

Big Question: Why are our forests important to us all?

Year: 5		Term: Spring 2
<p>Introduction to the topic: During the pre-learning challenge, show the children some pictures and quotes to demonstrate the concept of 'Mother Nature' and explain that we are going to be looking at different regions of the world where the wonder of Mother Nature can be seen – the rainforest and a local forest. Ask the children if they know anything about the rainforests and why they are important. Show the children a map of the locations of a rainforest and ask the children if they notice anything about where they are situated. Then ask the children to complete the pre-learning challenge.</p>		
English	Maths	Geography
<p>Writing own narratives that involve an adventure. This is child interest led and will culminate in children being authors of their own individual stories.</p>	<p>Maths No Problem Decimals and Percentages Pupils are learning about the relationship between fractions and decimals/percentages. They will use their knowledge of adding and subtracting to calculate problems involving tenths and hundredths.</p>	<p>Learning about rainforests and comparing them with a local forest.</p>
Art and Design	Design and Technology	PSHE and Citizenship
<p>Painting and Mixed Media Portraits <i>Extending a drawn self-portrait and exploring how a background can change the finished effect.</i></p>	<p>Mechanical systems Pop-up book Designing a pop-up book for younger children.</p>	<p>Jigsaw Scheme of Work Healthy Me</p>
Science	RE	Computing
<p>Earth and Space</p>	<p>2022 Newham Agreed Syllabus Plans How do beliefs influence actions? Investigating the relationship between beliefs and actions. What is thankfulness?</p>	<p>NCCE Scheme of Work Data and Information Flat-file databases</p>
PE	Music	Spanish
<p>Handball Basketball</p>	<p>Music and Nature Looking at Hans Zimmer and Ludwig van Beethoven Learning to play the guitar</p>	<p>Jobs Pupils will learn the vocabulary related to jobs as well as questions and giving simple opinions. Children will take part in conversations related to jobs.</p>
<p>Links to the National Curriculum (what must be covered) and assessment descriptors:</p>		
<p>English Pupils should be taught to:</p> <ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own and ○ writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Draft and write by: 		

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;
- précising longer passages and
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Proof-read for spelling and punctuation errors
- Evaluate and edit by: assessing the effectiveness of their own and others' writing.

Maths

Pupils should be taught to:

- read and write decimals as fractions
- recognise and use thousandths and relate them to tenths and hundredths
- round decimals with two decimal places to the nearest whole number
- read, write, order and compare numbers with three decimal places
- solve problems involving number up to three decimal places
- recognise the % symbol and can relate to number of parts per hundred
- solve problems that relate to percentage and fractions- 1/2, 1/4, etc.

Geography

Pupils should be taught to locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics.

Working Towards	Expected	Greater Depth
I can locate on a map the world's climate zones and biomes, and identify key human and physical characteristics of a region of South America and the UK.	I can annotate a map to show the world's climate zones and biomes, and describe key human and physical characteristics of a region of South America and the UK.	I can explain how climate zones affect biomes and vegetation belts, and explain the importance of key human and physical characteristics of a region of South America and the UK.

Art and Design

Make

- Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials.
- Develop a painting from a drawing or other initial stimulus.
- Add collage to a painted, printed or drawn background for effect.
- Explore how collage can extend original ideas.
- Combine digital effects with other media.

Knowledge of artists

- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

Evaluate

- Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
- Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Working Towards	Expected	Greater Depth
I can explain what a portrait and what a self-portrait is. I can explain what is meant by mixed-media and give some examples.	As before and I can name an artist who painted a well-known self-portrait.	As before and I can explain the meaning behind my choices for my own self-portrait (e.g. what the colours/media choices represent).

Design and Technology

Design

- Designing a pop-up book which uses a mixture of structures and mechanisms.
- Naming each mechanism, input and output accurately.
- Storyboarding ideas for a book.

Make

- Following a design brief to make a pop-up book, neatly and with focus on accuracy.
- Making mechanisms and/or structures using sliders, pivots and folds to produce movement.
- Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.

Evaluate

- Evaluating the work of others and receiving feedback on their own work.
- How can they improve their product?
- What changes would they make to it?

Working Towards	Expected	Greater Depth
I can explain what a design brief is and explain why it is needed.	As before and I can name different mechanisms that can be used in a pop-up book and explain how they can be made.	As before and I can create an exploded-diagram of my pop-up book design and evaluate whether my product fits the design brief.

PSHE and Citizenship and Emotional Literacy/Social Skills

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
- I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
- I know how to keep myself calm in emergencies.
- I understand how the media and celebrity culture promotes certain body types.
- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.
- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
- I respect and value my body.
- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
- I am motivated to keep myself healthy and happy.

Working Towards	Expected	Greater depth
I can give some reasons why people may worry about how their bodies look, and I can compare healthy and unhealthy ways that people use food in their lives. I can tell you why my body is good the way it is.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body.	I can describe and evaluate the different roles food can play in people's lives, and I can explain the links between body image pressures and the various eating disorders people can develop. I respect and value my body and I understand the part this plays in maintaining my self-confidence.

Science

Pupils should be taught to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth;
- describe the Sun, Earth and Moon as approximately spherical bodies and
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Working Towards	Expected	Greater Depth
I can explain what the Solar System is and name the eight planets in the Solar System in order of their distance away from the Sun.	I can name the eight planets in the Solar System in order and I can describe the difference between the geocentric and heliocentric models of the Solar System. I can explain how	I can explain how people's ideas of the Solar System have changed over time. I can explain how the Moon orbits the Earth to cause a month. I can explain how the Earth's movement causes night and day.

	people's ideas of the Solar System have changed over time.	
RE		
Pupils should be taught about religious and non-religious thoughts about the power of thankfulness in human life.		
Working Towards I can describe what I am thankful for.	Expected I can explain the reasons why I am thankful and describe the impact of being thankful on a person.	Greater Depth I can give a detailed explanation of the reasons why I am thankful and of what other people could be thankful for and explain the impact. I can connect my understanding of this concept to ideas about being grateful from a variety of religious teachings.
Computing		
This unit looks at how a flat-file database can be used to organise data in records. Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. They will also use a real-life database to answer a question, and present their work to others.		
Working Towards I know that a flat-file database contains a dataset which can be searched, sorted, and graphed.	Expected As before and... I can explain how to use a database field to find the answer I need and I can make sensible suggestions about which field to sort to find the information I need.	Greater Depth I can search for information using two data fields and display my findings in an appropriate way.
PE		
Music		
Using examples by Hans Zimmer, the children will discuss the role of music in movies/animations in setting the scene/feeling the power of nature etc. See <i>At The Movies</i> unit (Music Express Year 5). Pupils will continue to learn to play the guitar.		
Working Towards I can express an opinion about a piece of music. I can recognise a guitar and hold it correctly.	Expected I can explain how music from the movies can influence how a viewer is feeling and I can explore the reasons for composers' tempo choices. I can play identifiable chords on the guitar.	Greater Depth I can compose melodic and rhythmic phrases to accompany a short animation. I can play a tune on the recorder.
Spanish		
To engage in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help.		
Educational Visits and Visitors		
<ul style="list-style-type: none"> • 30 children in Year 5 will visit the Wisdom School in Madrid in March. • Kew Gardens (or encourage families to visit in the half term break). • Visit Epping Forest. • Science museum – Earth and Space exhibitions and workshops. 		
Sequence of Key skills/objectives/context (Key teaching points)		
<ul style="list-style-type: none"> • Find out where in the world rainforests can be found. • Explore the climate, topography and flora and fauna of forests. • Understand the four main layers of a rainforest. • Find out about the plants and the creatures that grow in the different layers and how they are adapted to live there. • Compare rainforests to forests in the UK. • Understand what makes rainforests so important. 		
Key Vocabulary		
Biodiversity Climate Conservatism Dense Deforestation Ecosystem	Extinct Habitat Humid Leafy Oxygen Species	4 layers: Emergent Canopy Understory Forest floor

Endangered Environment Equator	Temperate Tropical	
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Additional Information

Extra information for teachers about the rainforest: <https://www.rgs.org/schools/resources-for-schools/raising-the-rainforest>

GCSE information for teachers: <https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1>

Evidence in the books and on display:

- The books and displays in the classroom will show a map of the world and where the rainforest regions are situated.
- The children will have written about the climate, plant life and wildlife in a rainforest and about how rainforests were formed.
- The children will have written about how rainforests can be useful to the world (e.g. rainforests provide oxygen, wood and ingredients for different medicines etc.).

Outcomes:

- The children will have a greater knowledge of geographical regions of significance around the world and will understand the impact of these places on their own lives.
- The children will have practised using atlases to locate different regions and they will have consolidated their learning in how to recognise different features of a map (e.g. how the colour of the map shows where the rainforests are located).
- The children will have learnt how to make good, healthy choices and have strategies to resist peer pressure.

Helpful Websites

BBC Bitesize - <https://www.bbc.co.uk/bitesize/articles/zxdsvcw>

SMSC

Spiritual	Moral	Social	Cultural
-Why do some people think that being in nature is a spiritual experience? -How do you feel when surrounded by nature?	-Do we have a moral duty to protect the rainforests?	-How have communities developed around the rainforest and how do they rely in it? How does this relate to us in our social setting?	-What cultural significance does the rainforest have to the people who live there?

FUNDAMENTAL BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-How can people help change what is happening to the rainforests?	-Discuss how we have the liberty to buy the products we want and use them how we want – so how does individual liberty fit in with social and collective responsibility?	-Can nature be respected in the same way that we respect each other?	-What are governments doing to protect the rainforest?

Links to Rights Respecting Schools

- Article 24 – (Clean environment and water)

Links to Safeguarding

- Discussions in PSHE around tobacco, alcohol and body image will provide pupils with the opportunity to share any worries or concerns they have around these issues with a trusted adult.

Celebrating Heritage

- Understanding the importance of the rainforest to the lives and culture of the people living there.
- Understanding how an appreciation of nature is woven into different cultures.

