

LKS2 Topic Title: Rainforests

Term: Autumn 1

Weeks: 7 Weeks

Events:

Subject	NC Objectives	Learning Outcomes & Assessment
Geography	<p>Content</p> <p>Locational knowledge</p> <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, the Tropic of Cancer, the Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere. <p>Place knowledge</p> <p>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</p> <p>Human and physical geography describe and understand key aspects of:</p>	<p>All children should be able to</p> <ul style="list-style-type: none"> • name some countries where rainforests are found. • label a map to show countries where rainforests are found. • find the Equator on a map. • tell you that rainforests are found near the Equator. • describe what the weather is usually like in a tropical climate. • name the four layers of a rainforest. • tell you about the climate in each layer. • tell you more about one animal living in a rainforest. • tell you some similarities between the Amazon rainforest and a forest in England (ie: Sherwood Forest). • tell you some differences between the Amazon rainforest and a forest in England (ie: Sherwood Forest). • tell you what deforestation means <p>Most children will be able to</p> <ul style="list-style-type: none"> • tell you more about one country where rainforests are found. • use an atlas to find countries of the world where rainforests are found. • can find the tropics of Cancer and Capricorn on a map. • tell you that rainforests are found between the tropics of Cancer and Capricorn. • tell you about the plants found in each layer. • name some animals that live in each layer of <p>Some children will be able to</p> <ul style="list-style-type: none"> • tell you the difference between weather and climate. • tell you some animals that live in each layer. • explain why different animals live in different layers.

- physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

	<ul style="list-style-type: none"> ▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	
Art	<p>Content</p> <p>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]</p> <ul style="list-style-type: none"> ▪ about great artists in history. <p>Aims</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and analyse creative works using the language of art ▪ know about great artists, and understand the historical and cultural development of their art forms. 	<p>All children should be able to</p> <ul style="list-style-type: none"> • Use paint or other art media to produce an image of the rainforest <p>Most children will be able to</p> <ul style="list-style-type: none"> • Talk about the life and paintings of Henri Rousseau • Describe artists similar to Rousseau and their work noting similarities and differences <p>Some children will be able to</p> <ul style="list-style-type: none"> • Discuss what sort of artist Rousseau was.
Science	<p>Y3 - Animals including humans (See Science MTP)</p> <p>Y4 – Living Things and Their Habitats (See Science MTP)</p>	<p>Y3</p> <p>All Children will:</p> <ul style="list-style-type: none"> • Understand that plants and animals obtain food in different ways. • Identify the right types and demonstrate they understand the right amounts of nutrients for animals including humans. • Name the different types of skeletons as well as identify and categorise animals based on the type of skeleton it has.

• Identify the main bones in the body and how a skeleton protects, supports and helps the body to move.

• Explain how pairs of muscles work together to enable movement.

Most children will be able to...

- Explain the different ways that plants and animals including humans obtain food.
- Explain the difference between food groups and nutrient groups.
- Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet.
- Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move.
- Set up a simple practical enquiry and write an explanation for their findings.

Some children will be able to...

- Explain why humans need some types of nutrients.
- Identify the similarities and differences between animals based on their diets.
- Identify the pros and cons of different types of skeletons and explain how the different parts of a skeleton work.
- Extend their knowledge by identifying the main bones in the skeleton of animals other than humans.
- Make modifications to their practical enquiry while conducting it and be able to write a conclusion that links their findings to support or refute general scientific ideas.

Year 4

All children will be able to...

- Sort living things into groups.
- Generate questions about animals.
- See similarities and differences between vertebrates.
- Identify vertebrate groups.
- Identify the characteristics of living things.
- Suggest how to have a positive effect on the local environment.
- Record observations on a map.

		<ul style="list-style-type: none"> • Name some endangered species <p>Most children will be able to...</p> <ul style="list-style-type: none"> • Generate criteria to use to sort living things. • Sort living things into a Venn diagram. • Sort living things into a Carroll diagram. • Use questions to sort animals using a key. • Use a key to identify invertebrates by looking at their characteristics. • Use the characteristics of living things to sort them using a classification key. • Show the characteristics of living things in a table. • Create a classification key. • Identify dangers to wildlife in the local and wider environment. • Record observations in a table. • Write a report. • Present findings to the class. <p>Some children will be able to...</p> <ul style="list-style-type: none"> • Explain, using evidence, how they have identified invertebrates. • Explain in more detail how changes to the environment have affected endangered species.
<p>PSHCE</p>	<p>Y3 - Being Me in My World (Jigsaw planning) Y4 – Being Me in MY World (Jigsaw Planning)</p>	<p>All children will be able to...</p> <ul style="list-style-type: none"> • Recognise their worth and identify positive things about themselves and their achievements. • face new challenges positively. • understand why rules are needed. • understand that their actions affect themselves. <p>Most children will be able to...</p> <ul style="list-style-type: none"> • set personal goals • make responsible choices and ask for help • understand how rules relate to rights and responsibilities • understand that their actions affect others • make responsible choices <p>Some children will be able to...</p>

		<ul style="list-style-type: none"> • value themselves and know how to make someone else feel welcome and valued • recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • know how to make others feel valued • understand that behaviour brings consequences • work cooperatively as part of a group • understand their actions affect others and try to see things from their points of view
RE	<p>Y3 - A1 Worship, rituals and ways of life. (3 weeks) Creation Stories (Christian, Muslim, Aboriginal) B1 Impact of belief on choices (2 weeks) Pupils create a code of living of their own, coming up with rules for a happier world and guidelines that would make Kirklees and Calderdale the best places to live for everyone Harvest Festival</p> <p>Y4 - A1 Worship, rituals and ways of life. (3 weeks) Creation Stories (Sikh, Buddhist, Humanist) B1 Impact of belief on choices (2 weeks) Pupils create a code of living of their own, coming up with rules for a happier world and guidelines that would make Kirklees and Calderdale the best places to live for everyone Harvest Festival</p>	<p>A1 - Describe and make connections between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>B1 - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities.</p> <p>All children will...</p> <ul style="list-style-type: none"> • know that there are different religions that have different ideas about how life began. • Know that there are similarities and differences between different religious beliefs about the same event. • Understand that all societies have a set of rules • Know that different religions celebrate significant times of the year in different ways. <p>Most children will be able to...</p> <ul style="list-style-type: none"> • Know the names of at least three different religious belief systems • Be able to talk about the creation story in at least three different religious belief systems

		<ul style="list-style-type: none"> • Identify differences and similarities between creation stories in different religions. • Know that rules are there to help people live happier, fulfilled lives. <p>Some children will...</p> <ul style="list-style-type: none"> • Understand the significance of and the role that specific festivals and celebrations serve within religious communities. • Know that behaviour has consequences, based upon the rules that operate within a specific community.
Computing	Y3 – We Are Programmers Y4 – We Are Software Developers See Switched On Planning.	<p>Y3</p> <p>All children will...</p> <ul style="list-style-type: none"> • Be able to boot up a laptop computer and open a specific programme • Know how to insert different shapes into a Word document and manipulate them within that document. • Be able to save a document to desktop. • Know how to safely shut down a laptop computer. <p>Most children will...</p> <ul style="list-style-type: none"> • Use a text box in Word • Change the size, colour and style of a font • Understand what a flow chart is <p>Some children will...</p> <ul style="list-style-type: none"> • Be able to write a flow chart • Identify bugs in a flow chart. <p>Y4</p> <p>All children will...</p> <ul style="list-style-type: none"> • Design an interactive educational game • Develop an interactive educational game • Put Scratch blocks into the right order for their game • Use the <i>if/then/else</i> block correctly • Use the keyboard for input and the screen for output <p>Most children will...</p> <ul style="list-style-type: none"> • Use a <i>repeat</i> block correctly • Keep track of random numbers and the score • Integrate sound into their game • Correct mistakes in their game

		<p>Some children will...</p> <ul style="list-style-type: none"> • Use a countdown timer • Use the mouse to control the game • Explain how the algorithm that underlies their game works • Use logical reasoning to detect and correct bugs in their games
<p>PE</p>	<p>Invasion games Content Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance Year 3 only: 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>Aims Develop competence to excel in a broad range of physical activities Are physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives.</p>	<p>All Can adapt throwing technique to ensure success in a variety of activities (control) Displays an understanding of fair play, working well with others and leading a small group</p> <p>Most Can adapt throwing technique to ensure success in a variety of activities (control) Displays an understanding of fair play, working well with others and leading a small group Utilise changes of direction, speed & level during performances/competition to succeed Demonstrates a developed understanding of how the body changes/functions during exercise</p> <p>Some Can adapt throwing technique to ensure success in a variety of activities (control) Displays an understanding of fair play, working well with others and leading a small group Utilise changes of direction, speed & level during performances/competition to succeed</p>

		<p>Demonstrates a developed understanding of how the body changes/functions during exercise Select and utilise appropriate tactics and techniques to cause problems for opponents</p> <p>Year3 only throughout the year: Swim 25-50m unaided, demonstrates proficiency in a range of strokes at the surface and below</p>
<p>French</p>	<p>Y3 - Essentials 1</p> <ul style="list-style-type: none"> • Greetings • My Family <p>Y4 – Essentials 1 (revisit – greetings)</p> <p>Unit D - Playtime See Salut! planning.</p>	<p>Y3</p> <p>All children will...</p> <ul style="list-style-type: none"> • Understand simple words and phrases • Be able to repeat simple words and phrases • Understand some simple instructions and follow them • I can recognise and understand some • individual written words, and match them to pictures. <p>Most children will...</p> <ul style="list-style-type: none"> • Be able to pick out familiar words and phrases from spoken sentences • Join in with simple songs and rhymes • Recognise a question • Answer a question to give basic information using simple words and phrases <p>Some children will...</p> <ul style="list-style-type: none"> • Write short simple responses to spoken questions • Express opinions using simple words and phrases. • I can recognise familiar words and phrases in a spoken story or poem. <p>Y4</p> <p>All children will...</p> <ul style="list-style-type: none"> • Pick out familiar words and phrases in spoken sentences • Understand the main points, including simple opinions, from a short spoken passage <p>Most children will...</p>

		<ul style="list-style-type: none"> • Identify phonemes which are the same, or different to, those in the English language • read and pronounce the most common letters and letter strings in French • say when they don't understand or ask for a question to be repeated • Can recognise negatives <p>Some children will...</p> <ul style="list-style-type: none"> • understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. • I can ask for simple opinions, and give my own, e.g. likes and dislikes. • I can write some phrases and simple sentences from memory.
<p>Music</p>	<p>Y3 - Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble.</p> <p>Recorders (Kirklees Musica lead)</p> <p>Y4 – Playing with patterns (Musical Express Y4 planning)</p>	<p>Y3</p> <p>All children will...</p> <ul style="list-style-type: none"> • Sing as part of an ensemble, simple songs including action songs • Know how to control breathing so that singing is more accurate • Match actions to songs • Develop an enthusiasm and joy in the singing experience <p>Most children will...</p> <ul style="list-style-type: none"> • Understand and be able to take part in a round • Suggest ideas to improve the singing of a song <p>Some children will...</p> <ul style="list-style-type: none"> • Develop the confidence to lead a small group of children in their singing • Sing solo a known song. <p>Y4</p> <p>All children will...</p> <ul style="list-style-type: none"> • Play an instrument as part of an ensemble • Identify patterns in simple pieces of music • Join in with body percussion patterns <p>Most children will...</p>

		<ul style="list-style-type: none">• Identify rests (gaps) in a musical phrase• Identify rhythm patterns in a piece of music• Improvise rhythms and rhythm patterns <p>Some children will...</p> <ul style="list-style-type: none">• Use musical instruments as part of a performance• Demonstrate their knowledge of rhythmic patterns by creating an improvised pattern to a piece of music• Demonstrate their knowledge of rhythmic patterns by composing and playing a piece of music.
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