

# Year 5: Term 3

## Rumble in the Jungle

<p><b>Science: 1st half:</b> <b>LIVING THINGS AND THEIR HABITATS</b></p> <ul style="list-style-type: none"> <li>Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life processes of reproduction in some plants and animals.</li> </ul>	<p><b>Science: 2<sup>nd</sup> half:</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>
<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>History:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Locate the tropics of Cancer and Capricorn on a map.</li> <li>Know the vegetation that occurs in the rainforest.</li> <li>Know the vocabulary 'longitude' and 'latitude' and know that this is measured in degrees.</li> <li>Know the basic geography of the rainforest.</li> <li>Know that rainforests are along the equator.</li> <li>Identify the countries that have rainforests.</li> <li>Identify layers of the rainforest.</li> <li>Recognise the types of animals that live in the rainforest.</li> <li>Know how land in the rainforest is used.</li> <li>Look at how land use in the rainforest has changed over time.</li> </ul>
<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>Art: PRINTING (USING THE RAINFOREST AS INSPIRATION)</b></p> <ul style="list-style-type: none"> <li>Create printing blocks by simplifying an initial sketch book idea.</li> <li>Use relief or impressed method.</li> <li>Create prints with three overlays.</li> <li>Work into prints with a range of media e.g pens, colour pens and paints.</li> <li></li> </ul>	<p><b>D. T: TEXTILES; EMBROIDER A SCENE FROM RAINFOREST.</b></p> <ul style="list-style-type: none"> <li>Sketch and model ideas.</li> <li>Make prototypes.</li> <li>Understand pattern lay out.</li> <li>Decorate textiles appropriately before joining components.</li> <li>Pin and tack fabric pieces together.</li> <li>Join fabrics by blanket stitch and back stitch.</li> <li>Make quality products.</li> <li>Make suggestions how their design can be improved.</li> </ul>
<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>Pupils should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Listen with attention to detail, recall sounds using aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>Describe and analyse more complex control systems in the real world, including sensors and user interaction</li> <li>Use a data logging device as a part of an investigation or experiment in Science or Geography</li> <li>Use a control box connected to a computer to control a physical system - eg traffic lights</li> <li>Create a simple control system with sensors, inputs and outputs, on screen and/or as a physical system</li> <li>Work systematically to identify and correct errors and problems in their own and others programs</li> </ul>
<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><i>ICT Opportunities</i></p> <ul style="list-style-type: none"> <li></li> </ul>
<p><b>PE:</b> dance, athletics, tennis and gymnastics</p>	
<p><b>R.E:</b> SEE AGREED SYLLABUS - JUDAISM - unit 4, ISLAM - unit 4</p>	
<p><b>Entitlement and Enrichment:</b> London Zoo (the Rainforest); Victoria and Albert museum.</p>	