**Our Termly Learning Journey**

**Year Group:** Holly **Term and Year:**  **Summer 2025** **Cycle: A**

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| **Big Question** | **Other questions** | | **Links to Bolney/21st C** | **Key Vocab** |  | **Whole Class Reading Text** | **Key figures** |
| **How can we be a friend to nature?** | **Why should I care about the rainforests?**  **What are the threats to the rainforest?**  **What might we find in a rainforest?**  **How do humans impact on the environment?** | | **What does the village do to help with climate change? Are there any local groups?**  [**https://www.sussexgreenliving.org.uk/**](https://www.sussexgreenliving.org.uk/)  **Raise money for pollination station?** | **Rainforest**  **Climate change**  **Deforestation**  **Biodiversity**  **Indigenous   Canopy Emergent Understory Forest Floor**  **Tropical**  **Humidity** |  | **The Wild Robot (VIPERS)**  **Return to Roar?** | **Greta Thunberg**  **Txai Surui** |
| **Links to Bolney characteristics** | **Project overview** | **Hook/Wow Starter** | **Project Outcome/Fantastic Finish** | **Driver Subjects**  **(Part of project and discrete)** English, maths, science, RE, PE, French and RHE plus: | **Real Maths opport- unities** | **Other Core Texts** | **Visits / Visitors** |
| We as Change Makers can be informed of climate change, protecting the environment therefore, making the world a better place. We will be curious to find out to make the change and try to be positive contributors in challenging times.  As Young Leaders, we will be independent, responsible and reliable. | How can we make a change / difference? | Creating terrariums | Raise money for a climate themed project e.g. rewilding area, pollinator station.  Children to develop an idea and plan together. | Geography and Science | Fund- raising /money  surveys and statistics (link to geography skills) |  | Leonardslee Gardens or Wakehurst? |

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| **As writers we will…** | **As mathematicians we will…** | **As geographers we will…** | **As musicians we will…** | **In RE we will…** |
| Using The Sound Collector by Roger McGough, write our own based on the sounds of the rainforest- link to drama  Write a story inspired by our terrariums, the borrowers/honey I shrunk the kids & our research and art on insects.  Write persuasively and write to inform – inspired by Rang Tan & Jag-War Greenpeace films. Write information pages, letters to supermarkets re. palm oil | Add and subtract fractions Represent fractions as mixed numbers and improper fractions Represent tenths as decimals. Recall simple fraction and decimal equivalents. Use decimals to solve problems (money) tell the time on an analogue clock  convert between analogue and digital 12/24 hour clocks | Conduct a local area study - HH? Why are people in the area? How did they travel? What human and natural physical features are there? Or Bolney – study of houses and natural geog features. | Learn how to play the ukulele for the end of year performance to parents. | Try to answer the question, ‘*When Jesus left, what was the impact of Pentecost?’* |
| **As readers we will…** | **As designers we will…** | **As artists we will…** | **As historians we will…** | **As linguists we will…** |
| Read together high quality texts, use VIPERS skills to complete tasks related to the texts. | Design insects using research on variety of insects and biodiversity in the rainforest. |  |  |  |
| **As speakers and listeners we will…** | **As programmers in computing we will…** | **As scientists we will…** | **As young people we will…** | **As a sportsperson we will…** |
| We will take part in debates about climate change and answering our big question. | Look at keeping safe.  Become photo editors- we will learn how digital images can be changed and edited, and how they can then be resaved and reused. We will consider the impact that editing images can have, and evaluate the effectiveness of our choices. | Start to recognise that environments can change and that this can sometimes pose dangers to living things.  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  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.  Investigate the way in which water is transported within plants. | Consider our charactersitics of problem solvers and change makers – discuss in relation to the climate crisis and what we can do to make a change. | Learn how to become confident athletes and practise ready for our Sports Day events. |

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