|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STOCKHAM _CRESTTheme:**  Rumble in the Jungle!  Term 5  Canopy Tours Of The Costa Rican Rainforest  **Breadth:** | | | | |
| **As writers:**  Segment spoken words into phonemes, spelling many correctly.  Learn new ways of spelling phonemes for which one or more spelling can be used.  **Narrative writing** – use a variety of techniques to write a short narrative story.  **Narrative writing** – create a rainforest animal description.  **Non-fiction:** create explanations.  **Poetry:** create rainforest animal Kenning poems.  Proof reading to check for errors in spelling and punctuation. | | **As citizens (PSHCE):**  Relationships  Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.  Understand that there are lots of forms of physical contact and that some of this is acceptable and some is not.  Identify some of the things that cause conflict with my friends  Understand that it can sometimes be good and sometimes not good to keep a secret.  Recognise and appreciate people who can help me in my family, my school and my community.  Express and accept appreciation. | **As readers:**  Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  Read accurately by blending the sounds in words.  Read accurately words of two or more syllables.  Listen to, discuss and express views about stories at a level beyond that at which they can read independently.  Discuss the sequence of events in stories.  Become increasingly familiar with retelling stories.  Ask and answer questions. | **As scientists:**  Compare the differences between things that are living, dead and things which have never been alive.  Identify and name plants and animals in a microhabitat.  Find out what animals eat to survive in their habitats.  Understand food chains.  Understand the journey food makes from the farm to the supermarkets. |
| **As artists:**  Explain what is meant by contrast when thinking about colours.  Experiment with different shades.  Experiment with different natural materials to create a collage.  Give examples of things that inspired Henry Rousseau to create jungle scenes.  Explain why Rousseau’s plants and animals are not realistic. | | **Being physically active:**  **Focus:** Athletics.  **Focus:** Striking and Fielding skills.  **Our PE days are: Tuesdays and Thursdays.** | **Religious Education:**  Understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. | **As computer experts/musicians:**  Use a computer to experiment with pitch.  Refine musical patterns on a computer.  Create rhythm using a computer.  Identify music is a sequence of notes and add create sequences on a computer,  Review and refine work. |
| **As geographers:**  Locate jungles around the world and use compass points to describe them.  Identify features and weather of tropical and seasonal forests.  Identify locations of mangroves and describe their features and weather.  Identify the features and locations of cloud forests.  Compare British woodland to a tropical jungle. | | **As Mathematicians:**  **Multiplication and division**  Recognise and make equal groups.  Understand and identify x for multiple.  Use arrays.  Multiple and divide by 2, 5 and 10.  **Fractions**  Identify parts and whole.  Recognise and find half, quarter, third.  **Time**  Know o’clock, half past, quarter past and quarter to.  Tell the time to 5 minutes.  Know minutes in the hour and hours in the day.  **Geometry – Position and direction**  Know language of position.  Describe movement and turns.  Create shape patterns with turns. |  | . |
| **Key Vocabulary:** | Islam, Muslim, mosque, ritual, reproduce, excrete, respire, habitat, microhabitat, survive, producer, consumer, co-operation, acceptable, not acceptable, point of view, trustworthy, reliable, compliment, appreciate, values, inspiration, Olympics, equality, distance, values, accuracy, equatorial and tropical regions, wet and dry seasons, mangroves, cloud forests, human and physical features, features, woodland, illustrations, imagination, unique, botanical, foreground, background, contrast. | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| What is the world like in different climate zones?  How are animals adapted to suit different environments? | Understand the world is a very varied place.  Understand some of the diversity on Earth.  Understand there are different habitats on Earth and different things which live there. | Know some careers connected to science and the environment such as ecologists, environmentalists, naturalists.  Understand the environment is something to be cared for and suggest ways how to do so. |

|  |  |
| --- | --- |
| **Home learning:** | Homework folders will be sent home. Please complete one piece each week for the term.  Reading or being read to as much as possible (ideally every day!) at home.  Phonics activities ad games online (ideally weekly) |