Tudor Court Primary

Curriculum Map – Cycle 2

25th November 2024 – 8th February 2025

Learning Power Focus: Curiosity
Year: Reception

Inspire – Challenge - Succeed

Physical Development:

- Cut, tear, fold and stick a range of papers and fabrics
- Experiment with different ways of moving the body and begin to remember sequences and patterns and movement related to music and rhythm.
- Use large muscles to wave flags and streamers
- Select appropriate tools and media to draw with
- Create art in different ways on a theme, to express their ideas and feelings
- Forming shapes and letters in the air with a hand, finger or object (e.g. wand) and with eyes open and shut
- Writing over and continuing patterns
- Begin to write recognisable letters.
- Pat, throw, kick, aim, bat and catch different sized balls with increasing control
- Create pictures of places from imagination or experience
- Move confidently in a range of ways and safely negotiate space, obstacles and terrains
- Manipulate malleable materials into variety of shapes and forms using their hands and other tools

Key Vocabulary: Festive, glow, celebrate, traditions, uniqueness, belonging, similarities, differences, special, festival, seasons.

Personal, Social and Emotional Development:

Jigsaw: Dreams and Goals

- Play cooperatively with others and take turns
- Select vocabulary and pictures to express their feelings and consider the feelings of others
- Talk about what constitute a healthy lifestyle
- Explaining their own knowledge and asking questions
- Developing confidence in a wider range of different social situations
- Talking about their friendships and how they and others show feelings
- Talking about their own and others' behaviour and beginning to reflect on their own actions
- With support, working with others/as part of a group
- Knowing that it is important to keep our bodies healthy and beginning to understand some of the ways we can do this, e.g. washing our hands, eating fruit and vegetables etc.
- Understanding that others might have different ideas, opinions and beliefs and these should be respected

Topic: Celebrations Around the World

Enquiry Question: What days are special to us and why?
Key Concepts: Place and Space

Home Learning:

Children could:

- Learn more about their own family's/religion's/culture's special foods and celebrations and share what they learn with the class via Tapestry.
- Encourage children to look at the food in the kitchen and what they eat. Find out what countries some of it comes from. Search on a map for those countries.
- Explore different traditional clothing and costumes that are worn during various celebrations.

Significant individuals and events:

- Christmas: Text: ***Christmas Around the World***
- EYFS Nativity – reception performance
- Exploring religious artefacts

Community and Local Links:

- Children discuss where their family comes from in the world. Parents share photographs of where they, or their grandparents, grew up.
- Use a map to highlight the different places around the world. How families celebrate in different parts of the world? Do we all eat the same? What is different?
- Photographs of the children celebrating special events in their lives.

Coherence

- Understanding where some of our food comes from (Y1 geography/D and T – hot and cold places)
- Understanding that different celebrations are important to different communities (Y2 history – jubilees)

Learning Power Focus: Curiosity
Year: Reception

Inspire – Challenge - Succeed

Literacy:

Phonics

- Continuing RWI Set 1 and introduction to 'special friends'
- Use phonic knowledge to segment and blend sounds into words
- Engaging in shared reading and dialogic book talk

Suggested texts:

- What do you celebrate?
- Kippers Birthday
- A Handful of Buttons
- The Best Diwali Ever
- Hats of Faith
- Little Glow
- Christmas around the World
- Lanterns and Firecrackers: A Chinese New Year
- Non – Fiction Text – Eid, Diwali, Christmas and Chinese New Year

- Listen and talk about selected fiction and non-fiction books
- Retelling stories independently and/or with support/as part of a class/group
- Begin to talk about the main events and main characters in stories, using props and materials for role play

Expressive Arts

- Listen to different music and songs and say what they like or dislike
- Use natural materials and loose parts to make 2-D and 3-D art
- Construct simple structures and models using a range of materials
- Remember and sing well known rhymes and songs in a small group
- Use primary and other coloured paint and a range of methods of application
- Communicate their ideas as they are creating artwork
- Explore, build and play with a range of resources and constructions kits with wheels and axles
- Joining in with a wider variety of role play and beginning to use narrative as part of this

Understanding the World:

- Show an awareness of the similarities and differences between people in different communities and groups from around the world
- Enjoy joining in with family customs and routines
- Remember and talk about significant events in their own experience
- Recognises and describes special times or events for family or friends
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Develop positive attitudes about differences between people
- Talking about festivals/celebrations they have experienced at home

Topic: Celebrations Around the World

Enquiry Question: What days are special to us and why?

Key Concepts: Place and Space

Communication and Language:

- Listening to a range of types of story, including stories told without pictures and/or visual prompts
- Begin to offer simple explanations for why things happen
- Ask questions to understand what has been said
- Talk about stories and make connections with events in their own lives or other familiar stories
- Listening to other when 1:1 or in a small group
- Start and continue a conversation with a friend for many turns
- Explain their ideas and thoughts in full sentences
- During small group, class, 1:1 discussions, ask questions to understand what has happened
- Share stories and talk about events they have experienced in the past.

Maths:

Number: subitising, (cardinality, ordinality and counting), Composition and Comparison

Mastering Number week 7 to 14

- Develop counting skills and knowledge, including: the last number in count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and only once and in any order; the need for 1:1 correspondence, understanding that anything can be counted, including action and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts
- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.

Measure, Shape and Spatial Thinking:

- Length and Height
- Time
- Compare Mass
- Compare Capacity

Computing:

- Logging onto the iPad independently
- Choosing and opening the correct software or app for a particular task
- Open the Camera app on an iPad
- Tap the white shutter on the screen to take photo
- Delete photos

Learning Power Focus: Curiosity
Year: 1

Key Knowledge:

- Schools are places where adults and children go to learn, work and play most weekdays of the year.
- My school is called Tudor Court Primary School. It is in an area called Chafford Hundred.
- The borough where we live is called Thurrock and the county is called Essex.
- Our school has 2 buildings, 5 playgrounds, a playing field, trees and a carpark.
- There are lots of houses near our school. Our school is on *[e.g. a small and quiet road with pavements but some of the roads near our school are busy and dangerous.]*
- Landmarks help us to know where we are. Some important landmarks near to our school are *[e.g. River Thames, Mardyke River, Grays Train Station, Lakeside, M25, Chafford Hundred Gorge National Park.]*
- Maps give us information about places. They tell us where we can find roads, schools and other landmarks.

Key Vocabulary:

Place, near, direction, local, route, key, postcode, area, borough, county, environment, landmark. Map, symbol

Overall Outcome:

Children could map a familiar route they take regularly, remembering features and signs passed along the way. Draw their maps and plans and design a simple key to show the route's physical and human features. Referring to the map they have created (individually or as a class/group), pupils will take an adult on a "tour" of their school and local area, i.e., point out physical and human features, describe where things are in relation to other things, explain what symbols represent etc.

Topic: Our School and Our Area

Enquiry Question: What does Local mean?

Key Concepts: Place, Space, Scale.

Significant individuals and events:

- Elizabeth I at Tilbury – Famous Speech
- Christmas Topic – Exploring kindness at Christmas ***'Little Robin Red Vest'*** – Why is giving at Christmas special?

Community and Local Links:

- *Chafford Hundred National Park*
- *Fieldwork in school grounds*
- *Local walk*

Coherence

Links to previous learning:

- My local area and community topic (YR 1)

Links to Future Learning:

- Comparison of Essex and Kenya (Y2)
- Settlement/Land Use (Y3)
- [Also, local history topic (Y2)]

Learning Power Focus: Curiosity
Year 1

Inspire – Challenge - Succeed

Writing:

Fiction

- I want an Iguana
- Little Red Riding Hood (traditional)

Book study:

- Little Robin Vest – *Jan Fearnley*

Non- Fiction:

- Our Trip to the Woods

Reading:

- RWI Phonics

PE:
- Games 1, Gym and Dance

DT:
Structures: Freestanding structures

Computing: **Data and Information**
- Pictograms

Topic: Our School and Our Area

Enquiry Question: What does Local mean?

Key Concepts: Place, Space, Scale.

Music:
Second Part: Adding Rhythm and Pitch – How does music tell stories about the past?

Introducing Tempo and Dynamics – How music make the world a better place?

RE:
- Expressing: How and why do we celebrate special and sacred times?

PSHE:
- Celebrating Difference
- Dreams and Goals

Maths:
Unit 3: Numbers 0 – 5 (Number, place value, addition

Unit 4: Recognise, compose, decompose and manipulate 2-D and 3-D shapes – (Geometry)

Unit 5: Numbers 0 to 10 - (Number and place value and addition and subtraction)

Unit 6: Additive structures (Addition and subtraction)

Science:

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Learning Power Focus: Curiosity
Year 2

Inspire – Challenge - Succeed

Key Knowledge

- The world is the Earth and everything on it.
- Earth's surface is made up of land and water. Water covers 70% of the total surface.
- Land occupies the remaining 30%, though a significant proportion of this lies permanently beneath a covering of ice and snow.
- We divide the world into seven very large areas called continents. The names of the continents are Europe, Africa, Asia, North America, South America, Australasia, and Antarctica.
- A continent is defined as a very large block of land.
- An ocean is a very large sea. There are five oceans: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, and Arctic Ocean.
- We map the world in different ways.
- An atlas is a book with maps and information about the Earth.
- A globe is a sphere showing the surface of the Earth.
- A compass gives directions, including North, South, East and West. We use these direction words to describe the location of places on maps.
- Sustainability means maintaining the Earth's environment and its natural resources for future generations

Overall Outcome:

Pupils will deliver a "masterclass" to an audience (e.g., peers, parents/carers, Year 1) showing how to use a map/atlas/globe to locate a particular place, using compass directions correctly. Identify key locational information about the place (e.g., continent, proximity to Equator/polar regions/oceans etc.) and explain clearly why the particular resources used (e.g., atlas) is useful.

Topic: Mapping the World

Enquiry Question: Why are maps, atlases and globes useful?

Key Concepts: Place, space, scale

Key Vocabulary:

Place, space, scale, country/countries, world, map, Equator, North Pole, South Pole, ocean, continent, globe, atlas, mountain range, compass, locate/location, sustainability

Community and Local Links:

- Ask children to bring in atlases, maps and globes from home to share and compare, e.g., different scales, languages, use of symbols etc.

Significant individuals and events:

- David Attenborough
- Christmas: ***Leah's Star*** – The Nativity story told through the eyes of the Inn Keeper's daughter.

Coherence

Links to prior geography knowledge:

- Weather – hot and cold places (Y1)

Links to future geography knowledge:

- Comparison of region of Essex and region of Nigeria (non-European country) (Y2)
- Latitude, longitude, hemispheres: mapping time and climate zones (Y5)

Learning Power Focus: Curiosity
Year 2

Inspire – Challenge - Succeed

Narrative:

- My Christmas Star
- Little Red Riding Hood (with a twist)

Non-Fiction:

- How to make a Bird Feeder

Book Study:

- Leah's Star – *Margaret Bateson Hill*

Reading:

- RWI: Phonics

PE:

- Games 1, Gym, Dance

Art:

- Painting

Computing: **Data and Information**

- Pictograms and Bar Graphs

Topic: Mapping the World

Enquiry Question: Why are maps, atlases and globes useful?

Key Concepts: Place, space, scale

Music:

- Second Part: **Focus on Dynamics and Tempo:** How does music teach us about the past?
- **Exploring Feelings through Music**: How does music make the world a better place?

RE:

- Living: How should we care for the world and why does it matter?

PSHE:

- Celebrating Difference
- Dreams and Goals

Maths:

- Unit 4: Addition and Subtraction of two-digit numbers (1) - (Addition and subtraction)
- Unit 5: Introduction to multiplication (Multiplication and division)

Science:

Animals including humans:

- Know that animals, including humans, have offspring which grow into adults
- Know the basic stages in a life cycle for animals, including humans.
- Find out and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Learning Power Focus: Curiosity
Year 3

Inspire – Challenge - Succeed

Knowledge:

- Most of the water in the world is found in the seas and oceans which covers more than 70% of the earth's surface.
- Water is constantly on the move; water from melting glaciers and water held in the ground flows into tiny streams that grow and join up with other streams to form rivers.
- All rivers start at a source and flow downhill, gradually getting bigger before ending at the mouth, where they transfer water into a lake, sea, or ocean.
- Evaporation is when liquid from oceans, seas, lakes, soil, and plants fills the atmosphere with water vapour.
- When water vapour cools down, it forms water droplets and clouds. We call this process condensation.
- When the water droplets in clouds are big enough, they fall as precipitation: rain, snow, sleet, or hail.
- Some precipitation lands on plants' leaves and evaporates again straight away. Some precipitation will drip off and through plants and get into the soil before flowing back into streams and rivers.
- The events of the Water Cycle are repeated in the same order.
- Rivers provide habitats for lots of different plants and animals. Humans also use rivers in various ways.

Overall Outcome:

Children will create a model of a river (e.g. a 3-D model or using ICT), individually or in groups. They will annotate their model or provide an oral narration, explaining the different parts of the river, its role within the water cycle and its importance to nature and to humans.

Topic: Rivers and the Water Cycle

Enquiry Question: Why are Rivers important?

Key Concepts: Place, space, scale, cycles, physical and human processes, sustainability

Key Vocabulary:

Water, sea, river, ocean, clouds, rain, snow, sleet, hail, source, reservoir, mouth, lake, soil, stream, glacier, liquid, evaporation, vapour, droplet(s), condensation, precipitation, habitat

Community and Local Links:

- Thames Estuary
- River Thames
- River Mardyke

Significant individuals and events:

Christmas:

- Why do we give presents at Christmas?
- Can we do this and still be environmentally responsible?

Coherence

Links to prior Geography learning:

- Oceans (Y2)
- Coastlines (Y2)

Links to future Geography learning:

- Ancient Civilisations (Nile River) (Y3)
- Settlement and land use (Y3)
- Trade (Y5)
- Biomes and changes to our world (Y6)

Learning Power Focus: Curiosity
Year 3

Inspire – Challenge - Succeed

Writing:

Book Study: Cloud Tea Monkeys– *Mal Peet, Elspeth Graham*

Fiction:

- The Incredible Book Eating Boy

Non-Fiction:

- Skeletons and Muscles
- Why do we give presents at Christmas? Can we do this and still be environmentally friendly?

Reading:

- Various reading texts

DT:

- Food – Healthy and varied diet
- Structures

Computing: Data and Information

- Branching Database

Topic: Rivers and the Water Cycle

Enquiry Question: Why are Rivers important?

Key Concepts: Place, space, scale, cycles, physical and human processes, sustainability

RE:

- Expressing: Why do people pray?
- Living: What does it mean to be a Christian in Britain today?

PSHE:

- Celebrating difference.
- Dreams and Goals

Music:

- Second Part: Glockenspiel Stage 1
- Three Little Birds

PE:

- Games 3
- Gym 1
- Dance 1

Maths:

- Unit 2: Numbers to 1,000 – (Addition and subtraction and Number facts)
- Unit 3: Right angles - (Geometry)
- Unit 4: Manipulative the additive relationship and securing mental calculation - (Addition and subtraction)

Science: Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attracts or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Science: Animals, including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Learning Power Focus: Curiosity
Year 4

Inspire – Challenge - Succeed

Key Knowledge:

- The Earth is made up of different layers: the inner core, the outer core, the mantle and the crust.
- The crust is the outermost layer of the Earth and the rocky surface on which we live. It is broken into tectonic plates which float on the mantle.
- The boundaries between the plates are called fault lines and movement along these lines causes earthquakes and volcanoes.
- The plates move very slowly and in three different ways: away from each other, which forms ridges; towards each other, which causes earthquakes and forms volcanoes and mountains; side by side, which causes earthquakes.
- Some volcanoes are continuously active, releasing changing amounts of lava and/or ash and/or hot gas. A dormant volcano has been inactive for a period of time but could erupt again. An extinct volcano can no longer erupt.
- Although living near an active or dormant volcano can be dangerous, some people choose to do so because the soil nearby is very good for growing crops, for example, or because the area around a volcano is rich in mineral deposits which can be mined.
- The friction created when plates move side by side causes them to lock together. Tension and pressure builds up and when this is finally released, huge waves of energy called seismic waves move through the plates, shaking the ground. This is an earthquake.
- We know the places where earthquakes are most likely to happen (along plate boundaries) but often we cannot predict when they will happen. We can reduce the human impact of earthquakes with good building design and emergency procedures.

Overall Outcome:
Children will create a presentation (e.g., using Keynote or with the support of a physical display/posters), setting out a case study of settlement in a particular place in Italy (e.g., Sicily, Calabria, Campania) with high levels of seismic activity. They will describe in detail the physical geography of the place and the impact of this on human geography. They will express an opinion on whether they would like to live in the place and explain why others might feel differently. The presentation will include graphs and maps with different scales. Children will describe what these representations show.

Topic: Earthquakes and Volcanoes

Enquiry Question: Why do people live in places with earthquakes and volcanoes?

Key Concepts: Place, space, scale, physical and human processes, settlement, risk

Coherence:
Links to previous geography learning:

- Settlement and land use (Y3)

Links to future geography learning:

- Trade (suitability of particular areas for farming) and Latitude, longitude, hemisphere and mapping: time and climate zones (Y5)
- Migration (Y6)

Community and Local Links:

- Earthquakes in Essex, e.g. 1884 in Colchester
- Recent UK earthquakes: https://earthquakes.bgs.ac.uk/earthquakes/recent_uk_events.html
- Invite parents/carers to speak about experiences of volcanoes and earthquakes in home countries/provide photographs of damage etc.
- Natural History Museum, Volcanoes and Earthquakes Gallery: https://www.nhm.ac.uk/visit/galleries-and-museum-map/volcanoes-and-earthquakes.html
- British Geological Society: https://www.bgs.ac.uk/discovering-geology/earth-hazards/earthquakes/

Significant individuals and events:

- Eruption of Vesuvius
- Earthquakes in Essex, e.g. 1884 in Colchester
- Charles Francis Richter – inventor of the Richter scale.
- **Christmas:** What role do customs and traditions play in celebrating Christmas?

Key Vocabulary:

Earthquake, volcano/volcanoes, layer, boundary/boundaries, lava, vent, extinct, friction, tension, pressure, mineral kingdom, core, outer core, magma, mantle, crust, tectonic, plate, fault line, dormant, formation/form, eruption/erupt, seismic wave

Learning Power Focus: Curiosity
Year 4

Inspire – Challenge - Succeed

Writing:

Book Study:

- The One and Only Ivan – *Katherine Applegate*

Fiction:

- Arthur and the Golden Rope

Non-Fiction:

- What role do customs and traditions play in celebrating Christmas
- Ban on Social Media for Under 13 Year Olds

Reading:

- Various reading texts

Art:

- Making and Painting

PSHE:

- Celebrating Difference
- Dreams and Goals

PE:

- Games 1
- Games 3
- Dance 1
- Gym 1

Topic: Earthquakes and Volcanoes

Enquiry Question: Why do people live in places with earthquakes and volcanoes?

Key Concepts: Place, space, physical processes, settlement, risk

Music:

- Second Part: Glockenspiel Stage 2
- Stop

Computing: Data and Information

- Database
- Spreadsheets

RE:

- Living: What does it mean to be a Hindu in Britain?
- Expressing: Why are festivals important to religious communities? How do we people celebrate key festivals?

Maths:

- Unit 3: Perimeter
- Unit 4: 3,6,9 times tables (Number Facts)
- Unit 5: 7 times tables (Number Facts)
- Unit 6: Understanding and manipulating multiplicative relationships – Multiplication and division

Science: Animals including Humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

Learning Power Focus: Curiosity
Year 5

Inspire – Challenge - Succeed

Key Knowledge:

- Resources are any materials or assets that humans can make use of. Resources are unevenly distributed globally; their availability to us depends on their geographical location and whether or not we have enough money to use them effectively.
- A natural resource is anything that people use which comes from nature.
- Natural resources are all the land, forests, energy sources and minerals existing naturally that can be used by the people who live in a particular place.
- International trade is the exchange of goods and services between countries.
- Climate, soil variety, water availability and access to market are the major factors determining which crops are grown in different parts of the world. All these factors must be in the right combination to produce high yields.
- Many crops are grown for local people to eat but they are also transported to other parts of the world. This adds to the cost of the produce as well as increasing global carbon emissions. We use "food miles" as an indicator of the sustainability and environmental impact of different food resources. Buying locally produced foods can reduce these impacts, but this restricts the variety of foods available. Prices also vary according to whether the food is seasonal, or the weather has prevented high yields.
- Trade happens because not all countries have suitable conditions for growing food or for growing the sorts of foods people there like to eat. For example, the United Arab Emirates is a desert, so it needs to import a lot of its food. In Britain, we like to eat chocolate, but we cannot grow cocoa beans because our climate is not hot and humid enough, so we import them from Ghana and the Ivory Coast. Countries can earn money by exporting goods, including food.
- Raising livestock for meat accounts for around one third of the world's land use. Most fish is caught in seas and rivers but fish farming is also widespread. The consumption of meat and fish has increased over the last fifty years, globally and in Britain.
- Globally, the availability of food is very uneven: this results in hunger, malnutrition, and starvation in some parts of the world and overindulgence and waste in others.

Overall Outcome:
Children will choose an appropriate way of presenting their findings from an investigation into the origins of a range of foods (e.g., ingredients for a familiar meal/recipe, a basket presented to them, a shopping list their family might use etc.). They will demonstrate an understanding of locally grown/reared/produced food (including where this might be exported) as well as imported food, describing the links and differences between agriculture in different geographical locations with reference to physical and human features and processes. Children will ask probing questions around sustainability and inequality, express and justify their own opinions on these issues and recognise why others' perspectives might be different.

Topic: Trade

Enquiry Question: Where does food come from?

Key Concepts: place, space, scale, human and physical features, settlement, environmental interaction and sustainable development, interdependence, globalisation, inequality

Key Vocabulary: resource, trade, exploit, distribute/distribution, crop, seasonal, goods, services [economics], market [economics], import, export, yield, livestock, consume/consumption, malnutrition

Community and Local Links:

- Tilbury Docks
- Visit to local supermarket to explore origins of food stuffs.
- Visit to allotments/farm.
- Children (and parents/carers) invited to bring in foods grown in home/parents' home countries.

Significant individuals and events:

- Naturalists and animal behaviourists: David Attenborough and Jane Goodall
- **Christmas:** How and why did certain objects and specific food come to symbolise Christmas?
- Roots to Food

Coherence

Links to previous geography learning:

- Weather/seasons and hot/cold places (Y1)
- Water Cycle and Settlement and land use (Y3)

Links to future geography learning:

- Latitude, longitude, hemisphere and mapping: time and climate zones – effect of climate conditions on farming (Y6)
- Biomes – Rainforests and Climate Change/Sustainability (Y6)

Learning Power Focus: Curiosity
Year 5

Inspire – Challenge - Succeed

Writing:

Book Study:

- There's a Boy in the Girls' Bathroom – *Louis Sachar*
- The Invention of Hugo Cabret – *Brian Selznick*

Non-Fiction:

- How and why did certain objects and specific food come to symbolise Christmas?

Fiction:

- Is screen use making children lazy?

Reading:

- Various reading texts

DT:

- Food: Celebrating Culture and seasonality
- Roots to Food

Computing: Data and Information

- Spreadsheets, tables, graphs,

Topic: Trade

Enquiry Question: Where does our food come from?

Key Concepts: place, space, scale, human and physical features, settlement, environmental interaction and sustainable development, interdependence, globalisation, inequality

Music:

- Second part: Classroom Jazz 1
- Make You Feel My Love

PE:

- Games 2, Games 3, Dance2, Gym 2

RE:

- Living: What does it mean to be a Muslim in Britain today?
- Expressing: Is it better to express your beliefs in arts and architecture or in charity and generosity

PSHE:

- Celebrating difference
- Dreams and goals

Maths:

- Unit 4: Short multiplication and division - *(Multiplication and division and Number facts)*
- Unit 5: Area and scaling - *(Geometry)*

Science: Living Things and their Habitats

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

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Learning Power Focus: Curiosity
Year 6

Inspire – Challenge - Succeed

Key Knowledge:

- Biomes are a way to categorise the Earth's surface, based on climate patterns, soil types and the living organisms that inhabit an area. There are terrestrial and aquatic biomes. Every part of the Earth's surface is part of one or more biomes.
- There are ten biomes: tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah, marine, freshwater and ice.
- Typically, the plants and animals within a biome will share characteristics, having adapted to surviving in that region and habitat.
- Tropical rainforests are rainforests that occur in the equatorial and sub-equatorial climate zones, which are in the tropics. They are the world's most diverse biome, home to over half of plant and animal species.
- Rainforests cover about 6 % of the Earth's surface. The five largest rainforests are located in Brazil, the Democratic Republic of the Congo, Indonesia, Peru and Colombia.
- Tropical rainforests are hot, wet places with high levels of precipitation.
- Tropical rainforests consist of broad layers (emergent, main canopy, understorey and forest floor) with different organisms in each layer. They are dominated by broad-leaved trees that form a dense canopy.
- Characteristic features of rainforest plants include "drip tips" to help them shed water from the daily downpours and "buttress roots" to support the tallest trees.
- Animals found in tropical rainforests include jaguars, pumas, monkeys, frogs, butterflies, snakes and exotic birds.
- Many crops are grown in rainforests, including bananas, cocoa beans, coffee, Brazil nuts, coconuts, cinnamon and rubber. About 25 % of the medicines, we use come from rainforest plants. Deforestation is a major problem for the world's climate because tropical rainforests absorb more than 50 % of all atmospheric carbon dioxide each year. Trees are cut down for timber and to clear land for agriculture and other sorts of development.

Overall Outcome:
Children will create an extended piece of writing for a particular purpose (e.g. campaign text, letter/email to a stakeholder etc.) which explains in depth the importance of rainforests, including reflecting on how the situation has changed over time. They will use quantitative and qualitative data which they have selected from a range of reliable sources to support their arguments. They will critically evaluate others' responses to relevant issues and events, for example, deforestation, and put forward their own ideas for how to respond.

Topic: Biomes: Rainforests

Enquiry Question: Why are rainforests so important?

Key Concepts: place, space, scale, physical features and processes, human processes, cultural understanding and diversity, environmental interaction, change and sustainable development, interdependence and connectedness

Key Vocabulary: adapt, survive, habitat, equatorial, sub-equatorial, precipitation, biome, organism, terrestrial, aquatic, tropical, vegetation, canopy, emergent, understorey, timber, deforestation

Community and Local Links:
- Determining which biome the UK is part of.
- Exploring local organisms and considering their adaptations.
- Kew Gardens: https://www.kew.org/kew-gardens/school-visits
- ZSL: https://www.zsl.org/zsl-london-zoo/exhibits/rainforest-life

Coherence

Links to prior geography learning:

- Weather/seasons and hot/cold places (Y1)
- Water Cycle and Settlement and land use (Y3)
- Trade and Latitude, longitude, hemisphere and mapping: time and climate zones (Y5)

Links to future geography learning:

- Understanding how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems (KS3)

Significant individuals and events:

- Indigenous people of the Amazon.
- **Christmas:** How does consumerism affect how Christmas is celebrated today?

Learning Power Focus: Curiosity
Year 6

Inspire – Challenge - Succeed

Writing:

Book Study:

- Holes – *Louis Sachar*
- Frankenstein The Graphic Novel – *Mary Shelley*

Fiction:

- Hansel and Gretel

Non-Fiction:

- How does consumerism affect how Christmas is celebrated today?

Reading:

- Various reading texts

Music:

Second Part:

- Classroom Jazz 2
- A New Year Carol

Computing: Data and Information

- Spreadsheets
- Graphs
- Pie charts
- Infographics

Topic: Biomes: Rainforests

Enquiry Question: Why are rainforests so important?

Key Concepts: place, space, scale, physical features and processes, human processes, cultural understanding and diversity, environmental interaction, change and sustainable development, interdependence and connectedness

Science:

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

Living Things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

PE:

- Games 2, Dance 1, Gym 1

Art:

- Painting

RE:

- Believing: What do religious say to us when life gets hard?
- Living: Green Religions: What do religious and nonreligious worldviews teach us about caring for each other?

PSHE:

- Celebrating difference
- Dreams and Goals

Maths:

- Unit 3: Numbers to 10, 000, 000
- Unit 4: Draw, compose and decompose shapes
- Unit 5: Multiplication and Division - (Multiplication and Division)