

Scorpions Learning Unit – Autumn Term

Geography

- Know and locate key lines of longitude and latitude
- Know the features of a rainforest biome
- Know how to compare and contrast Brazil with a city in the UK
- Know about the River Amazon and how it is similar and different to a local river

Key Vocabulary

Equator, tropics of Capricorn/Cancer, canopy, emergent, understory, diversity, climate, temperate, tropical, deforestation, monsoon water-cycle, population, economy, tourism, physical, human, source, meander, erosion, flow, flood, estuary, tributary, mouth, lake

Science

- Explore how materials change state when heated or cooled
- Understand the impact of temperature on the water cycle
- Know how to classify animals according to characteristics
- Know that environments can change and how this might impact on living things
- Understand that parts of plants have different functions

Key Vocabulary

Solid, liquid, gas, condensation, evaporation, precipitation, climate, temperature, camouflage, stem, root, stamen, pollen, petal, anther, ovary, deciduous, evergreen, oxygen, carbon-dioxide, producer, primary consumer, decomposers

A Rumble in the Rainforest

Music

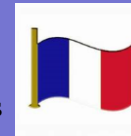
- Learn and perform rhythmic patterns on non melodic instruments (SAMBA)
- Read non standard notation
- Perform confidently with instruments and voice
- **Key vocabulary**

Duration, texture, rhythm, structure, rest, steady beat, pace, articulation



French

- Know the names of rainforest creatures
 - Understand that nouns use le or la
 - Write sentences using nouns verbs and adjectives
- e.g. La grenouille est timide.
La tarantule est feroce.



Key vocabulary

Cognates, masculine, feminine, verb, subject, noun, adjective
Timide, grand(e), feroce, rapide, faible, lent(e), fort(e), petit
les animaux, la foret tropicale, la grenouille, le serpent, le leopard, la gorille, le lemur, le papillon, le toucan, le serpent

Art and Design

- Know about the artist Henri Rousseau
- Use our sketch books to practise shading, blending and experiment with enlargements.
- Create pop up prototypes using sliders and hinge mechanisms



Inspire Maths

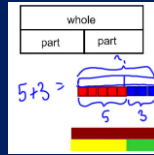
We will be following the Inspire maths scheme and the topics we will be covering include:

- Data handling using bar charts
- Multiplication and division using mental and written strategies
- Place value
- Fractions

Embedded within this approach is the use of manipulatives to demonstrate thinking skills, bar modelling to show visual representations and worded problems to develop application of new learning to mathematical scenarios.

Key vocabulary:

Chart, bar, axis, greater, smaller, denominator, numerator, proper, improper, thousand,



Jigsaw

- I know how democracy works
- I know my attitudes and actions have impact on the class team
- I know what is special about me and value the ways in which I am unique.

RE

- I know about the 'Torah' and its significance as a religious text.
- I can describe a key message of Buddha's teachings.
- I know about a key part of the nativity story and its significance for Christians.

Computing

- I know how to keep myself safe online
- I know what is meant by cyber bullying
- I can create and debug a programme using coding.



Our learning quality foci this term will be: **Question and Connect**

English

We will be linking our reading, writing and speaking to our theme.

Non Fiction

I know how to :

- retrieve information
- identify a persuasive device and can use it in my own writing
- check words using a dictionary
- how to extend my vocabulary using a thesaurus
- Use adverbs to improve my writing

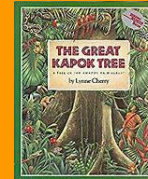
Fiction

I know

- a dilemma story and can explain its structure
- how to proofread and edit my work effectively
- how to perform and present my work to an audience
- how to punctuate speech
- a range of speech verbs

We will be reading:

- The Great Kapok Tree by Lynne Cherry
- The Explorer by Katherine Rundell



Key Vocabulary:

Adverb, expanded noun phrase, inverted commas, rhetorical question, emotive language, power of 3, exaggeration.

PE/Games

- I know how to field and strike a ball in cricket
- I know a range of techniques for controlling a ball using balance, agility and coordination
- I can use a range of movements to create a dance and can reflect on how I might improve a performance.

