Year Group - Three	Term – Summer Term	Educating for	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Name of Unit Overview – Rainforests		Wisdom, Knowledge and Skills	
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
Context, Big Questions and Wider World	impact		
	How do plants survive? How have the lly Wednesdays exploring a temperate for		
	Subject spec	ific learning areas	
	Subject spec	ific learning areas	
Prior learning and where the objectives are revisited later in the year.	Science Key year group learning	ific learning areas	Main journey of the unit
	Science	rithin plants? e and grow, and how lant? play in the life cycles of ng?	Week 1 What you already know, what you want to know I am learning how to locate rainforests around the world (equator between Cancer and Capricorn) Week 2 I am learning how to locate the world's countries: Focus South America I am learning about the features of the rainforest (layers, temperature, weather)
are revisited later in the year. In KS1 Children have learnt what plants need to stay healthy. They will have the carried out their own investigations into what plants need to grow well. Children have closely observed the inside of a seed and learnt about the life cycle of a plant.	Science Key year group learning Can we? - investigate how water is transported w -explore exactly what plants need to live these requirements vary from plant to p -explore the important role that flowers plants, from pollination to seed spreading Do we know? -The functions of the different parts of	rithin plants? e and grow, and how lant? play in the life cycles of ng?	Week 1 What you already know, what you want to know I am learning how to locate rainforests around the world (equator between Cancer and Capricorn) Week 2 I am learning how to locate the world's countries: Focus South America I am learning about the features of the rainforest (layers,

Geography KSI Concertainty To use maps to beate the occans of the workd (starting and disestand the differences between London (Gay, capital of England) and local area (demet's Park) Concertainty To identify and understand the differences between London (Gay, capital of England) and local area (demet's Park) Do we know? To compare physical and human features in different charates the physical features of the rainforest (layers, temperature, weather) ? Week 5 To compare physical and human features in different charates the physical features of the rainforest (layers, temperature, weather) ? To beate the objectives different charates Week 5 To use and gay of the trainforest area of the book different charates To geographical charates of the trainforest the charates of the trainforest the capital vocabulary such as lanitude, longitude, liquitors, Northern Heinisphere, Southern Heinisphere, the trainforest To meet and the work (week as the as the box trainforest) Prior learning and where the objectives revestiged later in the year. Key year group learning. Key year group learning. Can we? - use different features to create the four layers of the minforces? Iam learning bow to plan and create an animation (Story boards) Pupils should be taught: - to use charge, printing and sceiptore to develop a uside range of art and design techniques in using doour pattern, texture, - to develop a uside range of an and design mechanique of material scentured to enstypastroferest Can we?			
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Lo compare physical and human learnings in different climates - Geographical vocabulary such as latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricom? Plus mid point topic evaluation (Homework – make a shoe box rainforest) - explain how the rainforest has changed over time (within living memory)? - explain how the rainforest has changed over time (within living memory)? Week Z I am learning about how the rainforest has changed over time (within living memory) Prior learning and where the objectives are revisited later in the year. Key year group learning. Week S I am learning to compare human and physical features (Welly Wednesday). Pupils should be taught: - to use draving painting and sculpture to develop and share their ideas, experiences - to develop a wide range of art and design techniques in using colour, pattern, texture, I.e., shape, form and space Can we? - How to closely observe an image or object to sketch? Neek S I am learning to compare human and physical features (Welly Wednesday). Pupils should be taught: - use the basic principles of a healthy and varied diet to prepare dishes Can we? - Prepare a healthy salad? Neek 10 I am learning to compare human and physical features (Welly Wednesday) Pupils should be taught: - use the basic principles of a healthy and varied diet to prepare dishes - Where common cooking ingredients originate from? Week 10 I am learning to compare human and physical features (Welly Wednesday) Prior learning and where the objectives Key year group learning. Year group learning. <td>To locate hot climates around the world</td> <td>and South America? Do we know? - the physical features of the rainforest (layers,</td> <td></td>	To locate hot climates around the world	and South America? Do we know? - the physical features of the rainforest (layers,	
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Prior learning and where the objectives Key year group learning. Topic evaluation	Computing an	nd Technological Understanding	Week 11/12
		Key year group learning.	

In KS1		Can we?				
- use technology purposefully to creat			imation			
organise, store, manipulate and retrieve digital						
content		- Create a stop motion animatio	n			
- recognise common uses of informat	tion					
technology beyond school		Do we know?				
- use technology safely and respectful		- Explain different ways in which animations can be				
personal information private; identify		created?				
where to go for help and support when they						
have concerns about content or contact on						
the internet or other online technolog						
Immersion Activity- What do	Treasure	hunt of countries	Trips/ Visits /	✓ Welly Wednesdays – 5 sessions		
they need to know? How are			Experiences			
you going to start with a						
bang?			Vocabulary	Biodiversity, climate, rainforest, canopy, tribe, colony, emergent		
			Oracy activities	layer, equator, extinct, habitat, humid, indigenous, temperate,		
				tropical, understorey, vegetation		
Discrete subject learning focus areas						
Music			RE	Summer 1		
	Summer	1		DRE Unit Concept: God Key Question: How can Brahman be		
	Samba			everywhere and in everything?		
	Summer	2		5 5 6		
	Ocarina playing – learning to play Twinkle			Summer 2		
	Twinkle Little Star for a performance.			DRE Unit Concept: Pilgrimage Key Question: Would visiting the		
				river Ganges feel special to a non Hindu?		
PE	real PE U	nit 5 – Physical and rounders	PSHE	- To explain what charity is		
		nit 6 – Fitness and Sports day		- To plan a fundraising event.		
	games/practice			- To understand the rights of a child		
	games, pr			- To understand the link between being paid to do a job and		
				having money to spend		
				- To make consumer choices and explain our decisions		
				- To hold and evaluate a fundraising event		
				- To understand how to stay safe online		
				- To identify what we should do if we were worried or scared		
				about something online		
MEI	0		<u> </u>	- To explain how to keep safe when walking on roads		
MFL	- 5	easons – days of the week and months o	t the year			
Final quality products		ketching of plants	Home learning	 Bring in salad ingredients 		
		nimation	opportunities	✓ Share on Seesaw what we have been learning		
		ainting of a rainforest animal				
	- 0	Collage of forest canopy layers				