

Yellow Class Spring Term

HISTORY

- To identify and describe changes in the Earth's landscape over time.
- Know about the life and environmental works of Chico Mendes.

*Not a focus this term.

GEOGRAPHY

Knowledge:

- Use the correct geographical words to describe a place
- Name continents where rainforests are found
- Know the main features of a rainforest

Skills:

- Explain where rainforests are found and locate them on a map
- Locate the Tropic of Cancer and the Tropic of Capricorn
- Use some basic Ordnance Survey map symbols
- Use grid references on a map
- Use an atlas by using the index to find places

ART

Skills:

- Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques, including watercolours.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work.

Knowledge:

- Know about and describe the work of Henri Rousseau.

This term our topic is:

Rainforests

DESIGN TECHNOLOGY

Knowledge

- Understand and apply the principles of a healthy and varied diet
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Skills:

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

RELIGIOUS EDUCATION

Sikhism

- Know that Sikhs believe in one God
- Know that a Gurdwara is a special place for Sikhs
- Recognise the Sikh symbol, the Khanda and know how it is made up of different items placed together

Christianity

- Know that Christians believe Jesus is God's son.
- Know that Lent is the period of 40 days between Ash Wednesday and Good Friday
- Know Christian beliefs about life and death

PE

- Change direction quickly
- Demonstrate a good running posture to sprint short distances
- Respond rapidly to a stimulus.
- Perform jumps with speed and balance.

Music

- Drumming.
- Create a rainforest soundscape.

Computing

- Use search technologies effectively
- Collect and present information
- Design and create content
- Write programs that accomplish specific goals
- Use sequence in programs

PSHE

- Know which school groups we belong to.
- Understand we belong to the whole school environment.
- Know people who care for us at school and understand their roles.
- Know the school golden rules.

Outcomes

- Rainforest painting in the style of Henri Rousseau
- Rainforest pop up book

Literacy Texts

- The Great Kapok Tree
- Bananas In My Ears
- The Vanishing Rainforest
- Traditional Stories from The Amazon

Science Units - Plants

- Describe the function of the stem, roots, leaves and flowers.
- Discuss the requirements for growth for different plants, e.g. daffodil and cactus.
- Compare water transportation in different plants

SMSC

- Consider what it means for everyone to be equal
- Know the effects that deforestation has on life in the rainforests
- Recognise when we have made mistakes, make amends and set personal goals

Outdoor Learning

- Visit the garden and identify parts of plants
- Compare features of a rainforest with the features of a park

Trips and Visits

- London Zoo
- The National Gallery
- Burgess Park