

Lower Key Stage 2— Rainforests

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
- ⇒ Read extracts from Rudyard Kipling's 'The Jungle Book' - identify features of a rainforest in his descriptions.



Session 1: (Geography) 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*



Session 2: (Geography) 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: (Geography) To describe the key aspects of a tropical climate

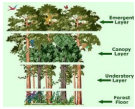
Children to learn that the weather between the Tropics of Capricorn and Cancer is hot all year round and rainfall is consistent throughout the year.

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: (Geography) 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.



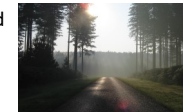
Session 5: (Geography) To describe the animals and plants living in the rainforest

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.



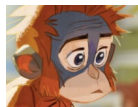
Session 6: (Geography) To compare the Amazon rainforest and Thetford Forest

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

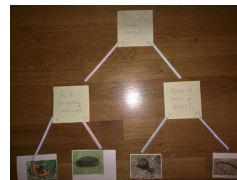
Children to investigate the forest school site, identifying and naming the living things they find in the habitat.

Session 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 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.



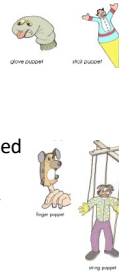
Session 12: How should your puppet tell their story? (DT)
To develop their designs by thinking about the purpose of the products, the intended audience and other possible users.

Children to look at different types of puppets and annotate explaining how the puppets are used.



Session 13: (DT) To develop ideas through sketching and working with fabrics, paper, card and wood.

Design and make puppets needed for their play, choosing from either glove puppets, stick puppets, finger puppets or string puppets.



Session 14: (DT) To mark, measure, cut and join materials with increasing accuracy.

Children to explore how they could turn a cardboard box into a puppet theatre—discuss how scenery, curtains (and lights?) could be added.



Session 15: (DT) To plan and implement complex operations—puppet performance

Children to write their scripts with stage directions and perform to an audience.



Session 16: (DT) To evaluate their performance

Children to discuss their performances, making reference to whether or not it was visible, they could be heard, did it look good? (puppets, theatre, curtains, scenery). Was it effective? Did it keep the attention of the audience?



Real PE: Unit 2: Developing Personal Skills

Year 3: Dance

Year 4: Swimming

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: Glockenspiel 1

Year 4: Glockenspiel 2



RE: Emmanuel

Judaism—what symbols and stories help Jewish people remember their covenant with God?



PHSE: Cambridgeshire

Year 3: Working Together

Year 4: Anti Bullying



French—Rigolo 1:

Unit 8: Quelle heure est-il

