



**Ambitious, capable
who.....**

- Set themselves high standards and enjoy challenges.
 - Question and enjoy problem solving
 - Undertake research
 - Have the skills to connect and apply the skills learned in other contexts.
 - Can explain the concepts and ideas that they are learning about.
 - Can understand how to interpret data and apply mathematical concepts.
 - Use ICT creatively to communicate, interpret and find out information.
 - Can communicate in English and Welsh.
 - Can undertake research and evaluate critically what they find.
-so that they are ready to learn throughout their lives.**



**Enterprising, creative
Contributors who....**

- Take measured risks.
 - Connect and apply their knowledge and skills to create ideas and products.
 - Think creatively to reframe and solve problems.
 - Identify and grasp opportunities.
 - Lead and play different roles in teams effectively and responsibly.
 - Express ideas and emotions through different types of media.
 - Give of their skills and energy so that other people will benefit.
-so that they are ready to play a full part in life and work.**



**Ethically informed citizens
who.....**

- Find, evaluate and use evidence in informing views.
 - Engage in contemporary issues based upon their knowledge and values
 - Understand and exercise their human rights and responsibilities.
 - Understand and consider the impact of their actions when making choices.
 - Are knowledgeable about their culture, community, society and the world – now and in the past.
 - Respect the needs and rights of others as a member of a diverse society.
 - Show their commitment to the sustainability of the planet.
-so that they are ready to be citizens of Wales and the World.**



**Healthy confident individuals
who.....**

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Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>1) Dynamic Topic Starter- Picture Sort- Children to predict what the topic will be. Exotic fruit, Tropical leaves, Photosynthesis, the sun, indigenous people from the rainforest, “plants give us oxygen for the lungs & the soul” quote, the world, flooding, harmful smoke from a factory.</p> <p>2)Pupil Voice; Source Square (Children develop line of enquiry)</p> <p>3)WOW start: Met office weather warning for coastal flooding. Children have 1 week to make an action plan to protect the community.</p> <p>CELEBRATION (Links to wider community): Make empowered speeches and hold a 'noisy' protest in school to other classes (create banners and chants) Study speeches by environmentalists (Greta Thunberg) to prepare.</p> <p>TRIP/ VISITORS: Visit to Plantasia, Swansea</p> <p>Me/ My Family/ My School/ My community: 4) My community, How can I protect my community from flooding? <u>Diamond rank/ priority pyramid</u> most important things to protect for survival.</p> <p>Wider World: How communities and ecosystems in tropical rainforests survive. Importance to the rest of the world's survival and how to protect them.</p>	<div><div><h3>Houses, Homes and Castles</h3><h4>SURVIVAL</h4><h3>How does the World Survive?</h3></div><div><p>Rights of the Child:</p><p>Article 6: life, survival and development</p><p>Article 27: I have the right to food, clothing, <u>and a safe place to live</u> and to have your basic needs met.</p></div></div>	<p style="text-align: center;"><u>Statements of What Matters</u></p> <p><u>Science and Technology</u> <u>The world around us is full of living things which depend on each other for survival.</u> I can explore relationships between living things, their habitats and their life cycles.</p> <p><u>Humanities</u> <u>Our natural world is diverse and dynamic, influenced by processes and human actions.</u> - I can describe how people and the natural world may impact on each other. - I can describe how places, spaces, environments and landscapes are important to different people and for different reasons</p>			
		NARRATIVE		SCIENCE and TECHNOLOGY	
		This term our children will learn about their rights to life and survival. We will consider the big question “How does the World Survive?” and explore what it means to them. They will develop their problem solving skills and investigate suitable conditions needed for different plants to survive and the process of photosynthesis. Using their enquiry skills, learners will compare the life of a child in Wales with an indigenous person and what they need to survive in their environment. They will look at the cause of deforestation, it’s deadly impact and effects and use this knowledge to empower them to protest against deforestation.		Examining the layers of the rainforest Learning about the function of a leaf to produce oxygen through photosynthesis identifying different plants from the rainforest Fair test to investigate plants from different habitats finding out which conditions they are able to survive in	

<div>EXPRESSIVE ARTS (e.g., Music, Art, Drama, Dance, Film and Digital Media)</div> <div>Explore traditional tribal face paint designs. Children create their own and make one on a partner.</div> <div>Examine and analyse observational Art of the rainforest. Children create their own using those techniques.</div>	<div>HUMANITIES (History, Geography, RE)</div> <div>Identify rainforests on a map.</div> <div>Examine food miles of products from different regions and how they travelled to get to our kitchen - Flow map</div> <div>Compare and contrast the life of a child in Wales with an indigenous person Venn diagram</div> <div>Deforestation - researching the cause & effect and deadly impact of deforestation on ecosystems. Empower children to protest against deforestation as a 'big finish' - Multi Flow Map</div> <div>HEALTH AND WELL-BEING (e.g., PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe) Zones of Regulation</div>	<div>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages)</div> <div><i>The Great Kapok Tree - Lynne Cherry</i></div> <div>Narrative: Setting description</div> <div>Persuasion: Persuasive letter in role</div> <div>Performance Poetry: Rainforest Animals, Paul Hess_Over in the Jungle, Marianne Berkes</div> <div>Instruction writing: Smoothie making after rainforest fruit lesson</div>				
<div>White Rose Maths: Multiplication & Division A/ B, Length & Perimeter</div> <table><tr><td>Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3, 4, 8 3, 4, 8 times tables Divide by 3,4,8 2, 4, 8 times tables</td><td>Multiples of 10 Related calculations Reasoning about multiplications Multiply 2 digit by 1 digit numbers, Scaling, How many Ways</td><td>Measure in metres and centimetres, mil Equivalent lengths Compare lengths Add and subtract lengths Perimeter measuring and calculating</td></tr></table>			Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3, 4, 8 3, 4, 8 times tables Divide by 3,4,8 2, 4, 8 times tables	Multiples of 10 Related calculations Reasoning about multiplications Multiply 2 digit by 1 digit numbers, Scaling, How many Ways	Measure in metres and centimetres, mil Equivalent lengths Compare lengths Add and subtract lengths Perimeter measuring and calculating	<div><div>White Rose Maths</div><div>AND SHARING OUR FAITH LIVING</div></div> <div>Come and See; RE Journeys Listening and Sharing Giving All</div> <div></div>
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