

Rainforests

MAIN FOCUS			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>English</p> <p>Reading:</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> <p>Writing:</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to</p>	<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 instructions for how to make fruit smoothies.</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>check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>			
<p>Maths</p> <p><i>Fractions</i></p> <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. • Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$. <p><i>Multiplication and division</i></p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • solve problems involving multiplication and division, using materials, arrays, 	<p>Lots of experiences of fractions, multiplication and division in practical, real life contexts linked to topic where appropriate.</p> <p>Investigative work and problems.</p> <p>Sumdog – setting their own skills.</p>		<p>Children enjoy maths.</p> <p>Children can apply their understanding of fractions, multiplication and division in a range of contexts and decide which methods are useful in different situations.</p> <p>Children spot opportunities to use their understanding in problem solving activities.</p> <p>Children begin to automatically look for patterns and notice relationships in number.</p> <p>Children start to ask questions and initiate investigation about patterns in number.</p> <p>Children develop number fluency and start to move from using physical representations to mental ones, with increasing speed of recall.</p> <p>Children are confident</p>

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<p>repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>			<p>with fractions, multiplication and division and have a positive approach to new challenges.</p>
<p>Science Living things and their habitats:</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Non-fiction texts and information gathered through stories set in the rainforest.</p> <p>Drama.</p>	<p>Non-fiction writing explaining how a food chain works.</p>	<p>Children can explain orally and through written work, how animals get their nutrition and give examples of simple food chains.</p>
<p>P.E. Throwing and Catching – Inventing Individual Games</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Running and avoiding games.</p> <p>Throwing and catching skills using a range of apparatus.</p> <p>“Beat your own record” activities.</p> <p>Throwing, catching and bouncing in different ways, in a stationary position and on the move.</p>	<p>Making up their own games involving throwing, catching and bouncing.</p>	<p>Children will be able to throw, catch and bounce with two hands or one, different parts of the body using a variety of apparatus.</p> <p>Throw, catch and bounce whilst stationary and on the move.</p> <p>Children can make up rules and score points.</p>
<p>Geography Locational knowledge Name and locate the world’s seven</p>	<p>Creating a rainforest in the classroom, by</p>	<p>An interactive rainforest display,</p>	<p>Children can locate themselves, the wider</p>

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<p>continents and five oceans</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>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</p>	<p>researching and making models and cut outs of the animals, plant life and geographical features found there.</p> <p>Visit to 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>which the children can add to as their learning develops during the term.</p>	<p>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>
<p>Computing / ICT</p> <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. Use a range of applications and devices in order to communicate ideas, work and messages. 	<p>Using learn.code.org to learn how to give sets of instructions and to debug sets of instructions.</p> <p>Explore use of chromebooks for research and word processing.</p>	<p>Recording of some of their independent learning using Google docs.</p>	<p>Children can control characters on screen by providing a sequence of instructions.</p> <p>Children can debug a simple set of instructions which contain an error.</p> <p>Children begin 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>

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<p>Music</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use of Charanga (online music resource).</p> <p>Listening to and appraising other pieces.</p> <p>Learning about pulse, rhythm, pitch etc with singing and use of untuned percussion.</p>	<p>All children are active musicians and each lesson will involve an element of performance.</p>	<p>Children will be able to use some musical vocabulary to appraise music.</p> <p>They will be able to find the pulse of a piece of music and maintain a pulse when playing.</p> <p>They can work together to perform.</p>
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