

**Questions.**

Week 1: What is a rainforest/Where are they?

Week 2: Which animals will you find in the rainforest?

Week 3: Can you live in a rainforest?

Week 4: Why are rainforests important? What can they provide?

Week 5: What is happening to rainforests?

Week 6/7: Can you explain to parents and carers why it is important to save our rainforests?

**Texts:** The Great Kapok Tree by Lynne Cherry / Dr Seuss The Lorax / Into the Forest-by Anthony Browne

**Writing outcomes:**

**Fiction:** Personal Response    Narrative    Writing In Role  
Description

**Non Fiction:** Recount    Information    Explanation

**Maths**

Number: Place Value (4 weeks)

Number: Addition, Subtraction (2 weeks)

**Science:** Living things and their habitats **UNCRC Articles: 13.**

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

**Computing**

E– safety / Algorithms—Software Developers: Experiment with variables to control models; make accurate predictions and explain why something might happen. **UNCRC Articles: 13, 17, 31.**

**Enrichment**

Trip to Kew Gardens

Packing for a rainforest adventure

Turn book corner into a rainforest

Animal sketching

Grow some plants

Emerald Crown songs

**Assessment Foci**

**Science:** I can record findings from enquiries including oral and written explanations, displays or presentations of results and conclusions.

**Geography:** I can locate the tropics of Cancer and Capricorn.

**Art:** I can print onto different materials using at least four different colours.

**Computing:** I can experiment with variables to control models.

**RE:** I can show an understanding of why a holy book is important.

**Foundation Subjects Coverage**

**PE:** *Football and fitness testing* — Play competitive games and apply basic principles suitable for attacking and defending; keep possession of the ball; vary tactics and adapt skills depending on what is happening in a game.

*Dance (Salsa)* perform dances using a range of movement patterns. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. OR *Gymnastics*—develop flexibility, strength, technique, control and balance.

**UNCRC Articles: 13, 29, 31.**

**RE:** Understand what Sikhs/ Jewish people/ Hindus/ Muslims/ Christians/ Buddhists believe about God. Identify and describe where they worship, what their main festivals are, their holy texts. **UNCRC Articles: 2, 12, 13, 14, 30.**

**Art:** To show examples of painting using different types of paint. Print onto different materials using at least four different colours ; use marks and lines to show texture in my art; use line, tone, shape and colour to represent figures and form in movement

**Geography:** locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics;

Describe and understand physical geography including climate zones, biomes and vegetation belts; Describe and understand human geography including types of settlement and land use. **UNCRC Articles: 12, 14, 30.**

**French: parts of body, colours**

-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; speak in sentences, using familiar vocabulary, phrases and basic language ; broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ; write phrases from memory, and adapt these to create new sentences, to express ideas clearly

**PSHE/ British Values:** Making Good Choices— exploring and examining what influences views, feelings and behaviour; recognising the importance of democratic decision-making and active participation at home and in the classroom; appreciating the interdependence of people within the community; developing an understanding of their role and responsibility as consumers in society; knowing about the range of jobs and work carried out by different people; examining the role of advertising at a local and/or global level; and exploring how the media presents information.

**UNCRC Articles: 2, 3, 6, 12, 13, 14., 31, 42.**

**Music:** Create a rainforest soundscape; work as a group to compose; use notation to record compositions; use notation to record and interpret pitch; improvise using repeated patterns in music. Sing songs from the Emerald Crown musical

**UNCRC Articles: 13, 29, 31.**

**UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.**