

Topic UU The Rainforest 2025 Class and Year Groups: UU Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: Explain what a rainforest is. Locate some of the world's major rainforests on a world map Talk about how rainforests are characterised by extremely high rainfall. Describe the weather and climate of rainforests around the world. Name some of the ways in which rainforests are used by humans listing some of the natural resources of the rainforest such as medicines, cocoa, etc Explain the different layers of the rainforest and the name the creatures that live there. Discuss reasons for deforestation and explain why rainforests are vital for the whole world.</p>	<p>KEY FOCUS AREAS</p> <p>Geog: Comparing location, map skills, environment changes.</p> <p>Art: Henri Rousseau artist study and pastels/collage creations.</p> <p>DT: Textiles - design & make Christmas Stockings & decorate</p> <p>Science: To investigate the functions, life cycles and transportation of water in plants.</p>		<p>SYNOPSIS: Week 1 - Week 7/8</p>	
			Week 1	Where are the world's Rainforests?
			Week 2	Can you name any creatures whose natural habitat is the Rainforest?
			Week 3	Why do some people choose to live there?
			Week 4	What is produced in the Rainforests?
			Week 5	What is special about the Amazon River?
			Week 6 Week 7 Week 8	How and why are the Rainforests being destroyed? Why are our rainforests so important to the rest of the world? Review and revisit. Assessment.
			<p>SCIENCE: Year 3 Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and see dispersal.</p> <p>Working scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	
<p align="center">Opportunities for Extension</p>				
<p>We will be thinking about endangered animals and ways in which we can protect the rainforest from being destroyed. Investigate this and design/create a poster. You could do this using ICT or art materials. There are many creatures that live in the rainforests. Research them and then choose your favourite to write a report on. What does it eat? What does it look like? Which layer of the rainforest does it live in? etc. You could include pictures, photos or even interesting fact boxes. http://www.rainforestanimals.net/ You could use the website above or use library books.</p>				
<p align="center">Vertical Drivers and Opportunities for Enrichment</p>				
<p>Driver: The Environment and our place in the World. Places to visit: Stratford Butterfly Farm, Eden Project Cadbury World (Aztec and rainforest area) Online: National geographic 15 rainforest facts National Geographic Kids (natgeokids.com) Rainforest Information for Kids (mongabay.com)</p>				

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<p>ENGLISH: Purpose for writing: Key texts: The Enormous Crocodile by Roald Dahl. "Where The Forest Meets The Sea", Jeannie Baker. The Minpins by Roald Dahl. Non Fiction texts: Various texts on the topic/theme.</p> <p>READING Whole class KEY TEXT(S):</p> <p>Read and Respond: The Rainforest grew all around. The Great Kapok Tree.</p>		<p>MATHS:</p> <p>Y3 and Y4 Number: Place value, Number: addition and subtraction.</p>
<p>MFL: Getting to know you : listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the 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 		
<p>PE: : Gym</p> <p>To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water based situations.</p>	<p>MUSIC: Charanga unit: Mamma Mia</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Geography: Geographical enquiry Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Begin to collect and record evidence Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Place knowledge: places on large scale maps, (e.g. Find UK or India on globe) Places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Geographical skill and field work: Use junior atlases. 4 compass points to follow/give directions: Begin to identify features on aerial/oblique photographs. Recognise why a key is needed. Human and physical: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p>
<p>ART: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history.</p> <p>Design and Technology: To design purposeful, functional, appealing products for themselves and other users based on design criteria. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>		
<p>ICT/COMPUTING</p> <ul style="list-style-type: none"> • Coding: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>PSHE and RSE: Rights and responsibility. Shared responsibilities to recognise reasons for rules and laws; consequences of not adhering to rules and laws, to recognise there are human rights, that are there to protect everyone, about the relationship between rights and responsibilities, the importance of having compassion towards others; shared responsibilities, we all have for caring for other people and living things; how to show care and concern for others, ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) Media literacy & digital resilience recognise ways in which the internet and social media can be used both positively and negatively how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results, about some of the different ways information and data is shared and used online, including for commercial purposes, about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information, recognise things appropriate to share and things that should not be shared on social media;</p> <p>BRITISH VALUES: Rule of Law</p> <p align="right">School Value: Perseverance</p>	

ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.</p>
History Targets - A Year 3 Geographer	History Targets - A Year 4 Geographer
<ul style="list-style-type: none"> Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs. 	<p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to identify significant places and environments</p> <p>Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p> <p>Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in Rainforests: comparing villages, towns, cities.</p>
Art Targets - A Year 3 Artist	Art Targets - A Year 4 Artist
<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Annotate work in sketchbook. Use their sketchbook to collect and record visual information from different sources. Work confidently on a range of scales e.g. thin brush on small picture etc Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Annotate work in sketchbook. Collect images and information independently in a sketchbook. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Choose collage or textiles as a means of extending work already achieved

<p>DT Targets - A Year 3 As an engineer/designer</p> <ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Make drawings with labels when designing. • Measure, tape or pin, cut and join fabric with some accuracy • Evaluate their product against original design criteria e.g. how well it meets its intended purpose. 	<p>DT Targets - A Year 4 As an engineer/designer</p> <ul style="list-style-type: none"> • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. • Sew using a range of different stitches, weave and knit • Evaluate their products carrying out appropriate tests • Make labelled drawings from different views showing specific features.
<p>MFL Targets - A Year 3 Linguist</p>	<p>MFL Targets - A Year 4 Linguist</p>
<p>Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>
<p>Music Targets - A Year 3/4 Musician</p>	
<ul style="list-style-type: none"> • Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. • Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. 	