




<p><b>Topic Name – Amazon Rainforest</b>  <b>Disposition Developing Compassion:</b> Caring for Others, Environment.  <b>Disposition Developing Creativity:</b> Appreciating Beauty</p>  <p>Animals and the</p>	<p><b>Year Group - Year 5 Spring 1</b>  <b>Topic Purpose Question –</b> What impact is deforestation going to have on the wider world?</p>	<p><b>Curriculum Coverage: Geography</b>  <b>Topic Purpose –</b> to extend knowledge and understanding beyond the local area to include South America, so that an understanding of the location and characteristics of a range of human and physical features. This topic should develop the use of geographical tools and skills to enhance their location and place knowledge.</p>	<p><b>Class Novel: Journey to the River Sea.</b>  <b>Purpose-</b> Topic specific vocabulary as well as reading a novel by a modern day author.</p>
<p><b>Links to previous topics.</b>  Year 1 Animals Past and Present  Year 2 Minibeasts  Year 3 Predators of the World  Year 4 Rivers</p> <p><b>Links to future topics.</b>  Year 6 Antarctica  Year 6 Evolution</p>	<p><b>Science</b>  <b>All living things and their habitats.</b>  Describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird.  Pupils should observe life-cycle changes in a variety of living things, for example an animal in their local environment. They should find out about the work of naturalists and animal behaviourists for example David Attenborough and Jane Goodall.</p> <p>Observe and compare the life cycle of animals in their local environment with other animals around the world e.g. in the rainforest, in the oceans, in desert areas and in prehistoric times), asking questions and suggesting reasons for similarities and differences.</p> <p>Possible activity: Work scientifically to observe and compare the life cycle of plants and animals in their local environment with other plants and animals around the world e.g. in the rainforest, in the ocean and desert areas by asking questions and suggesting reasons for similarities and differences.</p>		<p><b>Geography</b>  <b>Locational Knowledge</b>  Identify the positions of significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  Activity: Locate rainforest on map – locate world’s countries, latitude and longitude etc...</p> <p><b>Place Knowledge</b>  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Activity: Understand geographical similarities and differences through a study of human and physical features in UK, European country and North/South America.</p>
<p><b>Engage Stage/Memorable Experience</b></p> <p><b>Rainforest workshop –</b> The children to explore and find out about different layer of the rainforest and the animals which live there.</p>	<p><b>Purpose Question:</b> Why is the environment so important to the life cycles of animals?</p> <p><b>Key Vocabulary:</b> growth, development, mammal, reproduction, insect, amphibian, bird, offspring</p>		<p><b>Human Geography</b>  Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Activity: Explore the impact of tourism on the rainforest  <b>Purpose Question:</b> Is tourism having a positive or negative impact on the Amazon and why?</p>
<p><b>PE</b>  <b>Games (Basketball)</b>  <b>Sport Coach during PPA</b>  -to use blocking to stop an opponent from shooting.  -the front pivot and trying to use it in a game.  -to use a forward pass and wing play to build an attack as a team.  -to perform a one-handed push pass under pressure.  -to create space using the box-out technique to recover rebounds.  -to catch the ball under pressure into the triple-threat position.</p> <p><b>Key Vocabulary:</b> Blocking, pivot, forward, reverse, exploit, lay off, accurately, rebound, fake, feint.</p> <p><b>Badminton (Teacher Led)</b>  <b>PE Hub Planning</b>  -to make it difficult for our opponent to score points.  -to apply basic court positions in singles play.  -to accurately hit both long and short sleeves.  -close control, including net shots.  -to use footwork to recover after lunging and moving after shots.  -to apply a range of movements and shots in competition.</p> <p><b>Key Vocabulary:</b> Clear, overhead, cooperate, collaborate, lunge, shuffle, skip, run, backline, movement.</p>	<p><b>Art</b>  <b>Painting</b>  Teach about a range of great artists in history.  Activity: Look at the works of French post-impressionist painter <b>Henri Rousseau</b>. Compare his paintings to real life photographs of rainforests. Discuss similarities/ differences. Identify his style/ techniques.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).  Activity: Create a Rainforest scene in the style of Henri Rousseau, using paint.</p> <p>Useful links:  <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zr4yd6f">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zr4yd6f</a>  <a href="https://www.youtube.com/watch?v=Vm6EqBp5cfl">https://www.youtube.com/watch?v=Vm6EqBp5cfl</a>  <a href="https://www.youtube.com/watch?v=O5Q7Y6z59k0">https://www.youtube.com/watch?v=O5Q7Y6z59k0</a></p> <p><b>Key Vocabulary:</b> Abstract, atmosphere, natural, bold, delicate, intense, wash, tint, shade, background, middle ground, foreground.</p>	<p><b>Computing</b>  <b>Programming A – Selection in physical computing</b></p> <p>Learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). The children will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if...then...’ structure) and write algorithms and programs that utilise this concept.</p> <p>To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, learners will apply the stages of programming design.</p> <p><b>Key Vocabulary:</b> Microcontroller, components, connection, infinite loop, output motor, repetition, count-controlled loop, Crumble controller, Input, output.</p>	<p><b>Physical Geography</b>  Describe and understand key aspects of physical geography, including: climate zones rivers, water cycle  Activities:  - Identify and label the 4 layers/strata of a rainforest.  -Amazon River – water cycle revisited, types of settlements, land use and economic activity</p> <p>What is deforestation? What are the reasons behind deforestation? How can this be stopped?  <b>Purpose Question:</b> What is deforestation and why is it happening in the Amazon?</p> <p><b>Key vocabulary:</b> canopy, emergent layer, understory, deforestation, endangered, equator, latitude, temperate, extinction, destruction, tropics.</p>
<p><b>Oracy</b></p>  <p><b>Instigate - Starts the discussion or moves it onto a new point.</b></p> <ul style="list-style-type: none"> <li>I think we should consider...</li> <li>I would like to start by saying...</li> <li>Let’s also think about...</li> <li>I would like to instigate the conversation by...</li> <li>We haven’t discussed yet...</li> </ul> <p><b>Challenge – Give reason/s to disagree or present an alternative argument.</b></p> <ul style="list-style-type: none"> <li>Respectfully, I disagree with ..... because....</li> <li>I hear what you’re saying but....</li> <li>That’s an interesting point but....</li> <li>On the other hand, .....</li> </ul>	<p><b>RE</b>  Theme: Beliefs and moral values</p> <p><b>Key Question: Are Sikh stories important today?</b></p> <p>Religion: Sikhism</p> <p>Disposition: remembering roots</p> <p><b>Key Vocabulary:</b>  Guru  Guru Nanak  Khalsa  Guru Granth Sahib</p>		<p><b>See computing planning</b></p>
<p><b>PSHE</b>  <b>Goals and Dreams</b>  Dreams and Goals  My Dreams and Ambitions  Celebrating My Learning  Careers Day</p>	<p><b>Music</b>  <b>Taught during PPA – Junior Jam</b>  Music Theory with Keyboards  Level 3</p>	<p><b>MFL-Spanish</b>  <b>Planning through Language Angels</b>  At the café</p>	<p><b>Extended/linked reading</b></p> 

## Developing our children's spirituality through the curriculum.

	<b>Mirrors – Looking in...</b> <b>Self-Reflection – own feelings/ thoughts/ beliefs</b> 	<b>Windows – Looking out...</b> <b>Understanding/ Exploring Others and the World</b> 	<b>Doors – Looking through...</b> <b>Take what we've learnt/ discovered and turn it into action</b> 
<b>History</b>	Reflect on how people's choices in the past were influenced by their beliefs, values, and needs.	Explore how rainforest communities (past and present) live and how their lives differ from ours.	Consider how we can preserve cultural histories and respect the traditions of rainforest peoples.
<b>Geography</b>	Reflect on our own relationship with the environment and how our lifestyle affects the planet.	Understand the Amazon's global importance and the experiences of those who live there.	Take action by making personal pledges to reduce waste/deforestation impact.
<b>Science</b>	Reflect on how we value and care for living things; consider our beliefs about animal protection.	Learn about the life cycles of plants/animals and how species depend on each other.	Apply learning by designing ways to protect habitats or support biodiversity.
<b>Art</b>	Explore personal feelings and interpretations when responding to Henri Rousseau's rainforest art.	Appreciate how artists represent nature and cultures, and explore new visual perspectives.	Create artwork that conveys a message about caring for the natural world.
<b>Computing</b>	Reflect on the logical thinking and perseverance needed when programming.	Understand how technology affects different people around the world.	Use coding to create something purposeful—for example, a model that raises awareness.
<b>RE</b>		Explore Sikhism and understand how other communities express belief and identity.	Consider how teachings (e.g., equality, kindness, service) can guide our own actions.
<b>PSHE</b>	Reflect on personal dreams, ambitions, identity, and what matters to us.	Learn about others' hopes, challenges, and how people overcome obstacles.	Set achievable goals and take steps towards making positive changes.
<b>PE</b>	Reflect on feelings around teamwork, competition, and resilience.	Understand others' strengths and support peers in cooperative activities.	Apply teamwork skills to help others improve or to lead with fairness.
<b>Music</b>	Reflect on emotional responses to music and on personal musical preferences.	Learn how music connects cultures, communities, and shared experiences.	Use music to express ideas, tell stories, or promote an environmental message.
<b>Oracy</b>	Reflect on confidence, voice, and personal viewpoints when speaking.	Listen to diverse perspectives and understand differing ideas.	Use spoken language to advocate for positive change or share learning.
<b>MFL (Spanish)</b>	Reflect on what it feels like to learn and communicate in a new language.	Explore how people in Spanish-speaking countries live, communicate, and express culture.	Use new language skills to communicate respectfully and build cultural awareness.