

Subject	Learning
English Cross Curricular	Non-chronological reports - Rainforests Letter writing – to MP regarding moral issue – deforestation. Instructions – how to grow a plant and Rio Olympics stimulus linked to Brazil.
Class Texts	Voices of the Rainforest
Mathematics Cross Curricular	Fractions of amounts using diet from eat well plate and sugar content of drinks. Data Handling - create rainfall and climate charts using data from Internet research or atlases; compare and contrast with other environmental zones of the world.
History	Taught in other half terms.
Geography	<b>Geography elements of this topic taught in Spring 1</b>
MFL	Taught in other terms.
Art	Explore shading, using different media. Compare and recreate form of natural and manmade objects Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what he/she likes or dislikes about their work.
RE	<b>Judaism – Some elements taught through Judaism Day in Autumn 1</b> Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses. Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms. Find out about King David and his story. Interpretation of Psalms. Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.
Science	Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore and describe 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Working Scientifically	<b>Working Scientifically: Fair test – permeability of rocks.</b> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings.</p>
PE	<p><b>Athletics</b></p> <p>To run at fast, medium and slow speeds, changing speed and directions</p> <p>To link running and jumping activities with some fluency, control and consistency</p> <p>To make up and repeat a short sequence of linked jumps</p> <p>To take part in a relay activity remembering when to run and what to do</p> <p>To throw a variety of objects, changing their action for accuracy and distance</p> <p>With help, to recognise how performances could be improved</p> <p>To select and use the most appropriate skills, actions and ideas</p>
PE with Premier Sports	<p><b>Football</b></p> <p>To know and use rules fairly to keep games going</p> <p>To be aware of space and use it to support team-mates and cause problems for the opposition</p> <p>To keep possession with some success</p> <p>To pass and shoot with some accuracy</p> <p>With help, to recognise how performances could be improved</p> <p>To select and use the most appropriate skills, actions and ideas</p>
Computing	<p><b>Computing</b></p> <p><b>Coding – Net searching</b></p> <p>Use simple search technologies.</p> <p>Use simple search technologies and recognise that some sources are more reliable than others.</p> <p>With support select and use a variety of software to accomplish goals.</p> <p><b>E-safety – Pixl ESafety lessons</b></p> <p>Identify online games and apps</p> <p>Recognise the dangers of online gaming</p> <p>How to stay safe when using online games and apps</p> <p>Use technology responsibly and understand that communication online may be seen by others.</p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>
Music	<p>Play and perform in solo or ensemble contexts with confidence.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Music express:</p> <p><b>China</b></p> <ul style="list-style-type: none"> <li>* playing pentatonic melodies</li> <li>* Build your own</li> </ul> <p>‘Litte cabbage’</p> <p>Chinese Pentatonic song</p>

	(Online)
PSHE and RSE	Specific link to disability sports Going For Goals <i>Overcoming frustration, responsibility, encouraging self and others</i> Good to be Me - <i>Responses to a threat, overcoming negative feelings, assertiveness</i>
LORIC	Taught in other half terms.
DT	Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught in Europe and the wider world.
Sustainability	Exploring the impact of deforestation and relating it to sustainability of using resources.
British Values	Judaism: Mutual respect and tolerance – understanding other faiths and beliefs and that discriminatory behaviour will not be tolerated.
SMSC	Moral obligations – deforestation and animals in captivity
Themed Weeks	<b>STEM WEEK in Spring 2</b>
Learning Outside The Classroom	Art work – sketches of plants in the school grounds. DT – food preparation in the pupil kitchen.