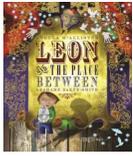
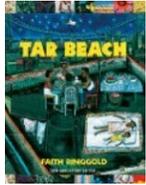


Lower Key Stage 2: Rainforests (autumn 2nd 2024)

Core Texts:



Year 3



Year 4

Immersion Day:

- ⇒ Look at jungle paintings by Henri Rousseau and create own jungle scene pictures inspired by him.
- ⇒ Children to make own musical instrument and compose a piece of music to sound like the rainforest
- ⇒ NowPressPlay—Rainforests



Session 1: To use maps, atlases, globes and digital/computer mapping to locate rainforests.

Children to look at a range of images showing different types of forests e.g. an evergreen forest, rainforest. Identify which are found in the UK and in other places around the world. Identify on a map and create own key. *How easy would it be to visit one of these locations? How would they get there? How long would it take?*



Session 2: To identify the position of rainforests in the world

Children to look at a map with the areas of the rainforest highlighted. Notice that they are near to the equator, located between the tropics of Cancer and Capricorn. Use polystyrene craft balls to make model globes and label.



Session 3: To describe the key aspects of a tropical climate

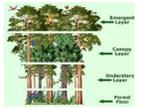
Children to learn that the between the Tropics of Capricorn and Cancer the weather is hot all year round and rainfall is consistent throughout the year.

Write a weather report for their chosen area of rainforest/postcard pretending they are on holiday in the rainforest telling their family about the weather they are experiencing.

Session 4: To describe and understand the features of the layers of the rainforest

Children to identify different layers of the rainforest and play charades—adopting the right pose to show which layer is being described.

Create a flip-flap book.



Session 5: To describe the animals and plants living in the rainforest

Children to identify which sorts of animals live in which layer of the rainforest. Create an animal fact file, including: habitat, diet, appearance. Add animals to the flip-flap books created in the previous session.



Session 6: To compare the Amazon rainforest and Thetford Forest

Children to compare the two types of forests and create tour guides for each location.



Session 7: To explain the effects humans are having on the rainforests (link to Science PLAN)

Read 'There's a rang-tan in my bedroom' and create a campaign video for Green Peace using Adobe Spark Video. To be published via the school's Twitter feed.



Session 8: SCIENCE—Initial activity to engage prior learning

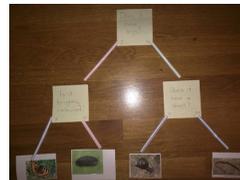
Children to take part in a carousel of activities, looking at a range of images and describing what they see

Session 10: SCIENCE—To recognise that living things can be grouped in a variety of ways; to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments

Children to sort pictures of animals according to their own criteria e.g. using a Venn diagram.

Session 10 continued:

Moving on from Venn diagrams, children to use classification keys to sort pictures of animals.



Session 9: SCIENCE—To identify and name a variety of plants and animals in their habitats, including micro habitats.

Children to investigate the forest school site, identifying and naming the living things they find in the habitat.

Session 11: SCIENCE—To recognise that living things can be grouped in a variety of ways; to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environments

Children to collect leaves and identify them. Sort the different types of leaves using a classification key.



Session 12: How cool is your drink? (DT)
To understand the ingredients used in cold drinks, their nutritional values and how they are presented commercially.

Children to look at different types of cold drink and annotate the important features of the packaging.



Session 13: To evaluate a food product and record the evaluation in a meaningful way.

Children to look at and taste sample drinks and record evaluations of what they think about the taste, texture, appearance and nutritional value of each drink.

Session 14: To investigate and record consumer preferences and create a design specification based upon their research.

Children to work in groups to complete a consumer research questionnaire. Once they have collected the information, create a design specification to meet the consumers preferences.

Session 15: To use a range of food preparation tools safely and effectively.

Children to make their drink according to their specification using simple tools safely and effectively.



Session 17: To evaluate their final product

Children to evaluate their drink, making reference to how it compared to their specification, if their consumer liked the drink and if there is anything they would improve next time.



PE: Get Set 4 PE

Year 3: Fitness, Fundamentals (basic skills)

Year 4: Hockey, Dance (Rowan) & Swimming (Elm)

ICT: PurpleMash

Year 3: Unit 3.2 Online Safety

Unit 3.3 Spreadsheets

Year 4: Unit 4.2 Online Safety

Unit 4.7 Effective Searching

Music: Charanga

Year 3: Playing in a band.

Year 4: Exploring feelings when you play.



RE: Emmanuel

Muslim—How does a Muslim show their submission and obedience to Allah?



PHSE: 1Decision

Year 3: Medicines, Touch

Year 4: Healthy Living, Appropriate Touch (Relationships)



French—Language Angels

Year 3: I am Learning French



Year 4: Presenting Myself

