

As geographers we will:

Exploring the world:

- Be able to identify human and physical similarities between the Amazon rainforest in south America and Sherwood Forest in Britain

Where places are in our world:

- Understand how and why longitude and latitude readings are used.
- Identify the Equator, hemispheres, tropics, polar regions and time zones around the world.
- Use mapping software to identify countries home to rainforest ecosystems

What our world is like and why:

- Identify climate zones and biomes, including rainforest biomes, around the world
- Describe the layers of the rainforest and their roles in maintaining the ecosystem
- Identify why the rainforest has high levels of biodiversity

Understanding our changing world:

- Understand how human deforestation has had an impact on the rainforest vegetation over time.
- Identify ways in which human action has had impact on the biodiversity of the rainforest
- Identify ways in which human action can change the future of the rainforest

As communicators we will:

- Study the short texts Just So Stories and 'World Burn Down'.
- Use the texts as stimuli for writing reports and narratives, including of myths and legends as well as non-fiction texts
- Focus on the grammatical features such as the subjunctive mood; active and passive voice and punctuation.

How have humans impacted the world we live in?

Amber Spring 2024

As scientists we will::

- Look at living things and their habitats. From this, we focus on the classification of all organisms.
- We will also look at the differences between the ideas of evolution and inheritance and how animals have adapted over time to suit their surroundings.

As historians we will:

The Magic of Invention:

- Understand the creation of the Maya calendar.
- Know how the Maya mathematical system links to the decimal system today.
- Know how the Maya influenced the idea of written communication

Home Life:

- Understand the roles and differences between each level of society in Maya hierarchy
- Know how the Maya were able to be a self sustaining civilisation
- Know how the Maya created early settlements

Rulers & kingdoms:

- Identify the chronology of the Maya civilisation
- Identify the ways in which the Maya civilisation was governed
- Identify the reasons for the collapse of the Maya civilisation

Famous faces & places

- Understand the significance of Chichen Itza
- Know where the Maya civilisation was located in the world
- Identify the gods and goddesses of the Maya and their significance

Key information



History: Maya Key Information and Vocabulary

- **Chichen Itza** - a powerful city-state during the Maya era
- **City-state** - an independent government where a large city rules the local area
- **Itzamna** - the main God of the Maya
- **Classic Period** - 250-900AD, the Golden Age of the Maya civilisation
- **Hieroglyphs** - symbols that make up writing
- **Maize** - a main source of food for the Maya
- **Jaguars** - one of the big wild cats often used in Maya culture to symbolise strength and power.
- **Trade** - Maya cities traded local goods with neighbouring cities.
- **Pyramids** - structures used to build temples and places

Layers of the Rainforest

Science Facts .net

Emergent Layer

Consists of the tallest trees, some birds, and insects. No animals live here

Canopy Layer

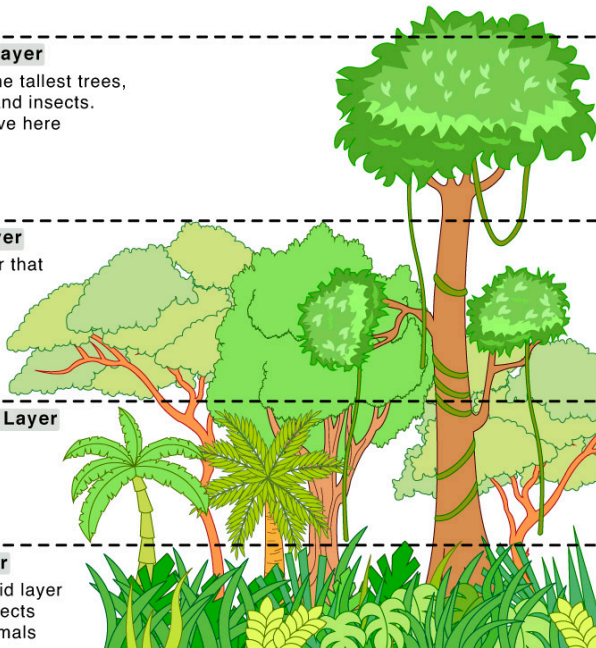
Thickest layer that hosts most flora and fauna

Understory Layer

Consists of young herbs, shrubs, and bushes

Forest Floor

Darkest, humid layer that hosts insects and giant animals



Geography Key Information and Vocabulary

- **Species** - a group of living things that are similar to each other
- **Climate** - the usual weather conditions and temperature in an area over a period of time
- **Deforestation** - the cutting down of large areas of trees from a forest
- **Ecosystem** - a community of plants and animals helping each other to live together
- **Vegetation** - all of the plants, trees and flowers that grow in the same area
- **Indigenous** - people or things that are native to a certain place, the first things to live there
- **Biodiversity** - the variety of living things in one area. The more different living things, the higher the levels of biodiversity.
- **Habitat** - the environment where a plant or animal naturally lives and grows
- **Temperate** - a climate which is not too hot, nor too cold somewhere in the middle
- **Tropical** - a very warm, and often wet, climate found near the Equator
- **Equator** - an invisible 'band' which goes around the middle of the Earth indicating the hottest part of the tropical region.

As mathematicians we will:

- Explore algebraic problems with formulas
- Solve multistep problems involving all operations
- Expand fractions and percentage knowledge
- Solve problems including calculating and converting between units of measure
- Recognise shape properties, including angles
- Interpret pie charts and line graphs



As artists we will:

- Develop our knowledge of artists by studying a Maya-Guatemalan artist, Paula Nicho-Cumez.
- Look at the work of Henri Rousseau and how he has used shading and toning techniques to create rainforest scenes. We will explore the skills of composition to build up a scene in layers, using the modern artist Ruth Daniels.



In RE we will:

- Explore reasons why many people believe that a God exists, why some people do not believe in the existence of any God and those who have not yet made up their mind. We explore the reasons that may influence some of these life decisions.
- We also look at the Resurrection of Jesus and how this is told in the Bible and fits with the Easter story.



In Wellbeing Wednesday we will:

- Develop our knowledge of valuing differences between people - what differences look like and how we should embrace differences in people's looks and personalities.
- We also explore rights and responsibilities in Spring 2, how we can exercise our rights but also how we have responsibilities to other people to ensure we engage positively with others in society.



In French we will:

- Develop our knowledge of learning how to speak, write and read simple phrases in French. We understand how to describe our local area and navigate our way around a simple map.



In PE we will:

- Develop our skills and knowledge of indoor athletics by exploring different types of field activities. These include the standing long jump, triple jump and vertical jump, javelin and shot-put throwing. We will also look at the track-based events of athletics, including sprinting, relay and long distance running techniques.
- We will be looking at the skills needed for dodgeball in Spring 2 as part of our work on invasion games and teamwork.

