Topic Name – Rio De Vida

Dispositions Developing Choice: Being accountable and Living with Integrity

Disposition Developing Creativity: Appreciating Beauty

Year Group - Year 1 Summer 2

Topic Purpose Question – How is the rainforest habitat changing?

Curriculum Coverage Geography

Topic Purpose – it will start to develop the contextual knowledge of locations of global significance and start to understand the processes that give rise to key physical and human features and how these change over time. It will start to give a growing knowledge about the world.

Class Novel: The Jungle Book

Purpose- Topic specific vocabulary and setting as well as being a classic author.

Links to previous topics.

EYFS Big Wide World

Year 1 Animals in The Past and Now.

Links to future topics.

Year 2 Scented Garden

Year 3 Predators

Year 5 Amazon Rainforest

Engage Stage

Rio De Vida

One Day Creative – carnival dance workshop.

Writing focus connected to topic

Poetry (2 weeks)

Recipes - instructions (2 weeks)

Post cards – first person recount (2 weeks)

Extended/linked reading

Science

Everyday Materials

Describe the simple physical properties of a variety of everyday materials.

Activity: What makes the loudest sound? Identify and name everyday materials then put them into a shaker to see which makes the loudest sound, relating to their properties.

Key Vocabulary: soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, paper, fabrics, squashing, bending, twisting, stretching elastic, foil.

Plants

Identify and describe the basic structure of a variety of common flowing plants, including trees.

Activity: Layers of the rainforest.

Purpose Question: How do the different layers of the rainforest grow?

Animals, including humans.

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Activity: Learn about the different animals that belong in the Amazon and why do they need to live there – thinking about their habitats.

Purpose Question: How does the Amazon support different types of animals the survive?

Geography

Place

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Activity: Human and physical features of Brazil – compare to human and physical features of Handsworth.

Human and Physical Geography.

Use basic geographical vocabulary to refer to:

-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

-key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Activity: Using Google Earth identify the features of Brazil which are both human and physical.

Purpose Questions: What size is this place? What human features can you see? What do you think it would be like to live there?

Use basic geographical vocabulary to refer to:

-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, **vegetation**, season and weather.

Activity: Identify and talk about the layers of the rainforest.

Skills and Fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Activity: The Amazon – become familiar with name, location and major physical features of the Amazon.

Use different sources to gain this information – iPads, aerial photos, books.

Purpose Activity: Start to look into Amazon conservation – maybe a charity event at the end of the project and why is it important that we are concerned about this issue.

Key Vocabulary: Ocean, Capital, Climate., Equator, Settlement, Human feature, Physical feature, Landmarks, Aerial, Environment, Key, Symbol, location, Atlas, Globe, North, East, South, West, Soil, Vegetation.

DT

Design

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

Activity: Design a carnival outfit or headdress.

Make

Select from and use a wide range of materials and components including textiles.

Activity: Design and sew a carnival headdress.

Evaluate

Evaluate: evaluate their ideas and products against design criteria.

Activity: Evaluate their headdress by asking someone to use in a carnival walk up the corridor/in the hall – what worked well? What could have been improved?

Key Vocabulary: template, dye, sew, felt, fabric, thread decoration, tie and dye, decorate, print, joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish

PSHE

Changing me

Life Cycles

My Changing Body

Learning and Growing

Changing Me- coping with Changes

Key Vocabulary: Changes, Life cycle, Baby, Adulthood, Baby, growing up, Adult, Mature, Change, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping.

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Experiment with, create, select and combine sounds using interrelated dimensions of music.

Activity: Unit 7 Our School (Exploring Sounds).

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using interrelated dimensions of music.

Activity: Unit 10 Our Bodies (Beat)

Computing

Use technology purposefully to create organise, store, manipulate and retrieve digital content.

Activities: See computing planning.

Key Vocabulary: tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, keyboards, keys, mouse, click, button, double click, drag, present.

RE

Theme: Rosh Hashanah and Yom Kippur

Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?

Religion: Judaism

Disposition: Being hopeful and visionary

PE

Master basic movements including running, jumping, throwing and catching, as well as balance, agility and coordination, and begin to apply these to a range of activities.

Activity: Athletics

Aim to ensure that all pupils lead healthy, active lives.

Activity: Health and exercise