### Science: LIVING THINGS AND THEIR HABITATS
- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life processes of reproduction in some plants and animals.

**Cross Curricular Links:**
- Create a graph on the different life cycles of animals
- Create a graph about gestation periods in different animals
- Write a fact file about different classifications of animals
- Write a report on the life cycle of animals

### Science: 2nd half: Forces
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.

**Cross Curricular Links:**
- Order and compare the effect of levers, pulleys and gears on forces
- Compare and classify the forces of gravity on different planets
- Write a biography about Newton
- Write a report on an aerodynamic creature or vehicle
- Create and interpret charts and graphs about air resistance

### HISTORY:
- Locate the tropics of cancer and Capricorn on a map.
- Know the vegetation that occurs in the rainforest.
- Know the vocabulary 'longitude' and 'latitude' and know that this is measured in degrees.
- Know the basic geography of the rainforest.
- Know that rainforests are along the equator.
- Recognise the types of animals that live in the rainforest.
- Know how land in the rainforest is used.
- Look at how land use in the rainforest has changed over time.

### GEOGRAPHY: THE RAINFOREST
- Sketch and model ideas.
- Make prototypes.
- Understand pattern lay out.
- Decorate textiles appropriately before joining components.
- Pin and tack fabric pieces together.
- Join fabrics by blanket stitch and back stitch.
- Make quality products.
- Make suggestions about how their design can be improved.

**Challenge Activities for the More Able:**
- Use complex types of stitching for adding details to their scene.
- Evaluate which fabrics work best for decorating and which are best to stitch and embroider.

### Art: PRINTING (USING THE RAINFOREST AS INSPIRATION)
- Create printing blocks by simplifying an initial sketch book idea.
- Use relief or impressed method.
- Create prints with three overlays.
- Work with prints with a range of media e.g. pens, colour pens and pains.

**Challenge Activities for the More Able:**
- Create prints with more detail and complexity.
- Explore a selection of styles of printing and decide which one is the best for the task and how it links to the rainforest.
- Discuss how you would create printing blocks to fit the chosen style.

### D.T: TEXTILES - EMBROIDER A SCENE FROM THE RAINFOREST.
- Sketch and model ideas.
- Make prototypes.
- Understand pattern lay out.
- Decorate textiles appropriately before joining components.
- Pin and tack fabric pieces together.
- Join fabrics by blanket stitch and back stitch.
- Make quality products.
- Make suggestions about how their design can be improved.

**Challenge Activities for the More Able:**
- Use complex types of stitching for adding details to their scene.
- Evaluate which fabrics work best for decorating and which are best to stitch and embroider.

### Music: Pupils should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Listen with attention to detail, recall sounds using 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.
- Develop an understanding of the history of music

### P.E dance, athletics, tennis and gymnastics
### R.E SEE AGREED SYLLABUS - Hinduism unit 4 and Judaism unit 4

**Computing: Robots, controls and sensors**
- Describe and analyse more complex control systems in the real world, including sensors and user interaction
- Use a data logging device as a part of an investigation or experiment in Science or Geography
- Use a control box connected to a computer to control a physical system - e.g. traffic lights
- Create a simple control system with sensors, inputs and outputs, on screen and/or as a physical system
- Work systematically to identify and correct errors and problems in their own and others programs

**Entitlement and enrichment:** London Zoo/Battersea Zoo,

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<tr>
<th>Topic writing links: (please teach during Friday’s literacy lesson and work in topic/Science books)</th>
<th>Literacy books which link to the topic:</th>
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**Maths topic Links:** (work to be in topic/Science books)
- Data-handling (Science)
- Measure - geography
- Shape - D.T/art