

<p><b>English:</b> The Owl who was afraid of the Dark – Jill Tomlinson Anna Hibiscus - Atinuke Winnie –the-Pooh – A.A. Milne</p>	<p><b>Trips:</b> <b>Visitor:</b> Rabbi <b>Visit:</b> Paradise Wildlife Park</p>	<p><b>Engineering and Construction</b>  Disassemble, investigate, design, make and evaluate a Heffalump trap</p>	<p><b>Science</b> <b>Plants:</b> Compare the effect of different factors on plant growth; explore the part that flowers play in the life cycle of flowering plants; look for patterns in the structure of fruits that relate to how seeds are dispersed. Observe how different plants grow. Explore what conditions plants need for germination, growth and survival. Compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Agriculture</b> How has the compost changed over the year? Look at and compare observational drawings. Use the compost to fertilise the soil.</p>	
<p><b>Mathematics:</b> Addition Subtraction Multiplications Division Estimating Place value Position and movement</p>	<p><b>Geography:</b>  <b>Contrasting Continents</b> Map work Climate of UK Rainforests Temperature Forest layers Animals/ Tribal people in the rain forests Food Compare and contrast</p>		<p><b>Art</b>  <b>Paint</b> Primary colours Colour charts Tints and shading Observational drawings</p> <p><b>Printing</b> Polystyrene block prints</p>	
<p><b>History:</b> <b>Explorers</b> Voyages Columbus Neil Armstrong Apollo 11 mission Moon landing Compare and contrast Discovery of America</p>	<p><b>Music</b> Sing pitches sol, mi and la from notation, indicating the hand signs. Play rhythmical ostinatos using tuned percussion instruments. Play melodies of songs containing sol (G), mi (E) and la (A) pitches on tuned percussion instruments.  Compose a melody using pitches sol, mi and la. Notate the pitch of songs with sol, mi and la, and notate rhythms using crotchets, quavers and crotchet rests.</p>		<p><b>PSHE</b> <b>Community:</b> role of neighbourhood watch. How are they formed? How do they help the police and community? <b>PRE:</b> Male and female and gender stereotypes Differences between males and females and how this is part of the lifecycle <b>Changes:</b> How do I feel about change?</p>	
<p><b>Religious Education</b> <b>Islam</b> Symbols The Mosque Role of mosque in the community The Quran Prayer Fasting</p>			<p><b>Computing:</b>  Pupils should be taught to: -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>PE</b> <b>Physical Challenges</b> Skill development: co-ordination, multi limb co-ordination, balance, control  <b>Kwik Cricket</b> Skill development: object familiarization/manipulation, sending/receiving an object, power adjustment, angle of release, co-ordination.</p>

**Subject Specific Concepts and Vocabulary**

<b>History: Explorers</b>			<b>Geography: Contrasting Continents</b>		
Age of discovery	Voyage	exploration	Climatic zones	island	rainforest
technology	Trade routes	New world	Urban environment	migration	Land use
Economic competition	colonisation	navigation	colonialism	Cultural evolution	Endangered species
cartography	Mode of transport	atmosphere	sanitation	favelas	tribalism
imperialism	Spice trade	aeronautical	woodland	biome	Rural environment