



French:

Family and friends

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to

English:

Key genres: Dilemma stories.
Key texts: The Great Kapok Tree, The Tin Forest, The Lion and the Unicorn.

Maths:

Place value, addition and subtraction, multiplication and division and area.

RE:

- What values do you consider to be important?
- Why is Jesus described as the light of the world?

Geography:

Rainforests

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

DT:

Pneumatics

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model; and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).

Music:

BBC Teach: Symphony No. 5 and Christmas performance

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Develop an understanding of the history of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.



Why are rainforests so wet and so important?

What was it like in our country during WWII?

PSHE:

- Health and wellbeing.
- Relationships.
- Living in the wider world.

History:

WWII

- A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.
- Focus: Battle of Britain.

PE:

Carlisle United—fundamental movement skills, swimming, outdoor adventure—problem solving and yoga

- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations.

Computing:

The internet and photo editing

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Science:

Living things and habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.



Fiction books:

- The Explorer — Katherine Rundell
- Journey to the River Sea — Eva Ibbotson
- Running Wild — Michael Morpurgo
- The Secret Explorers and the Rainforest Rangers — Sj King
- What the Macaw Saw — Charlotte Guillain & Sam Usher
- Goodnight Mr Tom — Michelle Magorian
- Tail-End Charlie — Mick Manning
- The Valley of Lost Secrets — Lesley Parr
- Mohinder's War — Bali Rai
- Operation Banana — Tony Bradman & Tania Rex

Non-fiction books:

- The Rainforest Book — Charlotte Milner
- Rainforest Warrior — Anita Ganeri & Margaux Carpentier
- Woeful Second World War — Terry Deary
- Skyward: The Story of Female Pilots in WW2 — Sally Deng

How can I explore this at home?

Why are rainforests so wet and so important?



What was it like in our country during WWII?

Visits and trips:

- Lake District Wildlife Park
- Yorkshire Air Museum
- Explore some of our local museums, such as Tullie House, to see what exhibits are on

Websites and links:

- Explore some of the content on [BBC Bitesize](#)
- Watch some of the Horrible Histories clips related to WWII
- Use [Curriculum Visions](#) to explore more!
Username: highhesket/0001
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