



The Rainforest

Topic Intent

Throughout this unit we will be exploring rainforest locations and how these compare and contrast to where we live. Children will use this as a stimulus for learning about different animals and their habitats, and how important it is for us to take care of the world that we live in. Children will be learning about plants, different parts, how they pollinate and their lifecycles. Children will also plan and carry out their own investigations to find out what plants need to grow. We will look at significant individuals involved with nature and environmental impact and see what lessons we can learn from them. Our art will be inspired by the rainforest and the creatures who inhabit it, we will use the mediums of sketching and collage to show our creativity.

English – National Curriculum and skills

Composition

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally
 - Use a range of effective vocabulary
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others’ writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Overview

Non- Chronological report – Fact File about the Rainforest

Recount/ Diary – There’s a Rang Tan in my Bedroom

Persuasive Letter – Why should we use responsibly sourced palm oil?

Biography – David Attenborough

Narrative – Suka the Sloth



- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Handwriting and Presentation

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Vocabulary, grammar & punctuation

- Punctuate sentences accurately *
- Use capital letters appropriately *
- Use fronted adverbials followed by a comma
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- Use a range of appropriate, specific vocabulary relevant to the topic/genre



History – National Curriculum and skills	Overview
<p>General History:</p> <ul style="list-style-type: none">• Develop a chronologically secure knowledge and understanding of British, local and world History.• Establish clear narratives within and across the periods that they study.• Note connections, contrasts and trends over time.• Develop the appropriate use of historical terms.• Answer and sometimes devise historically valid questions.• Use relevant historical information to answer questions.• Understand that knowledge of the past is constructed from a range of sources. <p>Topic Specific:</p> <ul style="list-style-type: none">• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<p>Children will look at significant people from history and their part in changing the way people behave today and decisions surrounding the future.</p> <ul style="list-style-type: none">• David Attenborough• Greta Thunberg

Geography - National Curriculum and skills	Overview
<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features.</p> <p>Map and Field work</p> <ul style="list-style-type: none">• To use maps, atlases, globes and digital /computer mapping to locate counties and cities in the UK. <p>Human Geography/Locational knowledge</p> <ul style="list-style-type: none">• Name and locate counties and cities of the UK and their identifying human and physical characteristics• Locate the world’s countries, using maps to focus on Europe	<p>Children will use atlases, maps, and technology to find out answers to questions posed by teachers and devised by themselves. Children will explore different settlement types and be shown examples. Children will become more familiar with the locations of tropical rainforests and their proximity to the equator and within the tropics of Cancer and Capricorn. Children will compare and contrast alternate locations drawing conclusions and using a range of sources to gather information, including their own scientific investigations.</p>



identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

Design Technology - National Curriculum and skills

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Overview

Children will research what foods are healthy to create a balanced meal. Children will create a shopping list for the ingredients needed to prepare their meal choice. Children will use a range of skills and methods to prepare their meal. Children will evaluate their meal for appearance, ease of preparation and taste.



Art - National Curriculum and skills	Overview
<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, collage]• about great artists, architects and designers in history.	<p>Rainforests</p> <p>Using the book 'A Walk in the Rainforest' as a stimulus, children will create an illuminated letter/ animal sketch based on a illustration in the book. Children will explore different sketching techniques and use appropriately to add detail to their own design.</p> <p>Children will explore the work of collage artist, Megan Coyle, looking at examples of her work specifically her animal pieces. Children to then create their own collage of their favourite animal.</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Zetland Primary School

Year Group: 3/4

Key Questions	Wider Experiences	Vocabulary
<p>Where are rainforests located?</p> <p>What animals and plants live and grow in the rainforest, are these different to our own locality?</p> <p>What are the differences between our locality and the rainforest?</p> <p>What environmental impact are humans having on the rainforest and its inhabitants?</p> <p>Which significant individuals are trying to make a positive difference to our environment?</p> <p>What do plants need to grow?</p>	<p>Earth Day</p> <p>Beach School</p> <p>Flamingo Land Zoo Visit</p> <p>Coronation – King Charles III</p>	<p>Rainforest</p> <p>Equator</p> <p>Tropic (Cancer and Capricorn)</p> <p>Habitat</p> <p>Endangered</p> <p>Environment</p> <p>Palm Oil</p> <p>Deforestation</p> <p>Climate</p> <p>Rainfall</p> <p>Activist</p> <p>Food Groups (Carbohydrates, Fats, Protein, Dairy,)</p>

Linked Texts	Home Learning Opportunities
<p>There's a Rang Tan in My Bedroom – James Sellick</p> <p>A Walk in the Rainforest – Kristin J Pratt</p>	<p>Homework Grid – activities to be shared with whole class via Seesaw</p>

Other subjects
<p>PE – Net & Wall Games and Athletics</p> <p>Music – Glockenspiels</p>



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Science – Plants

Maths – Y3 Fractions, Shape, Money, Time, Statistics

Y4 Decimals, Money, Time, Shape, Statistics, Position & Direction

Computing – Email, Databases Y4 Animation, Safe Searching

PSHE inc RSE – Y3 Feelings, Respect and Self Care Y4 Physical and Emotional Health, Taking Risks

RE - Y3 Holy Books and Jesus's Parables

Y4 Religious Building and Religion and the wider world