Year Group - Three	Term – Summer Term
Name of Unit Overview – Rainforests 	

Educating for Wisdom, Knowledge and Skills	**To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.**
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 they adapted to their environments/ Lifecycle of a plant
- ✓ Welly Wednesdays exploring a temperate forest in the UK – comparisons to South American rainforests

Subject specific learning areas

Science

Prior learning and where the objectives are revisited later in the year.	Key year group learning	Main journey of the unit
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.	**Can we…?** - investigate how water is transported within plants? -explore exactly what plants need to live and grow, and how these requirements vary from plant to plant? -explore the important role that flowers play in the life cycles of plants, from pollination to seed spreading? **Do we know…?** -The functions of the different parts of flowering plants – roots, stem, leaves and flowers?	**<u>Week 1</u>** What you already know, what you want to know I am learning how to locate rainforests around the world (equator between Cancer and Capricorn) **<u>Week 2</u>** I am learning about the features of the rainforest (layers, temperature, weather) I am learning to use different textures to show the four layers of the rainforest **<u>Week 3</u>** I am learning to compare human and physical features in Geography.

Humanities – History & Geography

Prior learning and where the objectives are revisited later in the year.	Key year group learning

<table>
<tr>
<td><u>Geography</u>
<u>KS1</u>
To use maps to locate the oceans of the world.

To identify and understand the differences between London (City, capital of England) and local area (Jennett's Park)

To locate hot climates around the world (islands)

To compare physical and human features in different climates</td>
<td><u>Geography</u>
Can we….?
- locate South America?
- locate rainforests around the world (equator between Cancer and Capricorn)?
- compare the different features of the United Kingdom and South America?
Do we know….?
- the physical features of the rainforest (layers, temperature, weather) ?
- Geographical vocabulary such as latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn?
<u>History</u>
Can we…?
- explain how the rainforest has changed over time (within living memory)?</td>
<td rowspan="6"><u>Week 4</u>
I am learning to compare the different features of the United Kingdom and South America

<u>Week 5</u>
I am learning about the tribes that have lived in the rainforest.

<u>Week 6</u>
I am learning about how the rainforest has changed over time (within living memory)
I am learning how animation works – (Stop motion)
I am learning to compare human and physical features (Welly Wednesday).

<u>Week 7</u>
I am learning how to plan and create an animation (Stop motion)
I am learning to compare human and physical features (Welly Wednesday).

<u>Week 8</u>
I am learning to compare human and physical features (Welly Wednesday)

<u>Week 9</u>
I am learning to compare human and physical features (Welly Wednesday)

<u>Week 10-12</u>
Topic evaluation</td>
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<tr>
<td colspan="2">Arts and Design</td>
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<td>Prior learning and where the objectives are revisited later in the year.</td>
<td>Key year group learning.</td>
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<td>Key stage 1
Pupils should be taught:
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</td>
<td>Can we….?
- use different textures to create the four layers of the rainforest?
- draw an accurate representation of an animal to go in my rainforest?

Do we know…?
- How to create texture using mixed media?
- How to closely observe an image or object to sketch?</td>
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<tr>
<td colspan="2">Computing and Technological Understanding</td>
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<td>Prior learning and where the objectives are revisited later in the year.</td>
<td>Key year group learning.</td>
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In KS1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	**Can we…?** - Use a storyboard to plan an animation - Create a stop motion animation **Do we know….?** - Explain different ways in which animations can be created?	

Immersion Activity- What do they need to know? How are you going to start with a bang?	Treasure hunt of countries	**Trips/ Visits / Experiences**	✓ Welly Wednesdays – 6 sessions ✓ Living Rainforest Trip ✓ South Hill Park- Whilde Day Out
		Vocabulary Oracy activities	Biodiversity, climate, rainforest, canopy, tribe, colony, emergent layer, equator, extinct, habitat, humid, indigenous, temperate, tropical, understorey, vegetation
Discrete subject learning focus areas			
Music	**Summer 1** Ocarinas **Summer 2** Ocarinas	**RE**	**Summer 1** DRE Unit Concept: God Key Question: How can Brahman be everywhere and in everything? **Summer 2** DRE Unit Concept: Pilgrimage Key Question: Would visiting the river Ganges feel special to a non Hindu?
PE	Get set 4 PE- Cricket Sports day practice Rounders Outdoor adventurous activity	**PSHE**	- To explain what charity is - To plan a fundraising event. - To understand the rights of a child - 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 - To explain how to keep safe when walking on roads
MFL	- Seasons – days of the week and months of the year		
Final quality products	- Sketching of plants - Animation - Painting of a rainforest animal	**Home learning opportunities**	✓ Share on Seesaw what we have been learning
International Education (IE)			

Prior learning: ✓ Aspects of similarities and differences ✓ British values ✓ International Week ✓ Learning about plants in Year 1 and developing this further to explore plants in the rainforests around the world **Revisit within this year** ✓ Discussion of maps and atlases to find different countries and continents ✓ Similarities and differences between United Kingdom and other countries around the world	**<u>International Targets (choose all that apply):</u>** • Locate and identify countries on a map and providing the international context for this topic • Understanding different cultures, values and customs • Similarities and differences between UK and other countries • Building tolerance and respect for other cultures • Understanding details, similarities and differences of the lives of others, past and present • Trade, tourism and travel (to and from UK) • Identify activities and habits which are different from but equal to their own • Significance of relevant celebrations / rituals • Recognising individuality and independence of separate cultures