

## English

**To read** and discuss texts that are structured in different ways. Focus: Stories from different cultures, Information Books. Reading books that are structured in different ways and reading for a range of purposes.

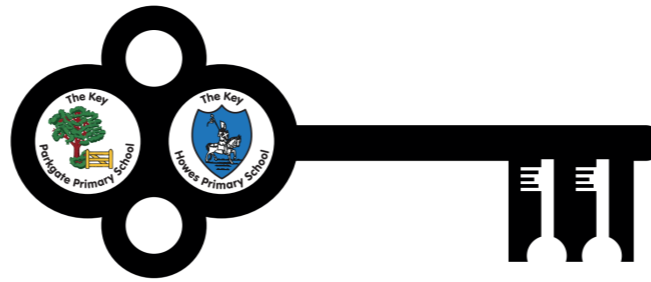
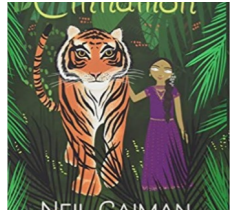
**To Understand** texts, by :

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- distinguishing between statements of fact and opinion
- providing reasoned justifications for our views

**To write** Text: - planning— mapping my ideas & identifying the audience for my writing

- Drafting and writing— choosing effective and appropriate vocabulary
- Editing— improving my punctuation to make my writing more effective and ensuring tenses are consistent.

### Key Texts



## Curriculum Map

Summer Term 2

Howes Class 3 — Miss Dalton



## A Walk through the Jungle



## History and Geography

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Case Study: Rainforests

- Critical thinking.
- Historical inquiry.
- Understand that historical understanding is always evolving.
- Personal bias ... are students prepared to let go of their first 'answers'?
- Corroboration.



## SPAG

### High Frequency

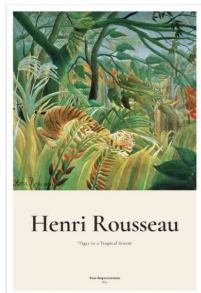
### Words KS2 List

- The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t) ch with an er ending
- Words spelt with the /k/ sounds spelt ch (Greek in origin)

## Art & Design

**To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]**

Artist Study: Frida Kalló, Rousseaux



### Design Tech.

### Fabric Design—Batik



## PE/ Outdoor Learning

**Forest School**—Explore and evaluate a range of existing products

- Select from and use a range of materials, tools and equipment to build structures
- Fire lighting and safe practice

### Invasion Games



## Maths

### Geometry—Measure including Time

**Y3/Y4**—  $\square$  measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)  $\square$  measure the perimeter of simple 2-D shapes  $\square$  add and subtract amounts of money to give change, using both £ and p in practical contexts  $\square$  tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  $\square$  estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight  $\square$  know the number of seconds in a minute and the number of days in each month, year and leap year  $\square$  compare durations of events [for example to calculate the time taken by particular events or tasks].

**Y5**—  $\square$  measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres  $\square$  calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes  $\square$  estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]  $\square$  solve problems involving converting between units of time  $\square$  use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

### Times tables

**All**—To develop fluency of times table recall



## Science

**Topic: Plants and Rainforest**

**Scientific Knowledge:**

- Identify the different parts of flowering plants.
- Predict what will happen in an investigation.
- Make observations.
- Identify the main stages of the life cycle of flowering plants.
- Set up reliable and accurate investigations.
- Make and explain predictions.
- Make and record accurate observations.
- Use scientific language to explain their findings.
- Explain the functions of the different parts

## Learning Experiences & Educational Visits

Forest Schools Obstacle Courses

Living Rainforest

Rough Close



### Key Vocab...

Ecosystem rainforest  
habitats stamen  
batik canopy  
vegetation measure