop their skills, including from varying distances. 	
How do I get the ball in the hoop?		<ul style="list-style-type: none"> Children will be taught a range of techniques in order to get the netball into the netball hoop. They will be encouraged to adhere to the techniques in order to successfully score, rather than simply throwing the ball in the direction of the hoop. 	
Can we use footwork and tactics?		<ul style="list-style-type: none"> Children will learn about the different footwork skills that are required of them when playing a game of netball, and will understand the various tactics that are used throughout. 	
Can I play a safe and fair game?		<ul style="list-style-type: none"> Children will compete in inter-class or inter-year group matches, using the techniques they have learned over the unit of work. 	
Growth	Possibilities	Health	Community
Children will learn from their mistakes and how to be patient with themselves and others in relation to that. They will develop realistic goals and be confident in their ability to achieve them.	Children will be introduced to new activities, broadening their horizons and helping them to discover new sports and games they may enjoy and want to pursue further.	Children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children will be polite, follow the rules and be respectful at all times during games. Demonstrating excellent sportsmanship.
Relevant RRSA Article	<p>Article 24 You have the right to be happy and healthy.</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>		

Computing – Create a Movie			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught 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.	<ul style="list-style-type: none"> Learn that things we see on the internet may be altered/enhanced. Analyse a range of information using ICT Capture sound, still and video images using a range of hardware Save documents and images into different formats for different purposes Organise a wide range of information using ICT and save it in appropriate ways <p>all children should be able to:</p> <ul style="list-style-type: none"> plan and write a script using appropriate software; search for relevant information using appropriate websites; use an I pad; plan suitable questions to ask an interviewee; import video files into video editing software. <p>Most children will:</p> <ul style="list-style-type: none"> plan additional elements for film-making such as locations and props; evaluate whether information is reliable or not; speak clearly into the camera when being recorded; frame an appropriate filming shot when interviewing; arrange video files to form a complete film. <p>some children will be able to:</p> <ul style="list-style-type: none"> structure the timing of sections to meet a given running time; cross-check information using different sources; use a variety of camera angles and shots to record; improvise and react to responses by an interviewee; preview a movie project using software and refine, based on the preview; 	<p>Analyse a range of information using ICT Capture sound, still and video images using a range of hardware Save documents and images into different formats for different purposes Organise a wide range of information using ICT and save it in appropriate ways</p>	<p>Y6 twinkl movie making unit Individual lesson plans and resources can be found on Twinkl Planit Computing year 6 I movie software on I pads to edit movies.</p>
		<p>Writing Opportunity</p> <p>Write a script for short documentary film.</p>	
Key Questions / Learning Journey Steps		Activity	
I can use appropriate software and other tools effectively to write a film script.		<ul style="list-style-type: none"> Use Microsoft word to type a simple script 	
I can locate and check appropriate digital content, and provide accurate crediting of sources.		<ul style="list-style-type: none"> Search the web for ideas Check 3 sources (minimum) Record where content comes from. 	
I can use digital recording devices to film and import into video editing software.		<ul style="list-style-type: none"> Use iPad to film and then save video to the computer 	

I can plan, conduct and import video interviews as part of a short film.		<ul style="list-style-type: none"> • Write appropriate questions using question matrix. • Answer questions appropriately. • Use the iPad to record the interview. 	
I can use video editing software to create a short film.		<ul style="list-style-type: none"> • Use Microsoft movie maker to edit video 	
I can use video editing software to turn a film project into a finished movie and present it		<ul style="list-style-type: none"> • Share videos with rest of class 	
Growth	Possibilities	Health	Community
Children will show morality whilst using technology, showing a thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.	Children will be given opportunities to explore the technological world around them, using it effectively and safely in their everyday lives.	Children will be taught how to use the internet safely. It will be instilled in them how and to whom to report anything they find unacceptable.	Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others.
Relevant RRSA Article	Article 13 You have the right to find out things and share what you think with others, by talking, drawing, and writing or in any other way unless it harms or offends other people.		

PE - Dance				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> consolidate their existing skills and gain new ones perform actions and skills with more consistent control and quality. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify what makes a performance effective suggest improvements based on this information. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> create and perform dances using a range of movement patterns, including those from different times, places and cultures respond to a range of stimuli and accompaniment. 	<ul style="list-style-type: none"> Show control/coordination in travel and balance Perform a range of jumps, showing control Show increasing clarity and fluency in movements Make good use of creativity and imagination when composing sequences Use movement expressively, to convey an idea, mood or feeling Combine changes of shape, speed and level in sequence Apply skills and actions and ideas with increasing coordination and control 	Performance of Maypole dance	<ul style="list-style-type: none"> Maypole Ribbon Music 	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
<ul style="list-style-type: none"> Can I dance and keep time with a beat? 		<ul style="list-style-type: none"> Children will listen to the music track first. They will then listen and clap to the beat. Finally, they will move around the hall skipping to the beat. Complete The Circle Dance using the maypole and ribbons to complete the lesson. Children will skip around the maypole in a circle in one direction; they will then skip the other way as the ribbon reaches the end, unwinding it. 		
<ul style="list-style-type: none"> Can I perform a simple routine? 		<ul style="list-style-type: none"> Children will complete The Circle Dance to warm up. They will then be shown The Brazilian Dance in stages to make it easier to remember and perform. Children will practice the routine, until they can perform it with minimal mistakes. The routine will be videoed so children can see themselves and evaluate their performance in a positive way. 		
<ul style="list-style-type: none"> Can I evaluate my performance? 		<ul style="list-style-type: none"> Children will watch the video of their performance. They will evaluate the performance in a positive way, using constructive criticism. They will then practice the parts of the routine they highlighted as needing to be changed or improved upon. 		

Growth	Possibilities	Health	Community
Children will develop confidence with unfamiliar activities. They will develop realistic goals and be confident in their ability to achieve them.	Children will be introduced to new activities, broadening their horizons and helping them to discover new avenues they may enjoy and want to pursue further.	Children should be healthy in mind and body in order to live happy successful lives as children and as they move into adulthood.	Children will work together to develop a routine in which they all need to cooperate and be respectful of each other.
Relevant RRSA Article	Article 24 You have the right to be happy and healthy. Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.		

Music				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Understand how many beats in a minim, etc. and recognise their symbols • Improvise melodic and rhythmic phrases as part of a group performance • Have an awareness how different parts fit together for effect 	The children will listen and appraise pop ballads. They will focus on composition, singing and performing.	<ul style="list-style-type: none"> • 	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
What genre of music is 'make you feel my love'?		<ul style="list-style-type: none"> • Listen and appraise – make you feel my love • Warm up games • Begin to learn the song • Perform skills learnt 		
What instruments should we play?		<ul style="list-style-type: none"> • Listen and appraise – make you feel my love – Bob Dylan • Warm up games • Learn to sing • Think about instruments • Perform skills learnt 		
Can you play your instrument accurately?		<ul style="list-style-type: none"> • Listen and appraise – so amazing • Flexible games • Learn to sing • Introduce instruments • Perform skills learnt 		
What is composition?		<ul style="list-style-type: none"> • Listen and appraise – Hello – Lionel Richie • Warm up • Sing song • Continue instruments • Begin to compose • Perform skills learnt 		
What is composition?		<ul style="list-style-type: none"> • Listen and appraise – The way you look tonight • Sing song • Composition • Perform skills learnt 		
Can you perform from memory ?		<ul style="list-style-type: none"> • Listen and appraise – Love me tender • Warm up • Composition • Sing • Final performance 		

Growth	Possibilities	Health	Community
Children will begin to appraise and listen to music from different genres. They will expand their musical knowledge.	Children will develop their understanding of rock music from the past.	Children will be able to express their opinion on genres of music. They will provide opinions and express themselves through singing, using instruments and composing.	The children will be able to share their knowledge of different genres and cultures with others.
Relevant RRSA Article	Article 13 Every child has the right to express their thoughts and opinions.		

Music				
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources	
<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Understand the use of silence in composition Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Have an awareness how different parts fit together for effect 	The chn will develop their knowledge of rap music whilst appraising other genres. They will begin to use their voices to compose music alongside instruments.	<ul style="list-style-type: none"> 	
		Writing Opportunity		
Key Questions / Learning Journey Steps		Activity		
What genre of music is 'Fresh prince of Bell air?'		<ul style="list-style-type: none"> Listen and appraise – Fresh prince Warm up games Begin to learn the song Perform skills learnt 		
What instruments should we play?		<ul style="list-style-type: none"> Listen and appraise – me, myself and I Warm up games Learn to sing Play instrumental part with different instruments. Perform skills learnt 		
Can you play your instrument accurately?		<ul style="list-style-type: none"> Listen and appraise – Ready or not Flexible games Learn to sing Play instruments Improvise Perform skills learnt 		
What is composition?		<ul style="list-style-type: none"> Listen and appraise – Rappers Delight. Warm up Sing song Begin to compose using voices. Perform skills learnt 		
What is composition?		<ul style="list-style-type: none"> Listen and appraise – Can't touch this Sing song Composition – using voices and instruments Perform skills learnt 		
Can you perform from memory ?		<ul style="list-style-type: none"> Listen and appraise – It's like that Warm up Composition Sing Final performance 		
Growth	Possibilities	Health	Community	

<p>Children will begin to appraise and listen to music from different genres. They will expand their musical knowledge.</p>	<p>Children will develop their understanding of rock music from the past.</p>	<p>Children will be able to express their opinion on genres of music. They will provide opinions and express themselves through singing, using instruments and composing.</p>	<p>The children will be able to share their knowledge of different genres and cultures with others.</p>
<p>Relevant RRSA Article</p>	<p>Article 13 Every child has the right to express their thoughts and opinions.</p>		

MFL			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
The focus of study in modern languages will be on practical communication. <ul style="list-style-type: none"> present ideas and information orally to a range of audiences speak in sentences, using familiar vocabulary 	<ul style="list-style-type: none"> Define key points, and give brief descriptions Experiment with a range of vocabulary and terms to explain concepts Retrieve, record and present information 		<ul style="list-style-type: none"> Interactive games Flashcards Word mats Christmas song
		Writing Opportunity	
Key Questions / Learning Journey Steps		Activity	
Can you write the date ?		<ul style="list-style-type: none"> Chn to begin to write the date independently. Chn to learn the seasons. Vrai or faux, seasons and months. Weather and seasons. 	
How are birthdays celebrated in France?		<ul style="list-style-type: none"> Learn how birthdays are celebrated in France, sing happy birthday and wish someone happy birthday. 	
Can you recite the numbers 41-60?		<ul style="list-style-type: none"> Introduce numbers 41-60. 	
Times tables.		<ul style="list-style-type: none"> Chn learn theirs 2 and 5 times table. Use worksheet in primary French to help. 	
Times tables.		<ul style="list-style-type: none"> Chn learn theirs 2 and 5 times table. Use worksheet in primary French to help. 	
Growth	Possibilities	Health	Community
Children should develop knowledge of France and should increase their understanding of the world around them.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to communicate with others including classroom commands.
Relevant RRSA Article	Article 30 You have the right to practice you own culture, language and religion.		

MFL			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
The focus of study in modern languages will be on practical communication. <ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including 	<ul style="list-style-type: none"> Retrieve, record and present information Use vocabulary effectively to establish understanding 	The children will identify the cities that surround France as well as landmarks and geographical features. They will learn how to discuss towns and cities and will record accurately.	<ul style="list-style-type: none"> Interactive games Flashcards Word mats Images Videos
		Writing Opportunity	

<p>(where relevant): feminine, masculine and neuter forms</p> <ul style="list-style-type: none"> • broaden their vocabulary and develop their ability to understand new words • develop accurate pronunciation and intonation so that others understand when they are reading aloud 	<ul style="list-style-type: none"> • Explain ideas and concepts, using subject specific vocabulary 	<p>Record information about towns and cities</p>	
Key Questions / Learning Journey Steps		Activity	
Can you perform a French poem ? (U3)		<ul style="list-style-type: none"> • Practice performing a poem 	
Which countries surround France?		<ul style="list-style-type: none"> • Revise J'habite. Link weather to countries. 	
Can you spell countries in French correctly ?		<ul style="list-style-type: none"> • Look at sentence types e.g. we know it's a question because of the punctuation. 	
Can you identify different geographical features in French?		<ul style="list-style-type: none"> • Capital cities, rivers, mountains, landmarks. 	
Can you use correct prononciations for towns and cities ?		<ul style="list-style-type: none"> • Focus on vocabulary. Flashcards and repetition for pronunciation. 	
What do you know about Paris ?		<ul style="list-style-type: none"> • To learn in with town is à • To use à and <i>en</i> correctly in context 	
Where are you going ?		<p><i>une voyelle, une consonne, une syllabe</i> <i>Où vas – tu?</i> <i>je vais, il va, elle va</i></p>	
Growth	Possibilities	Health	Community
Children should develop knowledge of France and should increase their understanding of the world around them.	Children are given the opportunity to learn another language to be able to communicate with others.	Children should accept a new language and should show resilience when learning new skills.	Children will have an understanding of differences within the community and learn that there are many different languages. They will begin to develop their French to communicate with others including classroom commands.
Relevant RRSA Article		Article 30 You have the right to practice you own culture, language and religion.	

Computing - Spreadsheets			
National Curriculum	Skills (Rainbow Continuum)	Overall Subject Outcome(s)	Resources
Pupils should be taught 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.	<ul style="list-style-type: none"> Children can create a formula in a spreadsheet to convert m to cm. Children can apply this to creating a spreadsheet that converts miles to km and vice versa. Children can use a spreadsheet to work out which letters appear most often. Children can use the 'how many' tool. Children can use these calculations to solve a real-life problem. 	Children will plan a real life situation such as a cake sale. They will set up and use a spreadsheet to calculate the costs.	<ul style="list-style-type: none"> Purple Mash Spreadsheets unit 5.3 May need to look at catch up unit if too hard. Could extend by introducing Excel in last few lessons
		Writing Opportunity	
		N/A	
Key Questions / Learning Journey Steps		Activity	
Can I understand and use Microsoft Excel?		<ul style="list-style-type: none"> Children will be asked to perform various simplistic tasks within Microsoft Excel and Purple Mash in order to get used to using the programs. This may include moving data from one cell to another, copy and pasting within cells etc. 	
Can I create a formula?		<ul style="list-style-type: none"> Children will be taught the basics of creating a formula in Purple Mash, and will be asked to create one to convert between m and cm. They will then be challenged by creating a formula to convert miles to km, and vice versa. 	
Can I use tools within Excel?		<ul style="list-style-type: none"> Children will be introduced to the 'how many' tool, and will be asked to use this tool to work out 'how many' things there are in different scenarios. 	
Can I plan a bake sale?		<ul style="list-style-type: none"> Children will be asked to think about all of the things they would need for a bake sale, and write them all down. They will then discuss how they could use a spreadsheet to help them plan it (with examples shown). Children will begin to create their spreadsheets based on different scenarios, using formulae to support them (eg. When considering baking ratios). 	
Can I change formulae to suit my brief?		<ul style="list-style-type: none"> Children will be given various scenarios in relation to their bake sale, and will be required to edit their spreadsheets accordingly, ensuring they still work efficiently and as planned. 	
Growth	Possibilities	Health	Community

<p>Children will increase their understanding of computer programs that can support in making life easier.</p>	<p>Children will be given opportunities to explore Microsoft Excel, using it effectively to calculate costs.</p>	<p>Children will be taught how using a program like Microsoft Excel can effectively calculate vast amounts of information. Saving them time and contributing to maintaining good mental and physical health.</p>	<p>Children will develop an understanding of the importance of community and how they can be a positive contributing member of the community by using skills they learn.</p>
<p>Relevant RRSA Article</p>	<p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>		



"Destroying rainforest
for economic gain is like
burning a Renaissance
painting to cook a meal"

E. O. Wilson, researcher,
theorist, naturalist, author



LIFE IN THE RAINFOREST

