

Rainforests

We'll be finding out about **Rainforests** and how important they are to us; how they are endangered and what can be done to save them.



Successful learners

Areas of learning

As **mathematicians**, we'll be designing and creating a net to make a 3D model of typical house built in the rainforest, called a 'yamo'.

As **musicians**, we'll be composing music to represent how different rainforest animals move. As **artists**, we will be creating pictures of rainforest animals and plants through first-hand experience of seeing them at The Living Rainforest. As **actors**, we will be exploring many issues through role-play, and will be performing a short play about saving the Rainforests.

We'll be thinking about **Spiritual and Moral issues** related to the Rainforests, and in particular we will be thinking about moral issues surrounding selling off sections of Rainforest.

We'll be **debating** some important issues surrounding rainforest destruction; including how the rainforests can be saved. We'll be making presentations about what we have found out to children in our own and other classes.

Confident Individuals

Mathematics

As mathematicians we will:
Develop our knowledge of 3D shapes and shape nets. We will design our own shape net to create a 3D model of a typical Rainforest house, a 'yamo'. We will also be developing our measuring skills, as we will have to measure our shape nets carefully and accurately.

Responsible Citizens

Creative Arts

While developing our creative skills we will:
Compose our own music to represent how animals in the rainforest move. We will use our first-hand experience from the visit to The Living Rainforest for this. We'll also use this experience to help us create pictures of these animals. We will be putting our acting and dramatic skills to good use – we will explore issues through role play, perform a short play and use our drama to help inspire our creative writing.

Spiritual & Moral

In our Spiritual and Moral development we will:
Explore issues of the destruction of rainforests. We will look carefully at the causes of rainforest destruction, including sections of rainforest being sold off. Importantly, we will also find out why sections are sometimes sold.

Social & Emotional Well Being

While developing our Social & Emotional Well Being we will:
Debate important issues surrounding rainforest destruction. We will also research ways in which the rainforests can be saved. We will also be looking at produce from the rainforest, and will make presentations about our findings to other children in the school.

Essentials for Learning and Life

Using communication

Writing, Presenting & Retelling

Reports
To identify the main points of what has been said and ask questions to clarify meaning
To organise and shape what they say, selecting relevant ideas and using appropriate vocabulary to interest their listeners

Using mathematics

Investigate 3D shapes – create shape nets.
Measure and draw to a suitable degree of accuracy.
Understand and accurately use vocabulary related to position and direction (compass points, simple coordinates).

Using ICT

Finding things out: Prepare information for development using ICT, including selecting suitable sources, finding information, classifying and checking.

Developing ideas and making things happen: How to develop and refine ideas by bringing together, organizing and reorganizing, text tables, images and sound.

Exchanging and sharing information:
To be sensitive to the needs of the audience and think carefully about content and quality when communicating information.

Attitudes

Learning and thinking skills:

Asking relevant questions
Analysing information
Planning how to go about presenting information
Creating ideas for persuasive arguments

Personal and Social Skills:

To understand how people can take actions and have a say in what happens locally and nationally
To consider issues affecting communities, and reflect on the impact of people's actions on others and the environment

SEAL: Going for Goals
Good to be me

RE Skills:

To explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of belief systems
How do Christians prepare to celebrate Easter? (sacrifice, resurrection, new life)
Journeys of Faith

Areas of Learning

Human, social and environmental understanding

Geography Skills: (Knowledge of location of rainforests, and their climate)

To know where significant places are located in the UK, Europe and the wider world
To know how different ways in which people live around the world sometimes have consequences for the environment and the lives of others.

History Skills: (Finding out about animals which have become extinct)
Use a variety of sources to find out about events, people and changes.

Scientific and technological understanding

Design Technology Skills: (Designing a yamo, designing a propagator for a plant)

Develop and explain ideas clearly with design objectives

Measure, mark out, cut and shape materials accurately

Science Skills: (How well do plants grow? and Habitats and minibeasts)

To apply scientific knowledge and understanding to grow healthy plants and explain how humans and other animals stay fit and healthy

To investigate the physical characteristics of the local environment and the living things in it, comparing them with those from another locality.

Understanding the arts and design

Art and Design Skills: (Textiles, based on Rousseu's Tiger - Collage -3D)

To design and create images and artefacts in response to their personal ideas and for clearly defined purposes.

To refine their use of techniques, materials and media.

To use their senses and the world around them to stimulate and develop imaginative ideas that inform their creative work individually and working with others

Musical Skills: Explore, choose and organize musical ideas within musical structures.
Talk about ideas and feelings in relation to music using musical vocabulary.

Understanding physical health and well-being

To explore a range of actions, movements, space and relationships, and how to create dance motifs and compose simple dances

To learn, practice, refine and perform dance phrases with physical control, expression, rhythmic timing, musicality and an awareness of other performers.