

The Big Question: Why is the rainforest a lifesaver?			Main Subject Focus: Geography	Year Group: 5	Term: Sum 1
Science: Area of Study	Geography: Area of Study	History: Area of Study	Computing: Area of Study	RE: Area of Study	Writing Opportunities: Genres
<p>Living things and their habitats. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>I can name world countries and cities with a focus on South America, including the Amazon Rainforest and the Mayans.</p> <p>I can understand geographical similarities and differences of human & physical geography of a region of South America.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the U.K and a region within South America</p> <p>I can name world countries and cities with a focus on South America.</p> <p>I can use simple graphs to compare precipitation</p> <p>Understand how human and physical processes interact and change</p>		<p>I understand how search results are selected and ranked on a search engine.</p> <p>I can use hyperlinks to link slides on Microsoft Power-point</p> <p>I can use hyperlinks to link photographs on Microsoft Power-point</p> <p>I can insert a hyperlink</p> <p>I can insert audio</p> <p>I can combine text and images within a slide</p>	<p>5.3 Belief and questions-Hinduism</p> <p>Key Question- How do people’s beliefs about God, the world and others have impact on their lives?</p> <p>Explain the main beliefs of Hindus about God.</p> <p>Show that they understand why the worship of Brahman matters to Hindus</p> <p>Consider varied answers to questions about whether god is real and what God is Like.</p> <p>Clearly explain reasons why they hold their own views about questions to do with God</p> <p>Explain what matters about worshipping God and Goddesses to Hindus</p>	<p>Reports – animals and their habitats</p> <p>Poetry – rainforest setting</p> <p>Adventure narrative</p> <p>Explanation – life cycles</p> <p>Persuasive writing – protecting the rainforest</p>

	<p>environments and the climate.</p> <p>I can communicate my understanding of my own environment and contrasting environments.</p> <p>I can use an atlas by using the index to find places.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Novel/Books: The Explorer Experience – Rainforest animal day – Animal man</p>				
RSHE(C)E: Area of Study	Art: Area of Study	PE: Area of Study	DT: Area of Study	Music: Area of Study	MfL: Area of Study	
<p>RSHE- How can we help in an accident or emergency?</p> <p>I understand how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks and allergic reactions</p> <p>I know that if someone has experienced a head injury, they should not be moved</p>	<p>To paint an Amazon rainforest animal (poison dart frog, snakes, parrots, toucans) using acrylics, focusing on brush strokes to show movement and stippling to communicate their ideas and meanings.</p> <p>I can use a colour wheel and a limited acrylic paint selection and palette to experiment with complementary colours, families of colours, light and dark tones (greens for rainforest) when creating</p>	<p><u>Striking and Fielding</u> I can pass in different ways.</p> <p>I can field.</p> <p>I choose a tactic for defending and attacking.</p> <p>I can use a number of techniques to take part in a game.</p> <p><u>Orienteering</u> I can use clues to navigate a route.</p> <p>I can use a compass to navigate a route.</p>	<p>Select materials carefully considering use of product and appearance. (Materials/Structures)</p> <p>Explain how product meets design criteria (Materials/structures)</p> <p>Measure accurately enough to ensure precision (materials/ structures)</p>	<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can perform a chord.</p>	<p>I can understand the difference between ‘un’/‘une’.</p> <p>I can read a passage independently.</p> <p>I can explain the main points about a short passage.</p>	

<p>I recognise when it is appropriate to use first aid and the importance of seeking adult help</p> <p>I understand the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p>Amazon rainforest and animals.</p>	<p>I can change my route to overcome a problem.</p> <p>I can use new information to change my route.</p> <p><u>Swimming</u></p> <p>I can swim competently, confidently and proficiently to at least 25 meters.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations.</p>			
--	---------------------------------------	---	--	--	--