


TOPIC TITLE: YEAR 5/6

<p style="text-align: center;">RAINFORESTS</p> 	<p>ART As artists we will: Use Kapow Art Unit 6.3 to create a memory box using a collection of found objects and hand-sculptured forms.</p> <p>Our artist study is: John Dyer</p>	<p>HISTORY/GEOGRAPHY As Historians we will: Place the Maya civilization on a timeline. Find out about their way of life using stories and artefacts. Explore the importance of the Maya gods and goddesses. Look at the reasons for the Maya civilisation decline. As Geographers we will: Identify the location of the rainforest biome.</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • What are the characteristics of a rainforest biome? • Where are they located in the world? • What are the different layers that make up the rainforest? • Who were the Mayas and when and where did they live? • What was their daily life like compared to life in Britain at the same time? • Why did their civilisation decline? • Why are the rainforests under threat? • What can we learn from history to stop deforestation?
<p>COMPUTING: In computing we will: Look at spreadsheets, using them to plan a trip to the rainforest. We will review educational games and use our skills to create an educational game.</p>	<p>DT In food technology we will: Use Kapow Unit 5:3 to learn a Bolognese recipe and adapt it to improve nutritional content.</p>	<p>Recognise the significance of the equator and other lines of latitude and longitude. Explore the climate of the rainforest and compare to UK. Research the life of rainforest populations. Discuss the impact of deforestation on the rainforest.</p>	<p>ENGLISH As readers we will: Read the Explorer by Katherine Rundell and explore the themes it contains. Read the Great Kapok Tree and link the theme to current issues. As writers we will: Write letters to persuade and explore different ways of writing persuasively. Write in prose and poetry to describe the amazing diversity of the rainforest environment.</p>
<p>PE In PE we will Use real PE so the children develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. In our coach led lessons the focus will be on developing skills for striking and fielding in cricket. We will also focus on improving stamina and technique in athletics.</p>	<p>MATHS As mathematicians we will: We will draw and interpret a range of charts and graphs in our Statistics unit and convert between different units of measure. We will explore sequences and using the nth expression in our algebra lessons. We will also consolidate our learning in number and solve problems</p>	<p>MUSIC As musicians we will: Listen to and appraise songs of World War 2, developing greater accuracy in pitch and control using graphic notation. We will then compose and perform a leavers' song collaboratively, based on their personal experiences as a class. Finally, we will use our music skills within our end of year performance.</p>	<p>SCIENCE As scientists we will: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Describe the changes as humans develop to old age. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>
<p>LANGUAGES As linguists we will Use a world map to explore the names of countries and their capitals in French. We will also learn how to tell the time - Quelle heure est-il?</p>	<p>PSHE/ SMSC/ BRITISH VALUES In our Jigsaw lessons we will: Consider how to build positive, healthy relationships and how to cope positively with change looking at how our bodies change and the reasons for these changes.</p>	<p>VISITS & EXPERIENCES Pioneer Residential Visit.</p>	
<p>RE: Based on the Warwickshire Syllabus and Understanding Christianity Explore what it might mean to 'live well' for people with different worldviews. Consider 'What would Jesus do?', making reference to Gospel texts.</p>			