



During this topic, children will take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics, they will explore some of the conservation issues surrounding the destruction of rainforest habitats. They will compare a British forest with the Amazon rainforest and investigate their similarities and differences through both human geography and physical geography lenses.

An engaging topic introducing children to rainforests around the world

SUBJECT AREAS

SCIENCE

- To ask relevant questions
- To set up simple practical enquiries, comparative and fair tests
- To use the language of independent and control variables.
- To select information to support ideas
- To identify and classify objects
- To make accurate measurements using standard units, using a range of equipment, for example thermometers
- To use systematic/careful observations
- To link two variables to events
- To gather, record, classify and present data in a variety of ways to help in answering the question
- To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- To represent accurate measurements using time graphs
- Create labelled diagrams and drawings and physical models
- To begin to link evidence from secondary sources as well as primary
- To recognise that we need light in order to see things and that dark is the absence of light
- To notice that light is reflected from surfaces
- To recognise that light from the sun can be dangerous and that there are ways to protect our eyes
- To recognise that shadows are formed when the light from a light source is blocked by a solid object
- To find patterns in the way that the size of shadows change

GEOGRAPHY

- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of rainforest inhabitants.
- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Thetford Forest.
- To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.

COMPUTING

Year 3

- I can identify the objects in a Scratch project (sprites, backdrops)
- I can explain that objects in Scratch have attributes (linked to)
- I can recognise that commands in Scratch are represented as block
- I can identify that each sprite is controlled by the commands I choose
- I can create a program following a design
- I can choose a word which describes an on-screen action for my plan
- I can start a program in different ways
- I can create a sequence of connected commands
- I can explain that the objects in my project will respond exactly to the code
- I can explain what a sequence is
- I can combine sound commands
- I can order notes into a sequence
- I can build a sequence of commands
- I can decide the actions for each sprite in a program
- I can make design choices for my artwork

MUSIC

- Develop an understanding of the history of music
- To learn about famous composers
- Identify phrases that could be used as an introduction, interlude and ending
- Recognise how music can create different intentions
- Sing expressively with awareness and control of the musical elements
- Analyse how sounds can create different moods
- Explore and perform different of accompaniment
- Demonstrate the ability to recognise the use of structure and expressive elements through dance
- Create sequence of movements to respond to sound

ART & DESIGN

- To use close observation
- To create accurate drawings
- To create accurate drawings (proportion and placement)
- To look at and make paintings with background, foreground and middleground and use perspective
- To use colour to reflect mood
- Experimenting with creating mood, feeling and movement using texture
- Explore the work of an artist in depth with historical context
- Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
- Respond to art from other cultures and other periods of time.
- Discuss and review their own and others' work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- To use inspiration from a famous artist to replicate a piece of work

RELIGIOUS EDUCATION

- Retell some of the religious and moral stories from the Bible
- To use specialist vocabulary in communicating their knowledge and understanding
- To express their thoughts and ideas giving good reasons for those ideas
- To use a range of different mediums to creatively express their own ideas, thoughts and opinions

PHYSICAL EDUCATION

- To select and use the most appropriate skills, actions or ideas
- To show good control in my movements
- Describe how their performance has improved over time
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements
- To evaluate and improve dance performances by recording and viewing their rehearsals
- To choreograph and perform a topic related dance individually and as a group
- To improvise freely, translating ideas from a stimulus into movement with precision
- To share and create dance phrases with a partner and in small groups
- To repeat, remember and perform these phrases in a dance
- To perform to an accompaniment, expressively and sensitively showing clarity, fluency, accuracy and consistency.
- Begin to vary dynamics and develop actions and motifs in response to stimuli
- To demonstrate rhythm and spatial awareness
- Change parts of a dance as a result of self-evaluation
- To know and follow rules fairly in a number of games
- To keep possession with some success when using equipment or using parts of their body
- To be aware of space and use it to support teammates and cause problems for the opposition
- To travel and pass with increasing control
- To vary tactics and adapt skills according to what is happening
- To choose the best tactics for attacking and defending

MFL

- I can link SSC to new words I hear
- I listen and transcribe SSC within single words with some success
- I use sound-spelling links to follow when I listen and read
- I have learnt the SSC and phonics key words and remember them
- I can match the French SSC I hear to print and transcribe accurately the SSC I know best
- I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time
- I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/ stress markers, etc) and some unknown words
- My pronunciation is usually comprehensible
- I understand around 100/200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions
- I look words up in an alphabetical word list.
- I can use around 100/200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures
- I distinguish and understand (in listening and writing) regular -ER
- To describe people, places, things and actions (in speaking and writing): I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER