

## Geography – South America and The Rainforest

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 South America.

Describe and understand key aspects of physical geography: biomes and vegetation belts.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Religious Education

Belief, Authority, Expressions of Belief

Why should people with a religious faith care about the environment?

Demonstrating understanding of the impact of religious faiths on actions.

Impact of beliefs

# TERM 1: Secrets of the Rainforest



Theme Day – Carnivals

## Art -Rainforest Animals

Pupils should be taught:

- \* to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil (jnc, water colours), charcoal, paint].

## Science

### Light

- Pupils should be taught to:
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and tables.

## Computing – Information leaflets

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Link to anti-bullying week)

## Religious Education

What is the meaning of

Christmas? What are the

themes of Christmas?

Demonstrating an understanding of significance of Christmas story, Christian symbols and practices today.

Belief, Authority, Expressions of Belief.

DT

To understand and use electrical systems in their products e.g. series circuits incorporating switches, buzzers, bulbs and motors.

(STEM activity) Vacuum Cleaner

# TERM 1: Non-Theme



## Physical Education

1. Swimming intervention
2. Yoga
3. Tag Rugby / Football
4. Sportsball Athletics
5. Golf

Pupils should be taught to:

- ➔ use running, jumping, throwing and catching in isolation and in combination
- ➔ play competitive games, modified where appropriate [for example, football and tag rugby], and apply basic principles suitable for attacking and defending
- ➔ develop flexibility, strength, technique, control and balance [for example, through athletics and yoga]
- ➔ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- ➔ swim competently, confidently and proficiently over a distance of at least 25 metres ➔ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ➔ perform safe self-rescue in different water-based situations.

## Music – Christmas Performance

Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.

## French

Present ideas and information orally to a range of audiences.

Unit 13: Bon appétit

Expressing likes, dislikes and preferences about food and drinks. Making simple statements about food and drinks. Following and writing instructions (e.g. a recipe).

## P SHE Citizenship

– Rules in society, the government

-Managing money- budgets and savings.

- Anti – Bullying Week.

# Y5/6 Term One Theme: Secrets of the Rainforest

Vocabulary	Knowledge	
Andes	I know that there are 12 countries in South America.	
Emergent Layer		
Canopy Layer	I know that Brazil is the largest and most populated country in South America	
Understory Layer		
Indigenous	I know that the Amazon is the longest river in South America	
Bromeliad	I know that Sao Paulo is the largest city in Brazil.	
temperate		
Capybara	I know that Spanish is the most popular language spoken in South America. However Portuguese is spoken in Brazil.	
Deforestation		
Sustainability		
Biome		
Biodiversity	I know that The Andes are the most significant mountain range in South America	
Palm Oil		
Equator	I know that Machu Picchu is significant historical site in South America.	
Prime Meridian		
Brazil	Peru	Guyana
Argentina	Suriname	Ecuador
Chile	Bolivia	Pacific Ocean
Venezuela	Uruguay	Atlantic Ocean
Columbia	Paraguay	Lake Titicaca
Atacama Desert	Amazon	Prime Meridian

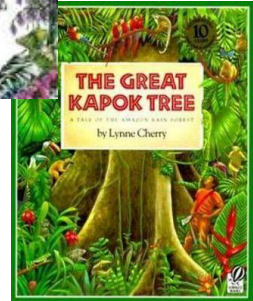


## Geography Objectives

### Geography – South America and The Rainforest

- 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 South America.
- Describe and understand key aspects of physical geography: biomes and vegetation belts.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Exciting Books


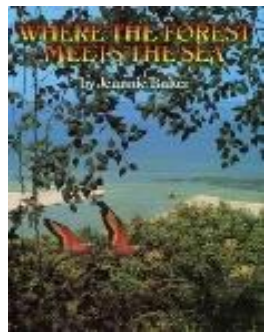


## Assessment

I can use an atlas to locate countries and key environmental regions (in North and South America).



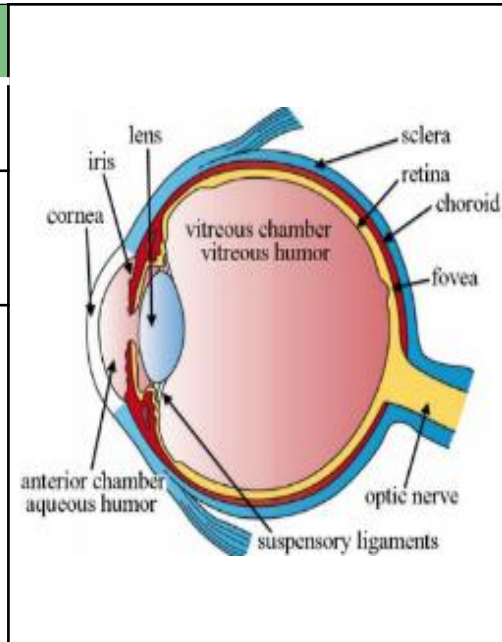
# Y5/6 Term One Theme: Secrets of the Rainforest

Vocabulary		Knowledge			Exciting Books
Perspective		Understand where the main components will sit on the page. (Spacing)			
Foreground Middle-ground Background		Understanding of foreground, background and middle-ground.	Art and RE Objectives		
Smudge		Understand different media and their uses.	Assessment		
atomiser			<p><b>Art -Rainforest Animals</b></p> <p>Pupils should be taught: to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil (inc. water colours), charcoal, paint,].</p>		
Advent wreath		I know the significance of the birth of Jesus to Christians.			
Indigenous					
Sustainability		I know the different religious symbols associated with Christmas.			
sacrifice					
Liturgical cycle			<p><b>Art</b></p> <p>I can improve my mastery of art and design techniques, including drawing with a range of materials.</p>		
awe		I know that there are different versions of the Christmas story in the four Gospels.			
faith					
founder					
gospels					<p><b>RE</b></p> <p>I understand the significance of Christmas and its related symbols.</p>
secular		I know different secular symbols associated with Christmas.			
Epiphany of our Lord					
ritual					
creed					
			<p><b>Religious Education</b></p> <p><b>Belief, Authority, Expressions of Belief.</b> Why should people with a religious faith care about the environment?</p> <p>Demonstrating understanding of the impact of religious faiths on actions. <b>Impact of beliefs</b></p>		

# Y5/6 Term One : Science

## Subject Specific Vocabulary

light wave	I know that light travels in a straight line
pupil	I know the scientific symbols for a battery, lamp, buzzer and motor
iris	
cornea	I know that brightness is measured in volts
retina	
Emits	I know that brightness is measured in volts
Light source	
prism	
spectrum	
lens	
convex	
concave	I know that light can travel through some matter but not others.
filters	
opaque	I know that we can see things because light travels into our eyes.
Translucent	
transparent	
Reflects	
refraction	
Light source	



## Assessment

I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.

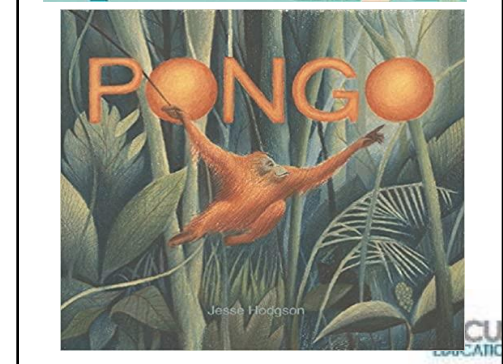
Identify scientific evidence that has been used to support or refute ideas or arguments.

I can use recognised symbols when representing a simple circuit in a diagram.

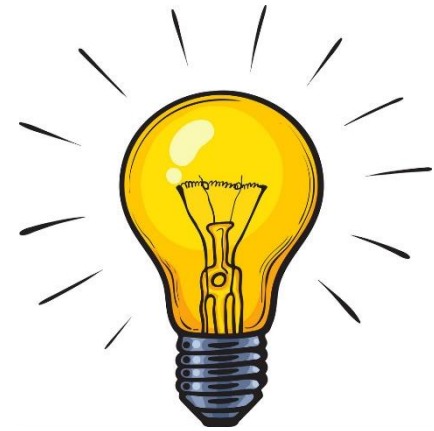
Associating the brightness of a lamp with the number and voltage of cells used in a circuit.

## Objectives

- Light**  
Pupils should be taught to:
- recognise that light appears to travel in straight lines
  - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
  - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
  - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



# Y5/6 Term One : Non Theme Science and DT



## Assessment

Identify scientific evidence that has been used to support or refute ideas or arguments.  
 I can use recognised symbols when representing a simple circuit in a diagram.  
 Associate the brightness of a lamp with the number and voltage of cells used in a circuit.

**DT**  
 I can understand and use electrical systems in my products (e.g. circuits including switches, bulbs, buzzers and motors).

## Electrical symbols

Component	Symbol	Purpose
Cell (Battery)		Provides electrical energy
Power supply		Alternative to using cells
Wire		Allows current to travel
Bulb/light		Converts electrical energy into heat and light
Motor		Converts electrical energy into movement energy
Buzzer		Converts electrical energy into sound energy
Switch		Allows circuit to be opened or closed

## Objectives

### Electricity


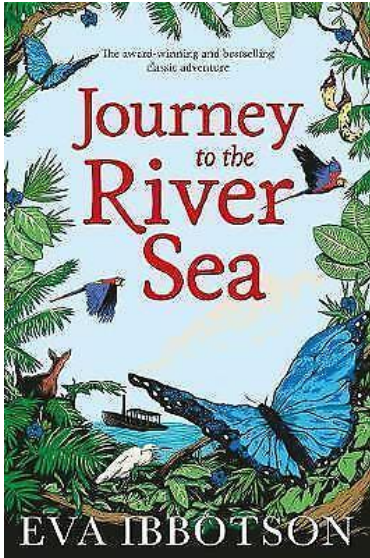
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  
 compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  
 use recognised symbols when representing a simple circuit in a diagram.

**DT**  
 To understand and use electrical systems in their products e.g. series circuits incorporating switches, buzzers, bulbs and motors.  
 (STEM activity) Vacuum Cleaner


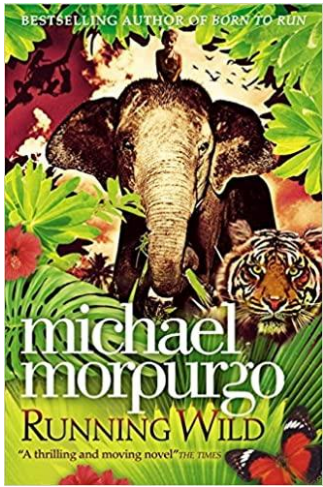
Vocabulary		Knowledge
Conductor		I know the scientific symbols for a battery, lamp, buzzer and motor
insulator		I know that brightness is measured in volts
socket	energy	Know that the brightness of a bulb is associated with the voltage.
electrons		
series circuits		
components		Use recognised symbols when representing a simple circuit in a diagram.
circuit	cells	Construct simple series circuits.
volts	amps	

Resistance		Electricity comes from different sources - the power station, the wind, the sun and water
Volt metre		
Thomas Edison		Electricity is a type of energy that build up in one place (static), or flow from one place to another (current electricity).
Design brief		
Specification		
evaluate		I can identify and rectify a break in a circuit.
purpose	research	I understand the importance of producing detailed plans for my designs.
user	product	
purpose		I can evaluate and improve my designs.
function	features	
innovative		

# Y5/6 Term One : Secrets of the Rainforest

Vocabulary		Knowledge		Computing and Music Objectives	
Social media					
Search Engine					
Technology					
Cyber-bullying					
Cyber pal					
Privacy					
Personal information					
World wide web					
Netiquette		<b>phishing</b>	<b>plagiarism</b>	<p>Computing – Information leaflets Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Link to anti-bullying week.)</p> <p>Music – Christmas Performance <b>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</b></p>	
Cyberstalking		<b>Online grooming</b>	<b>hacking</b>		
<b>Lyrics</b>	<b>melody</b>	<p>I can keep in time with the music and melody.</p> <p>I know how to project my voice to the audience.</p> <p>I can learn the lyrics to different songs.</p> <p>I can recognise that some notes need to be higher or lower.</p>			
<b>Rhythm / beat</b>					
<b>ensemble</b>					
<b>Pitch / tone</b>					
<b>Stage presence</b>					
<b>register</b>					
<b>intonation</b>					
<b>Vocal range</b>					
				<p><b>Assessment</b></p> <p>I can use technology, including the internet, safely, respectfully and responsibly and know how to report any concerns I have.</p> <p>I can play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p>	

# Y5/6 Term One : Secrets of the Rainforest

Vocabulary	Knowledge	PHSCE and French Objectives	
<b>Je voudrais</b>	I can construct sentences about what foods I like and dislike in French.		
<b>J'aime</b>			
<b>Qu'est-ce que</b>	I know how to order a snack in French.	<p><b>French</b> Present ideas and information orally to a range of audiences. Unit 13: Bon appétit Expressing likes, dislikes and preferences about food and drinks. Making simple statements about food and drinks. Following and writing instructions (e.g. a recipe).</p> <p><b>PSHE</b> <b>Citizenship</b> – Rules in society, the government - Managing money- budgets and savings. - Anti – Bullying Week.</p>	<p><b>Assessment</b></p> <p>I can make simple statements about food and drink.</p> <p>I know the consequences of different types of bullying. I know how to help to deal with a bully.</p>
<b>Anti social and aggressive behaviour</b>	I can use adjective to describe food in French.		
<b>Resolving differences</b>	I know how to order a breakfast in French.		
<b>Criticise constructively</b>			
<b>Emotional</b>	I understand the different types of bullying: verbal, physical, mental/emotional, cyber bullying.		
<b>physical</b>			
<b>Verbal</b>	I know the effects that different types of bullying can have.		
<b>Consequences</b>	I know what to do/ who to speak to if I am being bullied/observe bullying.		
<b>Cyber-bullying</b>			