



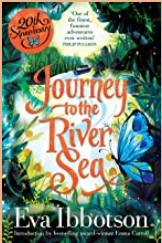
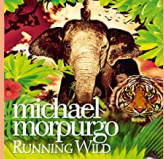
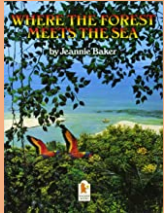
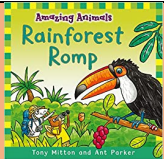
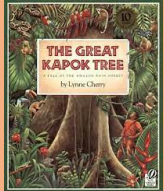
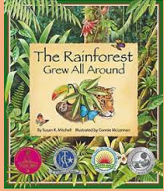


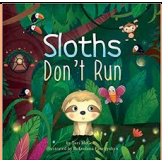
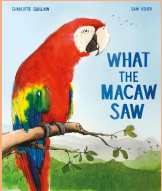



<p>Our theme</p> 	<p>Our learning</p>	<p>Aspects of the 2014 National Curriculum areas we cover</p>	<p>Questions we may ask and answer</p>	<p>Books we may read together</p>	<p>Outdoor learning and enrichment opportunities we can enjoy</p>
<p>Rivers and Rainforests</p>	<p>As scientists we will</p> 	<p><b>EYFS</b> - Discover the purpose of shelter: Compare my home to others/animals. Animals living on/in/by/near water</p> <p><b>KS1</b> - Find out about habitats, ecosystems, food chains</p> <p><b>KS2</b> - Evolution and adaptation - how species change over time. Plants and animals. Change of state- solid, liquid and gas (water cycle)</p>	<p>Are all food chains the same length?</p> <p>Is there a difference between a forest and a rainforest?</p> <p>How would our planet change if there were no rainforests?</p> <p>What will humans be like in a thousand years? A million?</p>	<p><b>The Explorer,</b> Katherine Rundell</p>  <p><b>Journey to the River Sea</b> Eva Ibbotson</p>	<p>Meet the National Trust Challenge and tick off things to do before you are 11 <math>\frac{3}{4}</math></p>
	<p>As historians we will</p> 	<p><b>KS1</b> - Carry out a study in the local area and how it has changed over time. With a focus on the Norfolk Broads and Norfolk waterways.</p> <p>A study over time tracing how several aspects of history are reflected in the locality.</p>	<p>What is a Broad and when and why were they created?</p> <p>Why is the Queen's jubilee significant?</p> <p>Do Mayans still exist today? What are the Mayans known for?</p>		<p>Story sticks</p> <p>Water clocks</p>
<p>Summer 2022</p>					

		<b>KS2</b> - Carry out a study to compare and contrast British history to Non-European society - Mayan civilisation AD 900	How does the Mayan civilization compare to European civilisations?	<b>Running Wild</b> Michael Morpurgo	Making a rain gauge
	As geographers we will...	<b>EYFS</b> - Explore natural and man-made sources of water. (link to RSHE: saving water) Draw maps of our route to school  <b>KS1</b> -. Use simple fieldwork and observation skills linked to the local area ( link to history).  Explore the climate around the world, how it differs and the impact this has on nature.  <b>KS2</b> - Find out about the water cycle (link to science). Locate countries (e.g. Brazil) on a map of the world. Follow the course of the Amazon and explore features, human and physical linked to rivers. Compare to an English river	Where does the rain go?  Do we have a responsibility to save water?  Does an orang-utan make a good pet?  How many rainforests are there and what are their similarities and differences?  Could I grow a rainforest in my garden?  How does a river change on its journey to the sea?	  <b>Where the Forest Meets the Sea</b> Jeannie Baker	Visit to Amazonia  Walk to the Broad - a Broads' experience
	As artists, designers and technologists we will...	Read and recreate images from Jeannie Baker's book 'Where the Forest Meets the Sea' using collage.  Respond to the artwork of Henri Rousseau named, 'Surprised!'  <b>KS1 / LKS2</b> - Create a 'rainforest in a box'	How can I create textures in my art?  How does the painting make me feel?  Why do you think the painting is called 'Surprised'?	  <b>Rainforest Romp</b> Tony Mitton, Ant Parker	Making rain sticks

		<p>UKS2 - Explore irrigation (water wheels, shadufs, Archimedes' screw).</p>	<p>Do you need to be a good observer to be a good artist?</p>	 <p><b>The Great Kapok Tree</b> Lynne Cherry</p>  <p><b>The Rainforest grew all around</b></p>  <p><b>Sloths Don't Run</b> Tori McGee</p>	<p>Speaker from Broads Authority or similar</p>
	<p>As computer scientists we will...</p>	<p>Use different ways of coding through Espresso, Beebots and Spheros and link this to other areas of the curriculum.</p> <p>Use digital technology to promote the "Save the Rainforest" message.</p> 	<p>How can I control the Beebot / Sphero?</p> <p>Can we use technology and the internet to relay a powerful message?</p>		
	<p>As musicians we will...</p> 	<p>Explore the climate and rainfall of temperate and tropical rainforests.</p> <p>Listen to rainforest creature sounds. listen to Vltava by Smetana.</p> <p>Recreate a rainstorm and / or compose 'Journey of a River' composition, creating a musical composition to perform.</p>	<p>What instruments can you hear?</p> <p>Can you feel the pulse?</p> <p>Describe the dynamics in the music you are listening to.</p> <p>Can music tell a story?</p>		

	<p>As linguists we will...</p>	<p>Explore the Charanga summer term scheme of work: music and emotions.</p> <p><b>EYFS:</b> Count to 10 in French</p> <p><b>KS1-</b> Learn the colours of the rainforest in French.</p> <p><b>LKS2</b> - Learn the names of rainforest animals in French</p> <p><b>UKS2</b> - Spanish- learn the names of rainforest animals and their emotions</p>	<p>Which French- and Spanish-speaking countries contain rainforests?</p>	 <p><b>What the Macaw Saw</b> Charlotte Guillan</p> 	
	<p>We will continue to explore RE and...</p> 	<p><b>EYFS:</b> Retell the Good Samaritan and make links to our Core Value: compassion</p> <p><b>KS1</b> - Ask 'what difference does prayer make to the lives of Christians and Muslims?'</p> <p><b>LKS2</b> - Ask 'what difference does being a Buddhist make to daily life?'</p> <p><b>UKS2</b> - Ask 'How do Hindus express their beliefs about God?'</p>	<p>How do we pray?</p> <p>Do Christians pray differently to Muslims?</p> <p>Is it important to pray?</p> <p>What does it mean to be a Buddhist?</p>		

	We will focus on ourselves and others through RSHE and consider....	<b>EYFS</b> - My rights and responsibilities/asking for help. Saving water - why is it important?  <b>KS1 / KS2</b> - My choices and personal boundaries / My health  <b>UKS2</b> Emotional and physical changes during puberty	How can I keep myself healthy?  Why is exercise important?  Does it really matter what I eat?		
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