

### Science

- \*Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Investigate the way in which water is transported within plants
- \*Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- \*Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- \*Describe the life processes of plants and animals.
- \*Relate knowledge of plants to studies of all living things.
- \*Explain the classification of living things into broad groups according to common, observable differences, including plants, animals and micro-organisms.
- \*Variation leading to competition which can drive adaptation and changes in the environment that leave some species less well adapted to compete successfully and reproduce.

### English

- \*Explanation text - Survival Guide
- \*Non-chronological report - Rainforest animals
- \*Narrative - The Explorer Katherine Rundell
- \*Balanced discussion/debate - deforestation

### PSHE

- \*Me and My relationships (SCARF)
- \*Valuing difference (SCARF)
- \*Facts4life
- \*Mindfulness

### RE

- \*Creation & science - conflict or complimentary?
- \*Christians and how to live: 'What would Jesus do?'

### Computing

#### Year 6

Online safety- message in a game, online behavior, screen time

Text adventures- 2connect/coding

#### Year 5

Online safety- protecting privacy, reliability, citing sources

### French- (Primary Languages Network)

Y5- Talking about us, school subjects, in the city, shopping

Y6- Revisiting me, telling the time, homes and houses

### Art

- \*Give details (including own sketches) about the style of some notable artists, artisans and designers.
- \*Create original pieces that show a range of influences and styles.
- \*Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- \*Apply knowledge and ideas from the great artists. (Henri Rousseau)
- \*Mix textures (rough and smooth, plain and patterned).  
Combine visual and tactile qualities

### Music

- \*Listening and appraising music
- \*Improvisation and composition
- \*Performing
- \*Genre of music - Year 5- Rock and Jazz, Year 6-Pop and Jazz
- \*Whole class instrument- Ukulele

### Geography

- \*Name and locate the countries of North and South America and identify their main physical and human characteristics.
- \*Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- \*Physical geography, including: climate zones, biomes and vegetation belts, rivers,
- \*Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- \*Describe how locations around the world are changing and explain some of the reasons for change.
- \*Identify and describe how the physical features affect the human activity within a location.  
Collect and analyse statistics and other information in order to draw clear conclusions about locations.

### DT

- \*Sewing- Use tools competently to create a butterfly by joining textiles with a combination of stitching techniques
- \*Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

### Maths

- \*Place value - reading & writing large numbers, ordering, rounding, decimals and negative numbers
- \*Four rules of number - mental and written calculation strategies
- \*Fractions

# Jungle Fever

Year 5 & 6  
Autumn Term 2022

### PE

Tag Rugby  
Netball  
Football  
Dance

