



<u>Year group: 3</u>	<u>Term: 6</u>		<u>Enquiry Question: Why should rainforests be important to us all?</u>
	Essential knowledge:	Essential vocabulary	Essential Skills:
Creative development	<p><u>Art</u></p> <p><u>Sketch Rainforest Animals and Plants</u></p> <ul style="list-style-type: none"> - To learn about the artist Henri Rousseau and his style of work - To create sketch books to record their observations and use them to review and revisit ideas. - To research and sketch ideas, patterns and motifs from real life objects as well as extracts (shapes) from Rousseau’s work - To know how to improve pencil sketching and mark making techniques to create the desired effect/shape/texture/shade/tone. - To know how to effectively mix colours to achieve different shades (for example, shades of green as commonly found in Rousseau’s work). - To know how to draw and sketch in proportion when designing the finished piece of rainforest landscape work. 	<p>Line Shape Pattern Observations Experience Tone Blurred Curved Horizontal Vertical</p>	<p><u>Art</u></p> <p><u>Sketch Rainforest Animals and Plants</u></p> <ul style="list-style-type: none"> - To investigate, learn about and evaluate the artist Henri Rousseau and his style of work - To gather ideas and experiment with images of leaf/flower/foliage/animal designs from real life and images in a sketchbook - To experiment with mark making/shading/sketching techniques to create texture, shape and form in leaves/flowers etc - To experiment with sketching to draw in proportion - To create a rainforest leaf/flower/animal ‘landscape’ design inspired by the style of Rousseau - To experiment with brush painting techniques and colour mixing skills in the style of Rousseau - To use brush and colour mixing skills to paint the final Rousseau style artwork painting



	<p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them. - To know the style of the five songs. - To choose one song and be able to talk about: <ul style="list-style-type: none"> • Its lyrics: what the song is about • Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - To identify the main sections of the song (introduction, verse, chorus etc.) - To name some of the instruments they heard in the song. 	<p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical, Romantic, 20th Century, pulse, rhythm, pitch, time signatures, staves, clefs, duration, crotchet, minim, bars, barlines</p>	<p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> - To confidently identify and move to the pulse. - To think about what the words of a song mean. - To take it in turn to discuss how the song makes them feel. - To listen carefully and respectfully to other people's thoughts about the music.
<p>Knowledge & Understanding of the world</p>	<p><u>Geography</u></p> <p><u>Why should rainforests be important to us all?</u></p> <p>In topic, our children will learn about Rainforests and will focus on the following:</p> <ul style="list-style-type: none"> - Know where the rainforests are located. - Know what is meant by a tropical climate. - Know what is meant by the following terms: 	<p>Deforestation Settlement Climate Vegetation belt Natural resources Tropics Equator Habitat Rainforest layers e.g. Story, canopy etc</p>	<p><u>Geography</u></p> <p><u>Why should rainforests be important to us all?</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Identify the key areas of the world containing rainforests. - Use atlases and maps to locate the rainforests. - Describe key aspects of a tropical climate. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Antarctic Circle, the Prime/ Greenwich Meridian and

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	<ul style="list-style-type: none"> ○ Latitude ○ Longitude ○ Equator ○ Northern Hemisphere ○ Southern Hemisphere ○ The Tropics of Cancer and Capricorn ○ Antarctic Circle ○ The Prime/ Greenwich Meridian and time zones (including day and night). <ul style="list-style-type: none"> – Know of the key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. – Know what animals and plants can be found in the rainforest. – Know the key aspects of human geography in the context of rainforest conservation 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><u>RE</u></p> <p><u>Encounters: What makes a place sacred?</u></p> <ul style="list-style-type: none"> – Investigate different forms of worship Explore the diversity and significance 	<p>Faith member Sacred Ritual</p>	<p>time zones (including day and night) in relation to rainforests.</p> <ul style="list-style-type: none"> – Describe key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. – Describe the animals and plants that live in a rainforest and the habitats in the different layers of the rainforest. – Compare the geographical similarities and differences between the Amazon rainforest with Sherwood forest. – Explain the effects humans are having on the rainforests (and wood as a natural resource) – List strategies that could help minimise the effects that humans are having on the rainforests. <p><u>RE</u></p> <p><u>Encounters: What makes a place sacred?</u></p> <ul style="list-style-type: none"> – Compare activities at different places of worship. – Reflect on the significance for faith members of
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	<p>of local religious places to faith groups and members of the community- different ways of life.</p> <ul style="list-style-type: none"> – How do people communicate with their God? – Uses of sacred places, symbols and artefacts by believers and the community. 	<p>Worship Symbol Artefact</p>	<p>participating in celebrations, worship and the rituals which mark birth and marriage</p> <ul style="list-style-type: none"> – Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship specified in the key content – Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, and sacred places.
SMSC	<p><u>Changing me</u></p> <p>Children will be taught how babies grow and the changes that go on within and outside of the body.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Understand that in animals and humans lots of changes happen between conceptions and growing up, and that usually it is the female who has the baby. – Understand how babies grow and develop in the mother’s uterus. – Understand what a baby needs to live and grow. – Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies. 	<p>Changes Birth Animals Babies Mother Growing up Uterus Womb Nutrients Survive Love Affection Care Puberty Control Male Female Testicles Sperm Penis Ovaries Egg Womb Vagina</p>	<p><u>Changing me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> – Express how I feel when I see babies or baby animals. – Express how I might feel if I had a new baby in my family. – Identify how boys’ and girls’ bodies change on the outside during this growing up process. – Recognise how I feel about these changes happening to me and know how to cope with those feelings. – Identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. – Recognise how I feel about these changes happening to me and know how to cope with these feelings. – Express how I feel when my ideas are challenged and might be willing to change my ideas. – Identify what I am looking forward to when I am in Year 4.

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<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none">- To learn about the different parts of a plant (root, stem, leaves, flowers).- To explore the different requirements of a plant for life and growth (air, light, water, nutrients from soil and room to growth).- To explore the role flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal. <p><u>Computing</u></p> <p><u>Branching Databases (Unit 3.6)</u></p> <ul style="list-style-type: none">- Understand how yes/no questions are structured and answered- Know how to use and debug a branching database- Know how to select and save images	<p>Root Stem Leaves Petal Fertilisation Stamen Ovule Pistil Nutrient, Pollination Seed dispersal Photosynthesis Respiration Reproduction Sensitivity Excretion Growth Seed Pollen</p> <p><u>Branching Databases (Unit 3.6)</u></p> <p>Structure Debug Branching Database 2Questions</p>	<p><u>Science</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none">- To identify the different parts of a flowering plant and label a diagram correctly knowing what each part does.- To set up an investigation to know what plants need for life and growth.- To investigate how water is transported in plants- To explain the role a flower plays in pollination and fertilisation.- To order and describe the stages of a flowering plant.- Label diagrams- Identifying difference/similarities- Recording & classifying to help answer questions <p><u>Computing</u></p> <p><u>Branching Databases (Unit 3.6)</u></p> <ul style="list-style-type: none">- To sort objects using yes/no questions- To complete a branching database using 2Questions- To create branching database
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	<p><u>Design Technology</u></p> <p><u>Food</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Recap knowledge on what healthy eating is and a balanced diet - Know the importance of annotated sketches and what appropriate information to include - Know about a range of fresh and processed ingredients appropriate for their product and whether they are grown, reared or caught. <p>Make:</p> <ul style="list-style-type: none"> - Know how to plan the main stages of a recipe, listing ingredients, utensils and equipment - Know how to use the equipment safely and hygienically - Know how to use appropriate equipment and utensils to prepare and combine food <p>Evaluate:</p> <ul style="list-style-type: none"> - Know what a sensory evaluation is - Understand how to record evaluations using tables and simple graphs. 	<p>Appearance Texture Sensory Evaluation Preference Test Strawberry Huller Processed Food Hygienic Taste</p>	<p><u>Design Technology</u></p> <p><u>Food</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Generate and clarify ideas through discussion to develop design criteria including appearance, taste, r u texture and aroma for an appealing product for a particular user and purpose - Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas <p>Make:</p> <ul style="list-style-type: none"> - Plan the main stages of a recipe, listing ingredients, utensils and equipment - Select and use appropriate utensils and equipment to prepare and combine ingredients - Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> - Carry out sensory evaluations of a variety of ingredients products. - Record the evaluations using e.g. tables and simple graphs
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<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Active Athletics (Unit 3.6)</u></p> <ul style="list-style-type: none"> - To know how to throw in a variety of ways - To know how to perform a standing long jump, understanding the rules - To understand the relay and passing the baton - Know how to receive the baton - Know which techniques to use for long-distance running and which to use for short-distance running - Know how to start a race correctly - Know how to compete in a sporting way- rules. <p><u>Fitness Frenzy (Unit 3.6)</u></p> <ul style="list-style-type: none"> - Understand why core-strength is important - Know what the 'correct' technique for activities looks like 	<p><u>Active Athletics (Unit 3.6)</u></p> <p>Balance Direction Distance Hurdle Relaxed Speed Swing</p> <p><u>Fitness Frenzy (Unit 3.6)</u></p> <p>Basic circuit moves Running Jumping jacks Ball pass Jumping from side to side Method Circuit Activity Honesty Skipping Timing Direction</p>	<p><u>Physical Development</u></p> <p><u>Active Athletics (Unit 3.6)</u></p> <ul style="list-style-type: none"> - To run in different directions and at different speeds, using a good technique - Use legs as well as arms when throwing - To reinforce jumping techniques - Select an appropriate pace - Work as a team - To choose and understand appropriate running techniques - To compete in mini competitions <p><u>Fitness Frenzy (Unit 3.6)</u></p> <ul style="list-style-type: none"> - Demonstrate the correct technique for activities - Develop agility and co-ordination - Perform simple patterns of movement - Use the correct running technique to complete a circuit - Perform rope and non-rope skipping with good technique and to songs or rhymes - Evaluate my performance of gymnastics moves with circuit - Master basic movements as well as developing balance, agility and co-ordination - To perform a sequence of moves within a circuit- with increased accuracy
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<u>Key questions:</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Guided Reading text and other linked books</u>	<u>Links to prior learning</u>
Where are rainforests? What animals live in the rainforest? What plants exist in the rainforest? What type of climate does a rainforest need?	Visual and practical alternatives to support understanding. Word banks/ key language Y1/2 Guided reading scheme books as alternative as appropriate.	Vanishing Rainforest	