

## Term: Summer 2 2021-22 LKS2 year 3/4

Learning Challenge Question: <b>Are Rainforests really important?</b> Homework: Research and present something about the rainforests <b>WOW – Trip to Martin Mere</b>
<b>Week 1: What and where is the Rainforest?</b> What do I already know? What do I want to find out? Geography LI: I can locate the Amazon Rainforest using Google Earth Find Ladybridge Primary School using Google Earth, zoom out to see location in UK and world. Then search and find Amazon Rainforest. Zoom out and record position on map. Geography LI: I can describe the key aspects of a tropical climate Label the equator, the tropic of Capricorn and tropic of cancer on a map. Describe the climate in this region.
<b>Week 2: Who and what lives in the Rainforest?</b> Science LI: I can identify and classify things that live in the Rainforest Children to explore exotic and unusual plants and animals that live in the rainforest. Children to match descriptions with pictures to identify. Discuss different ways to group. Science LI: I can name different parts of a flower Children to identify, label and match function of different parts of flowering plants. Describe pollination, seed formation and seed dispersal.
<b>Week 3: How does the canopy grow so high?</b> Science LI: I can investigate how water is transported within plants Plan investigation, make predictions, make accurate recording of findings over time. Geography LI: I can describe and understand the features of the layers of a rainforest I can label the layers of the rainforest and describe each one.
<b>Week 4: How did an artist imagine a rainforest?</b> Art LI: I can reflect on the work of Rousseau Art LI: I can collage materials to represent a rainforest
<b>Week 5: What would I imagine in a rainforest?</b> Art LI: I can explore different materials to represent flowers, plants or animals in the rainforest. Art LI: I can reflect on my art
<b>Week 6: Reflection- create a double page spread.</b>

Class novel: The Great Kapok Tree- Lynne Cherry
Writing Genres: Weeks 1-3: Newspaper report- link to Martin Mere trip Weeks 4-6: Persuasive letter- write to persuade Brazilian government to stop deforestation
RE: What do different religions believe about God?
French: Family

## Links and skills

<b>Geography</b> <b>Locational Knowledge:</b> <ul style="list-style-type: none"><li>• know the location of the world's countries.</li><li>• know their environmental regions, key physical and human characteristics.</li><li>• know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li></ul> <b>Human and physical geography:</b> <ul style="list-style-type: none"><li>• understand what is meant by physical geography, including: climate zones, biomes and vegetation belts.</li></ul> <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"><li>• I can use maps, atlases, globes and digital/computer mapping to locate countries.</li><li>• I can use the four points of a compass.</li><li>• I can use four-figure grid references.</li><li>• I can use symbols and key.</li><li>• I can build my knowledge of the UK and the wider world using maps.</li></ul>
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<b>Science OT PS IC</b> <b>Plants:</b> <ul style="list-style-type: none"><li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li><li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li><li>• investigate the way in which water is transported within plants</li><li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li></ul> <b>Living Things and Their Habitats:</b> <ul style="list-style-type: none"><li>• recognise that living things can be grouped in a variety of ways</li><li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>• recognise that environments can change and that this can sometimes pose dangers to living things</li></ul>
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<b>Computing</b> (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. <ul style="list-style-type: none"><li>• I can touch type all keys on keyboard (using BBC Dance Mat).</li><li>• I can select, use and combine a variety of software (including internet services).</li><li>• I can design and create a range of programs, systems and content</li><li>• I can produce documents and presentations with increasing competence, incorporating different layouts and effects as appropriate.</li><li>• I can create documents and presentations for a purpose to share information with others, e.g. I can produce newspaper / leaflet.</li><li>• I can begin to show an awareness of audience.</li><li>• I can share information with link class in another school to find out about a different locality.</li></ul> <b>Art</b> <b>Collage:</b> <ul style="list-style-type: none"><li>• know about great artists in history - <b>Rousseau</b>.</li><li>• I can use collage materials to represent objects, as well as imaginative work.</li><li>• I can embellish my work, using a variety of techniques and different materials, using their own and</li></ul>
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