

Topic Overview: The Rainforest (Autumn 1) Cycle B

SUCCESS CRITERIA:	KEY FOCUS AREAS	SYNOPSIS: Week 1 - Week 6	
<p>On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Describe where the rainforest areas are in the world. Identify different plants and animals that can be found living in the rainforests. Describe the layers of the rainforest. Make comparisons between the Amazon Rainforest & a local forest area. Understand the effects humans are having on the rainforest areas, the impact on the plants and animals and how we can help some of these animals. Recognise that all living things have a habitat and that these plants/animals can be grouped in different ways Investigate and classify vertebrates from our local area and sort these according to a key. 	<p>Geog: To investigate where the world's rainforests are, the climate and the animals and plants that live there.</p> <p>Science: Living things and their habitats</p> <p>Art: Animals and plants of The Rainforest. Focus artist: Henri Rousseau</p>	<p>Week 1 6/9/21</p>	<p>Getting to know the class activities. Settling in routines and responsibilities. Topic: What do we know already about The Rainforest? What do we want to find out? Science: Introduction - making leaves. Drip tip leaves/wax. PE: OAA - Team Building Activities; Gym: Core skills- rolls</p>
		<p>Week 2 13/9/21</p>	<p>Science/Topic: Where are the world's rainforests? / The Rainforest as a Habitat English/Topic: Rainforest Animal Fact file Art: Painting an animal from The Rainforest for class display RAINFOREST ROADSHOW VISIT 17th Sept PE: OAA- Team Building activities</p>
		<p>Week 3 20/9/21</p>	<p>Science: To recognise that Living Things can be grouped in a variety of ways Geog: Introduction - The main layers of the Rainforest. PE: OAA- Team Building activities Gym: Core Skills- jumps</p>
		<p>Week 4 27/9/21</p>	<p>Science/Topic: To investigate and classify vertebrates. To develop questions and sort vertebrates according to a key. *DOUBLE SESSION - part of which will need to be in the garden Geog: The 'tropical' rainforest climate PE: OAA- Team Building activities Gym: Core Skills - balances</p>
		<p>Week 5 4/10/21</p>	<p>Science: To recognise positive and negative changes in the local environment *visit to Bull Meadow. Geog: The plants and animals of the Rainforest/compare to our local area PE: OAA- Team Building activities Gym: Core Skills - sequences practise on equipment</p>
		<p>Week 6 & 7 11/10/21</p>	<p>Geog/Science: What effect are humans having on The Rainforest? To investigate and describe environmental dangers to endangered species including fundraising for an endangered animal. What have we learnt? PE: OAA- Team Building activities Gym: Core Skills perform on equipment</p>
<p>SCIENCE:</p> <ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them make systematic and careful observations; 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 recognise that living things can be grouped in a variety of ways 	<p>KEY QUESTIONS:</p> <p>Where are rainforests found? What is the temperature in the rainforest? In which layer of the rainforest do you find the tallest trees? Why are rainforests so important? What are carnivorous plants? Where do most rainforest animals live? Why are rainforest animals becoming endangered?</p>	<p>KEY VOCABULARY:</p> <p>Endangered Species Deforestation Sustainable Canopy Understorey Tropical Emergent layer</p>	<p>Opportunities for Extension</p>

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<ul style="list-style-type: none"> • 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 <p>GEOGRAPHY:</p> <ul style="list-style-type: none"> • (Begin to) Ask and respond to questions and offer their own ideas. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) • Places on large scale maps, (e.g. Find UK or India on globe) • Begin to identify significant places and environments 	<p>Look at the food resources which are present in the rainforests for the creatures and possibly even the humans who live there. Compare these to the food chains present in your garden/local area.</p> <p>Write a script for a programme informing people about the endangered animals in the Rainforest. What could be done to help them?</p> <p>See the homework menu attached to the Topic Knowledge Organiser for further opportunities.</p>		
<p>Vertical Drivers and Opportunities for Enrichment</p>			
<p>Local Environment: Caring for habitats in our local area – Bull Meadow. Enrichment opportunities: The Rainforest Roadshow visit Fundraising to support an endangered animal from the Rainforest.</p>			
<p>ENGLISH: Purpose for writing: To entertain Key texts: The Great Kapok Tree To inform: Animal Fact files Key author: Michael Morpurgo Class Text (reading for pleasure): Running Wild</p>	<p>MATHS: Investigating the perimeter of 2D shapes. Place Value: counting, partitioning, ordering, comparing. Adding & Subtracting 1, 10, 100, 1000. Rounding to the nearest 10/100.</p>		
<p>ART: Textiles - layered jungle art Henri Rousseau - sponge paint, pastel, collage - overlap Portraits - sketch, wax, paint Painting - colour mixing Drawing - portraits; animals and plants</p>	<p>MFL: 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* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>MUSIC Mamma Mia- To be able to identify the style of music. Find the rhythm, pulse, beat and know the difference. Understand how high and low notes create melodies. Compose, improvise and perform short melodies. Identify instruments and begin to play part of a section of a song using an instrument.</p>	<p>ICT/Computing Class Democracy To use search technologies effectively. To select, use and combine a variety of software. To use technology safely.</p>

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<p>Design and Technology: Autumn 2 - linked to Mayans. Food: chocolate</p>	<p>READING KEY TEXTS (whole class reading): The Rainforest Grew all around- Susan K Mitchell</p>	<p>PSHE and RSE: Me and my relationships BRITISH VALUES: Respect and Tolerance</p>
ASSESSMENT DESCRIPTORS		
Science Targets -As a LKS2 Scientist	Geography Targets - As a LKS2 Geographer	
<ul style="list-style-type: none"> • 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 • identify how habitats change throughout the year. • Classify vertebrate animals into groups: e.g. fish, amphibians, reptiles, birds & mammals & invertebrates into snails and slugs, worms, spiders and insects. Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses. • Investigate human impact (both positive and negative) on environments. E.g. positive: nature reserves, garden ponds; negative: population, development, litter and deforestation. 	<ul style="list-style-type: none"> • 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, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Art and Design Targets -As a LKS2 Artist	Music - As a LKS2 musician	
<ul style="list-style-type: none"> • 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 - pencil, paint, charcoal. • about great artist- Henri Rousseau 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	

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Computing- As a LKS2 computer	PE - As a LKS2 gymnast/outdoor adventurer
<p>IT2 - Use search technologies effectively</p> <p>IT3 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>DL5 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none">• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]• take part in outdoor and adventurous activity challenges both individually and within a team