

Geography : Rainforest

Key Skills:

Name and locate an increasing range of places in the world including globally and topically significant features and events. Y5

Use geographical language to identify and explain some aspects of human and physical features and patterns. Y4

Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Y6

Observe, record, and explain physical and human features of the environment. Y4

Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Y3

Key Questions:

Where are rainforests located across the world?

Why are rainforests located in these areas?

What has caused rainforests to decline on recent history?

What are environmental effects of deforestation?

What are the differing views to deforestation?

How can we protect our rainforests?



Science: Animals including humans

Key Skills: Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to name some of the vital organs protected). Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs. Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons. Know that muscles, which are attached to the skeleton, help animals move parts of their body. Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth - e.g. do people with longer legs have longer arm spans?

Key Questions:

What is the function of the skeleton? Muscles?

How do vertebrates bodies help movement and protect vital organs?

How do invertebrates protect themselves?

How are skeletons of different animal groups similar/different?

How do muscles work?

How do skeletons change throughout maturity?

Are there any patterns between body proportions and skeleton growth (e.g., longer legs taller? Etc.)



Saving the Planet

Summer 2020

Science: Light

Key Skills: Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed

when the light from a light source is blocked by a solid object.

Key Questions:

How can we see objects? What is dark?

How does a shadow form? How can we protect our eyes from the sun?

How do shadows change throughout the day?

DT: Food

Key Skills: Record the plan by drawing using annotated sketches. Use researched information to inform decisions. Y6 Discuss how well the finished product meets the user's design criteria. Y3

Consider and explain how the finished product could be improved y4 Prototype a product. Y3/4

Use an increasingly appropriate technical vocabulary for tools materials and their properties. Y3/4 Begin to understand the food groups on the Eatwell Plate. Y3

Make healthy eating choices - use the Eatwell plate. Y4

Key Questions:

What foods come from the rainforest?

What are the requirements of the user?

How can I improve my final design?

How will I make my prototype?

What skills and tools will I use?

What are the different food groups and how do they contribute to a healthy diet?

What is the eatwell plate?



ART: Collage and Digital Media

Key Skills: Add collage to a painted, printed or drawn background. Use a range of media to create collages.

Use different techniques, colours and textures etc. when designing and making pieces of work.

Use collage as a means of extending work from initial ideas.

Key Questions: Why would an artist use recycled materials? How can you manipulate and fix recycled materials into your work? What does papier colle mean? What is Dada?

Artist: Pro Thusi, Lola Dupre,

