

The Rainforest



Key drivers

WoW Moments

Hook - Children will be immersed having passports ready to travel to the Amazon Rainforest.

Children will visit the Amazon Rainforest through the use of virtual headsets

Children will create their own musical interpretations of Mayan music or Rainforest sounds

Children will dissect plants and learn about their functions

Be Creative

Children will design create their own Mayan masks

Children will create models representing the layers of the rainforest

Children will design and perform their own musical interpretations of Rainforest sounds / Mayan music

Be Resilient

Children will build their resilience by editing their designs and giving themselves constructive feedback of how to improve their work

Be World Wise

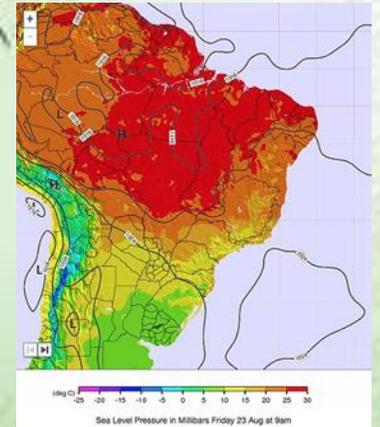
Children to learn about the modern day impact of deforestation

What we are learning about:

- Locating the rainforests around the world.
- Comparing rainforests to forests in England
- Learning about the layers of the rainforest and making their own interpretation
- Identify and describe the parts of plants and their functions
- Learn how seeds are disposed, pollination and germination
- Learning all about the Mayans
- Learning about the process of making chocolate
- Creating own Mayan masks
- Creating own music reflecting the rainforest



Geography



What we should already know...

- Identify seasonal and daily weather patterns in the United Kingdom.
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary.
- Use an infant atlas

As Geographers we will...

- 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
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Learn about the physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Learn about 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
- Use maps, atlases, globes and digital/computer mapping.

Vocabulary

satellite image
terrain
political map
physical map
climate map
sea level
Latitude
Longitude
cardinal points



History

What we should already know...

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.
- Ask a range of questions about the past (Who? What? When? Why?)
- Understand that a source provides information about the past and that there are different types of sources.

As Historians we will...

- Understand common words and phrases relating to the passing of time.
- Understand timelines can be divided into BC and AD.
- Place periods of history studies onto a given timeline.
- Ask focused questions in order to find out specific information about the past.
- Use a number of given source to infer information about the past.
- Select and record relevant information from written sources

Vocabulary

Anno Domini, Before Christ, passing of time, common era, before the common era, millennium, circa enquiry, infer, relevance. this suggests/implies, continuity, perhaps, maybe, could be., impact, importance, significance, reason, effect

Subject Specific

Archaeologist, architecture, Chichen Itza, civilisation, deforestation, deities, demise, drought, economy, erosion, fertile, hierarchy, indigenous, Mayan, merchant, Mesoamerica, polytheists

Outcome

Experiments with chocolate with a scientific explanation as their literacy link



Working Scientifically

What we should already know...

- Ask simple questions and recognises that simple questions can be answered in different ways.
- Observe closely using simple equipment.
- Identify things to measure or observe that are relevant to the question or idea they are investigating using a simple test (in a group or independently)
- Record data in a wider range of given ways
- Use their data and results to answer questions
- Use observations and ideas to suggest answers to questions.

As Scientists we will...

- Ask relevant questions and use different types of scientific enquiries to answer them
- Make systematic and careful observations during a fair test
- Plan and carry out a simple fair test relevant to the question or ideas they are investigating
- Take and record accurate measurements using standard units (e.g. to a whole cm)
- Gather and record data in to simple formats e.g. tables, bar charts and pictograms
- Use simple scientific language to present findings
- Record and report findings from enquiries in labelled drawings and diagrams
- Draw simple conclusions using my own results
- Begin to recognise when a test is not fair and suggest improvements
- Identify differences and similarities

Vocabulary

fair test, comparative, observation, accurate, standard units, equipment, thermometer, data logger, gather, record, classify, present, data, tables, bar graph, presentation, conclusion, prediction, differences, similarities, theory, hypothesis, dependent variable, independent variable, results

Outcome

Dissecting plants being able to identify and explain each function

Make their own water cycles being able to explain the process clearly



The Rainforest Science

What we should already know...

- Observe and describe how seeds and bulbs grow into mature plants
- Find and describe how plants need water, light and a suitable temperature to grow and stay healthy

As Scientists we will...

- 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 vary between species (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 seed dispersal.
- Identify that animals, including humans, need the right types and amounts of nutrition, and they cannot make their own food; they get nutrition from what they eat



Vocabulary

absorb,
reproduction,
photosynthesis,
sunlight, support,
anchor, attract,
stamen, anther,
stigma, filament,
style, ovary,
petal, sepal, pistil,
pollen, pollination,
nectar, female,
male, fertilisation,
wind, seed
dispersal,
expulsion,
transportation

protein,
carbohydrates,
fats, sugar,
vitamins,
minerals, fruit,
vitamin, vegetable,
meat, grain, seeds

Outcome

Design and make
Mayan masks



Art

What we should already know...

Use sketch books to experiment with artistic ideas of their own in sketchbooks.

Experiment with different techniques and make sensible choices about what to do next to improve.

Deliberately choose to use particular materials, media and techniques for a given purpose

Develop and exercise some care and control over their art work

Express clear preferences and give some reasons

Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.

Talk about the materials, techniques and processes they have used, using an appropriate vocabulary

As Artists we will...

- Use sketch books to collect, record and review artistic ideas from a range of different sources.
- Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.
- Select, and use appropriately, a variety of materials and techniques in order to create their own work
- Reflect upon what they like and dislike about their own work in order to improve it.
- Know about and describe the work of some artists, craftspeople, architects and designers
- Be able to explain how to use some of the tools and techniques they have chosen to work with.

Vocabulary

Construct
Join
Structure
Plane
Shape
Form
Armature
Carve
Recycled
Three dimensional

Outcome

Interpret, compose and perform Mayan Music / Rainforest sounds



Vocabulary

Dynamics: getting louder, getting quieter

Tempo: getting faster, slowing down

Pitch: getting higher, getting lower

Timbres: harsh, mellow, shrill, rasping, smooth

Duration: pulse, metre, rests

Western classical (1600-1910) (e.g. Baroque, classical, romantic), contemporary music, pop, blues, jazz, swing, rock n roll, disco, dance

What we should already know...

- Use their voices to perform songs, chants and rhymes with increasing creativity and expression
- Play tuned and untuned instruments to perform simple patterns and accompaniments keeping to a steady beat.
- Experiment with different instruments and different sounds focusing on dynamic, tempo and pitch.
- Create a sequence with a beginning, middle and end
- Notate musical ideas graphically
- Listen with concentration and understanding to a range of high-quality live and recorded music commenting on dynamics, pitch, tempo and instruments.
- Notice how music can be used to create different moods and effects and can communicate ideas
- Sort instruments into different groups
- Comment on likes and dislikes

Music

As Musicians we will...

- Use their voices with increasing accuracy, control and expression
- Breathe well and pronounce words when singing
- Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy
- Sustain an ostinato
- Listen and recall sounds with increasing aural memory
- Improvise and compose short music patterns by selecting, creating and combining sounds focusing on dynamics, tempo, pitch, and timbre.
- Carefully select sounds to create an effect
- Notate musical ideas on a graphic score
- Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre
- Understand that there are many different styles of music and that music has changed over time
- Comment on likes and dislikes with reasons

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