



Art

Can you create an image of a rainforest when you have never set foot in one?

Outcome: Own version of 'Tiger in a Tropical Storm' using mixed media

Experiment with different materials to create a range of effects and use these techniques in the completed piece of work (Year 3)
He/she is able to create a collage using overlapping and layering (Year 3)
Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork (Year 4)
Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes (Year 4)
Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work (Year 5)
Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures (Year 5)
Adapt his/her own final work following feedback or discussion based on their preparatory ideas (Year 6)
Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices (Year 6)

Design and Technology

How is paper made? Can you design paper? Can paper help us to be courageous advocates?

Outcomes: Design and make paper to sell at the Christmas fair.

Explain how he/she has selected appropriate materials and components to create a finished product that will be of good quality (Year 3)
Explain how his/her choices of materials and components have contributed to the aesthetic qualities of his/her finished product (Year 4)
Evaluate his/her ideas and products against his/her own design criteria and consider the views of others to improve his/her work (Year 5)
Make modifications to the original design as he/she proceeds (Year 6)

**'Stewardship of our World'
-From Merton to Mabira -
Values: Friendship and Forgiveness
Autumn 2019**

How should we care for others and our world and why does it matter?

Geography

Where is the Mabira Rainforest? What can I learn about and from the rainforest? What difference can we make in Merton?

Outcome: Information to inform writing and cross curricular projects.

Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think it might be like if... continues? (Year 3)
Recognise that different people hold different views about an issue and begin to understand some of the reasons why (Year 3)
Understand why there are similarities and differences between places (Year 3/4)
Understand the effect of landscape features on the development of a locality (Year 4)
Understand how humans affect the environment over time (Year 5)
Understand why people seek to manage and sustain their environment (Year 5)
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, (Year 6)
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Year 6)



Science

What is the difference between a rainforest and a jungle?

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment (Year 3/4)
Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3/4)
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Years 5/6)
Recognise that light from the sun can be dangerous and that there are ways to protect eyes (Year 3)
Find patterns in the way that the size of shadows Change (Year 3)
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to Plant (Year 3)
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Year 3)
Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things (Year 4)
Describe the life process of reproduction in some plants and animals (Year 5)
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (Year 6)
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (Year 6)

Wild Tribe/Outdoor Learning

What can we learn about and from trees? What do trees provide us with?

Naming the trees in our school
Whittling sticks
Making stick structures
Making dens
Collecting firewood and making fires
Making stick people
Working with our local Wild life Trust to improve our 'Wildlife Zone'
Gardening through the Autumn
Harvesting Crops

Music

How can we convey messages about looking after the environment using songs and music?

Learn and perform school songs for Harvest – 'Count On Trees' 'Autumn Days' 'Harvest Time'
Write our own environment wise songs to well known tunes and add instruments.
Take part in community choir events.

Extra Curricular Learning

WWF resources and sponsoring an animal
WWF Green Ambassadors scheme
RHS School Gardening Scheme – How do we achieve Level 5?
How can we improve the recycling at our school?
Work with PTFA to arrange fundraisers linked with the above schemes to support local and Global communities

PE

develop flexibility, strength, technique, control and balance through running and aerobic activities

PSHE

What does it mean to be a friend?
New Beginnings, making relationships and being a good friend
Looking after ourselves and others
How can we be good friends?
How do we demonstrate friendship and forgiveness?



RE

How and why do people try to make the world a better place?

Make links between religious beliefs and teachings and why people try to live and make the world a better place

Describe and understand examples of how people try to live and make the world a better place

Identify differences in how some people put their beliefs into action

Ask questions and suggest answers

Visits, Trips, Events

Whole School Visit to RHS Rosemoor Gardens and taking part in paper making workshops.(KS2)

Visits from 'Really Wild' creatures and talk (?)

Harvest Festival

Big Soup Share – Community Event

Really Wild Fundraising Event –

Whole school trip to Eden Project (?)



Swallows Class – Key Stage Two – Curriculum Skills Termly Overview – Living Our Vision