



TOPIC TITLE: The Rainforest!

ENTRY POINT

Into the rainforest...



Children will transform our classroom into a rainforest to transport us into our learning journey.

We will elicit what we already know about rainforests and think of questions to investigate.

We will also take a trip to the Eden Project, where we will become rainforest rangers for the day!

HOME LEARNING

Home-work set weekly to include spellings, times-table practice, weekly tasks related to current learning and daily reading of AR books.

PARENT ENGAGEMENT

Encourage children to follow up personal interests from this topic as they arise and to complete homework tasks set.
Discussion of E-safety when using ICT at home.
Play simple counting games around the house – count up and down the steps in 2s,3s,4s,7s etc.
Practice telling the time, weighing out ingredients in cooking, helping with the shopping.
Sit and watch Newsround – discuss current events.

| HISTORY | GEOGRAPHY | SCIENCE | PSHE | PE |
|---|---|---|---|--|
| <p>Be able to give some reasons for particular events and changes.</p> <p>Be able to gather information from simple sources.</p> <p>Be able to use their knowledge and understanding to answer simple questions.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical term.</p> <p>Know how particular localities have been affected by natural features and processes.</p> <p>Know how the nature of particular localities affect the lives of people.</p> <p>Explore the life of tribal families who live in the rainforest and compare this to their own family life.</p> <p>Research the different type of rainforest homes and settlements.</p> | <p>Be able to use geographical terms.</p> <p>Be able to make simple maps and plans of familiar locations.</p> <p>Be able to use maps at a variety of scales to locate the position and geographical features of particular localities.</p> <p>Be able to use secondary sources to obtain geographical information.</p> <p>Be able to describe the different layers of the rainforest.</p> <p>Compare and contrast habitats within the rainforest and other locations.</p> <p>Understand the impact of deforestation.</p> <p>Discuss weather conditions and climate, and how these affect habitats, creatures, plants.</p> | <p>Topics will be :</p> <ul style="list-style-type: none"> Animals including humans <p>Be able to carry out simple investigations, comparative and fair tests.</p> <p>Make systematic and careful observations and where appropriate take accurate measurements.</p> <p>Be able to gather information from simple texts.</p> <p>Gather, record, classify and present data in a variety of ways.</p> <p>Report on findings.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straight forward scientific evidence to support their findings and answer questions.</p> <p>Use results to draw simple conclusions,</p> | <p><u>Be friendly, Be wise</u></p> <p>Local democracy, Fair-trade</p> <p>Needs and responsibilities, voluntary groups -Protecting our planet</p> <p>Fund-raising activities and charity, participation -Throughout lent</p> | <p>Primary Sports will continue to teach our PE Curriculum, starting with Gymnastics</p> <p>This term the class begin their swimming lessons</p> |



| DESIGN AND TECHNOLOGY | ART AND DESIGN | LANGUAGES | Music | TRIPS |
|--|--|--|---|--|
| <p>To create shelters from natural materials to build a tribal village.</p> <p>To design a shelter with the most waterproof roof.</p> <p>To design and create safari hats and binoculars for our trip.</p> | <p>To create artwork using a range of mediums and materials.</p> <p>To sketch accurately from real objects or photographs, exploring light and shade.</p> <p>Be able to use art as a means of self-expression.</p> <p>Be able to choose materials and techniques which are appropriate for their task.</p> <p>Be able to explain their own work.</p> <p>Be able to talk about works of art, giving reasons for their opinions.</p> | <p>suggest improvements and raise further questions.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in simple conversations.</p> <p>Pronounce some familiar words correctly without modelling.</p> <p>Appreciate stories and songs, poems and rhymes.</p> <p>Begin to write some short phrases from memory.</p> | <p>Our music sessions will continue to be led by Mrs. Hynes, our specialist music teacher. This term we will be learning djembe drums.</p> <p>We will look at making sounds of the rainforest with percussion instruments</p> | <p><u>The Eden Project</u></p> <p>During the day, the children will be challenged to show that they have what it takes to survive in the Amazon Rainforest!</p> <p>This will support our geography and science learning.</p> |



LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)

| ENGLISH | MATHS | E-SAFETY | COMPUTING |
|--|---|---|---|
| <p>See English Medium Term Plan. See writing in contexts below.</p> <p><u>Key Skills:</u> Be able to read fluently. Be able to listen and respond critically to texts of all kinds in order to access ideas and information. Be able to talk clearly and confidently about thoughts, opinions and ideas. Be able to listen carefully to others. Be able to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes. Be able to communicate my ideas. Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.</p> | <p>See Maths Medium Term Plan.</p> <p><u>Key Skills:</u> Be able to use numbers and measurements to support both accurate calculation and an understanding of scale. Be able to interpret mathematical data. Be able to use mathematics to justify and support decisions communicating using mathematical language, symbols and diagrams. Be able to represent and model situations using mathematics.</p> | <p><u>Key Skills:</u> Be able to use technology safely, responsibly and respectfully, keeping personal information private.</p> <p>Know where to go for help and support when concerns about content or contact on the internet or other online technologies arise.</p> | <p><u>Key Skills:</u> Be able to use search engines effectively to retrieve information.</p> <p>Be able to enter, save, retrieve and revise information.</p> <p>Be able to use programmes to research and present data.</p> <p>Be able to create algorithms and use the Scratch Junior program.</p> |



WRITING IN CONTEXT

- Create a fact file about an endangered animal that lives in the Rainforest.
- Creating word banks to enrich vocabulary associated with this topic.
- Descriptive writing to support art work.
- Children to research the climate, location and layers of tropical rainforests then write an information text about tropical rainforests.
- Create a page for a class rainforest information booklet.
- Debate the need to save the rainforests and write a discussion text to persuade people to save the rainforests.
- Produce a promotional leaflet to advertise the Eden Project.
- Write a factual report about an endangered Rainforest creature 'How the...'
- 'The Journey of a Papaya' - an explanation of how the banana gets from the rainforest to the fruit bowl.
- Poetry
We will look at a range of poems about rainforests and create our own.
- *Write a journey story with the rainforest as a setting*
- Link to Science - writing up their investigations and findings (plants and animals including humans)

