

Rainforest

MAIN FOCUS			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>English</p> <p>Reading:</p> <ul style="list-style-type: none"> ▪ Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ▪ Being introduced to non-fiction books that are structured in different ways ▪ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ▪ Using dictionaries to check the meaning of words that they have read. ▪ Asking questions to improve their understanding of a text ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Retrieve and record information from non-fiction <p>Writing:</p> <ul style="list-style-type: none"> ▪ make simple additions, revisions and corrections to their own writing by: ▪ evaluating their writing with the teacher and other pupils ▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ▪ in non-narrative material, using simple organisational devices 	<p>Research using a variety of non-fiction books, online text and other sources.</p> <p>Ongoing reading of 'Journey to the River Sea' by Eva Ibbotson.</p> <p>'The Great Kapok Tree' by Lynne Cherry.</p> <p>'The Tin Forest' by Helen Ward.</p> <p>'The Great Green Forest' by Paul Geraghty.</p> <p>Visit to London Zoo (31st Jan)</p> <p>Drama – being in role as the tree logger and animals from 'The Great Kapok Tree'.</p> <p>Making rainforest fruit smoothies.</p>	<p>Making a page of information with 'lift the flap' features explaining the different layers of rainforest.</p> <p>A recount of our experience in the rainforest at London Zoo.</p> <p>Notes and written pages of information about rainforest animals.</p> <p>Writing our own pages for 'The Great Kapok Tree'.</p> <p>Writing a letter to the tree logger in 'The Great Kapok Tree' to persuade him to look after the rainforest.</p> <p>Writing the next part of the story.</p> <p>Writing a fruit smoothie recipe.</p>	<p>The children will use their factual knowledge gained in their writing.</p> <p>They will be able to imitate and adapt some of the writer's tools used in non-fiction texts in independent work to inform the reader.</p> <p>The children will continue to behave as writers including reading their writing aloud to themselves, self-checking spelling and grammar, responding to marking and considering the effect their writing has on the reader.</p>

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<p>Maths</p> <ul style="list-style-type: none"> ▪ Continue developing problem solving strategies through longer investigations ▪ Read and write numbers up to 1000 in numerals and in words ▪ Add and subtract numbers mentally, including numbers with up to three digits, using formal written methods of columnar addition and subtraction ▪ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ▪ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ▪ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 	<p>Investigative activities, games and problems.</p> <p>Sumdog – setting their own skills.</p>		<p>The children will be able to use problem solving skills more effectively, particularly working systematically and trial and improvement.</p> <p>The children’s instant recall of number facts will be more fluent and readily available when calculating or problem solving.</p> <p>The children will be able to use Numicon apparatus to explain the relationships between fractions and whole numbers, multiplication and division.</p>
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<p>P.E.</p> <ul style="list-style-type: none"> ▪ Play competitive games, modified where appropriate ▪ Follow the rules of the game and play fairly ▪ Pass to team mates at appropriate times ▪ Lead others and act as a respectful team member ▪ Throw and catch with control and accuracy 	<p>Running games.</p> <p>“Beat your own record” activities.</p>	<p>Daily circuit training in small groups.</p>	<p>Children listen more to others.</p> <p>They notice if someone in their team is having difficulty and act accordingly.</p> <p>Children organise themselves to set up equipment and take turns.</p>
<p>Geography</p> <ul style="list-style-type: none"> ▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America. ▪ Describe and understand key aspects of: <ul style="list-style-type: none"> ▪ Physical geography, including: climate zones and rivers. ▪ 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. ▪ Use maps, atlases, globes and digital/computer mapping to 	<p>Creating a rainforest in the classroom by researching and making models and cut outs of the animals, plant life and geographical features found there.</p> <p>Visit to the indoor rainforest at London Zoo (31st Jan).</p> <p>Explore maps and aerial photos of the rainforest and how they are distributed around the world.</p> <p>Explore everyday items and find out how they are linked to the rainforest.</p>	<p>An interactive rainforest display which the children can add to as their learning develops during the term.</p>	<p>Children can locate themselves, the wider UK and the Amazon rainforest on a map.</p> <p>They can identify some geographical features on a map.</p> <p>The interactive rainforest display will have cut outs and writing added as the term goes by, showing more and more of the children’s knowledge of the rainforest.</p> <p>Evidence of the children’s rainforest knowledge is shown in their writing.</p>

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<p>locate countries and describe features studied.</p>			
<p>Computing / ICT</p> <ul style="list-style-type: none"> ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 	<p>Explore use of Chromebook for research and word processing.</p>	<p>Recording of some of their independent learning using Google docs.</p>	<p>Children to use chrome books to support their independent learning.</p> <p>Children are able to discuss when ICT is useful to help them and when it is not.</p>
<p>Music</p> <ul style="list-style-type: none"> ▪ How to listen with understanding and direction ▪ Use correct musical vocabulary ▪ Learn through repetition ▪ Work and play together in an ensemble ▪ Play beginner instrumental parts with more understanding ▪ Form a basic understanding of notation ▪ Improvise and compose with more creativity and understanding 	<p>Use of Charanga (online music resource).</p> <p>Visit to Chichester Festival Theatre for Children’s concert.</p>	<p>All children are active musicians and each lesson will involve an element of performance.</p>	<p>Children will be able to perform in a group using notation or by learning through repetition</p>
<p>French</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Pronounce words showing a knowledge of patterns. • Read out loud everyday words and phrases. • Read out loud familiar words and phrases. • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. 	<p>Use of Languagenut</p>		

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RE Christianity focus – Jesus’ Miracles	Use of Discovery RE.	Retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	
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