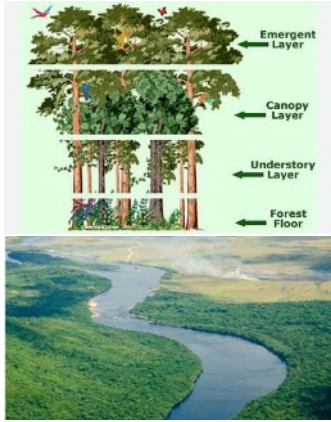


Year 5 Summer 2: Rainforest and The Amazon



Children will learn all about the Amazon Rainforest: the different layers, and its biodiversity, the river, it's geography and climate - as well as the impact of deforestation.

Significant People:

Tribes and Indigenous peoples

Awá Brazil.

Ayoreo Paraguay.

Guarani Brazil.

Kawahiva Brazil.

The Uncontacted Frontier Peru.

Yanomami Brazil.



Main enquiry questions

- Where are the world's rainforests?
- What makes up a rainforest?
- What are the main features of a rainforest?
- Why are the rainforests being cut down?
- Why does the Amazon Rainforest matter so much?

Key Concepts

The following are the key concepts for this unit: Place, Environment, location, scale, change, distribution, processes, interaction, Interdependence & sustainability.

English Texts

This term in English we will be studying the following texts:

Our Planet 'The one place we call home' by Matt Whyman & Richard Jones
Hidden Figures by Margot Lee Shetterly



Maths learning

This term in Maths we will be studying:

Position and direction, decimals, negative numbers, Converting Units, & measurement

Here are the home learning links: Just click on the relevant area to access the videos: <https://whiterosemaths.com/resources?year=year-5->

| Historical links | Science | DT | PE | Music | RE | Computing | French | PSHE |
|---|---|-------------------------------|-----------|-----------------|--|---|---|---|
| Deforestation - How can I help make a difference? | <p>Living things and their habitats</p> <p>Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p>Independently use secondary sources to research the work of naturalists and animal behaviourists.</p> | Food—What could be healthier? | Athletics | Musical theatre | What matters most to Humanists and Christians? | <p>Programming B - Selection in quizzes.</p> <p>They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p> | <p>A la plage</p> <p>Beach scene</p> <p>Bringing a picture to life</p> <p>Writing a description</p> <p>Class poem</p> <p>Individual poem</p> <p>+ Bastille Day</p> | <p>Citizenship & Economic wellbeing:</p> <p>Breaking the law</p> <p>Rights & responsibilities</p> <p>Protecting the planet</p> <p>Contributing to the community</p> <p>Pressure groups</p> <p>Parliament</p> |

Our Curriculum Elements for this half term.



Trips, activities and or visits this term:

17th July—Visit to the Eden project.









11th June—Youth club speaker

24th June— Climate workshop and animal agriculture delivered by Cornwall Climate Care Education

Bikeability— week long course— 1st July—5th July

Summer walk to Farthings

Sidmouth college transition event—Cooking

| | | |
|---|---|---|
| Learning Hook |  | Explore the rainforest. |
| Fieldwork |  | Linked to geography— rainforest transient art |
| Written outcome |  | Information text about a nature environment. Write a newspaper report. |
| Creative Outcome |  | We will be having an art week starting on 17th June. We will be studying Marc Chagall DT— cooking. |
| Adventure (Activities in Adventure Island) |  | We will also be creating rainforest transient art - linked to Art week. |
| Play Project |  | With reception. |
| Celebration |  | We will share our knowledge and experiences with other classes. |
| Retrieval Practice |  | Racap from last terms topic: What was life like for a Victorian child? |



Learning & growing together,
taking every opportunity.

RESPECT · ADVENTURE · ACHIEVE

Curriculum Overview: Year 5 Summer 2:

Deforestation - How can I help make a difference?

Spellings for the half term

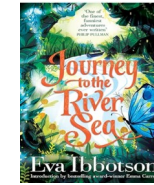
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|----------|---------|---------|-----------|---------|------------|------------|
| ought | column | advice | lead | allowed | practice | affect |
| plough | doubt | advise | led | aloud | practise | effect |
| rough | island | device | morning | altar | prophecy | aisle |
| thorough | knight | devise | mourning | alter | propesy | isle |
| though | lamb | farther | passed | ascent | stationary | complement |
| thought | limb | father | past | assent | stationery | compliment |
| through | plumber | guessed | principal | bridal | steal | descent |
| tough | solemn | guest | principle | bridle | steel | dissent |
| | thistle | heard | profit | cereal | wary | draft |
| | tomb | herd | prophet | serial | weary | draught |
| | whistle | | | | who's | desert |
| | | | | | whose | dessert |

Suggested Texts to read at home with your children :

KEY TEXT

Journey to the river sea

by Eva Ibbotson



A joyous Amazon adventure set in the lush nature of Brazil. Journey to the River Sea is filled with mystery and extraordinary characters.

Maia, an orphan, can't wait to reach her distant relatives a thousand miles up the Amazon. She imagines a loving family with whom she will share great adventures. Instead she finds two spiteful cousins who see the jungle as the enemy and refuse to go outdoors. But the wonders of the rainforest more than make up for the hideous twins and their parents.

KEY TEXT

The Explorer

by Katherine Rundell



From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.

As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small.

Except, it seems, someone has been there before them .