



# **Amazon Adventure**

**Year: 5**

**Term: Spring Term 2**

**2023/2024**





## Tier 1

Growth

Wind

Animal

Water

Plant

Rainforest

Equator

## Tier 2

Germination

Flower Formation

Pollination

Fertilisation

Fruit Formation

Seed Dispersal

Anther

Filament

Stigma

Stamen

Ovary

Style

Pollen

## Tier 3

Larval

Metamorphosis

Tropics

Cancer

Capricorn



## English (Objectives)

### GPS:

#### **The Rainforest and Deforestation (Speech and debate)**

##### **An explanation of an animal life cycle**

##### **VGP**

Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that

Create complex sentences where the relative pronoun is omitted

Create and punctuate complex sentences using ed and ing opening clauses

Identify and use modal verbs

Demarcate complex sentences using commas in order to clarify meaning.

Identify and use commas, dashes and brackets to indicate parenthesis

Link ideas across paragraphs using adverbials for time, place and numbers

Use devices to build cohesion within a paragraph

Use expanded noun phrases to convey complicated information concisely

##### **Reading:**

#### **The Vanishing Rainforest**

##### **Comprehension**

Explain the meaning of words within the context of the text.

Use punctuation to determine intonation and expression when reading aloud

Check that the book makes sense to them and demonstrate understanding

Demonstrate active reading strategies

Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.

Predict what might happen from information stated and implied.

Through close reading of the text, re-read and read ahead to locate clues to support understanding.

Scan for key words and text mark to locate key information.

Summarise main ideas drawn from more than one paragraph and identify key details which support this.

Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.

Explore, recognise and use the terms metaphor, simile, imagery.

Explain the effect on the reader of the authors' choice of language.

Distinguish between statements of fact or opinion within a text.

##### **Writing :**

##### **Composition**

##### **Planning**

Identify the audience and purpose.

Select the appropriate language and structures.

Use similar writing models.

Note and develop ideas.

Draw on reading and research.

Think how authors develop characters and settings

##### **Drafting and Writing**

Select appropriate structure, vocabulary and grammar.

Blend action, dialogue and description within and across paragraphs.

Use different sentence structures with increasing control

Use devices to build cohesion

Use organisation and presentational devices

##### **Evaluating and Editing**

Assess the effectiveness of own and others' writing in relation to audience and purpose.

Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Ensure consistent and correct use of tense throughout a piece of writing.

Ensure consistent subject and verb agreement.

Proofread for spelling and punctuation errors

## Maths

Unit 15—Fractions

Unit 16 - Geometry

Unit 17 —Measurement—Volume

Unit 18 —Statistics

Unit 19—Problem Solving including Bar modelling

### **Science (Objectives) – Living Things and their Habitats**

#### **Skills:**

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

#### **Knowledge:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

### **Humanities (Geography) From Rio to the Rainforest: What do we know about life in Brazil?**

#### **Place Knowledge**

understand geographical similarities and differences through the study of human and

physical geography of a region within North or South America (e.g. Amazon Basin/Texas-Mountains and Basin Region)

#### **H & P Geography**

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains
- human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including minerals

#### **Geographical Skills and Fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied .

### **R.E (unit) - Lancashire Agreed Syllabus**

#### **Christianity (Jesus)**

What do we mean by a miracle?

## Arts (Art) —Painting and Print Making (Henri Rosseau)

Develop a painting from a drawing.

Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.

Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

Mix and match colours to create atmosphere and light effects.

Be able to identify and work with complementary and contrasting colours.

Create printing blocks by simplifying an initial journal idea.

Use relief or impressed print methods.

Create prints with three overlays.

Work into prints with a range of media, e.g. coloured pencils, pastels and watercolour.

Use a graphics package to create and manipulate new images.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in a journal.

## Music

### **Building a Groove**

Sing in a vocal percussion style.

Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.

Play drum patterns, basslines, and riffs on a variety of instruments as part of a group.

Compose groove-based pieces, demonstrating an understanding of drum grooves and basslines, and how these fit together to create memorable and catchy riffs.

### **Three Little Birds**

Sing a chorus in three parts, and sing following the score.

Develop a knowledge and understanding of the origins, history, and social context of Reggae music.

Play the melodic riff or melody of the chorus by ear

Improvise/Play rhythms using the chords D and G major to create a bassline and chord accompaniment for the chorus or verse.

## Computing (Rising Stars Unit)

Privacy and Security (Online Safety) (Week 1)

Flat-File Databases

## MFL (Unit)

Friends and Family

## Health

### **PSHE (Unit)**

Physical Health Education

### **P.E (Unit)**

Athletics

Net and Wall Games