

**As Readers we will:**

Use these texts to support our learning especially in geography & English:

- Kensuke’s Kingdom (fiction)
- The Explorer (fiction)
- Amazon Rainforest (non-fiction)
- Primates (non-fiction)
- Deforestation (non-fiction)
- Indigenous tribes (non-fiction)

**As Authors we will complete:**

- Descriptive writing
- Non-chronological report – orangutans / primates
- Instructions – how to survive in a rainforest
- Adventure story – set in a rainforest

**As Scientists we will:**

- Learn about living things and their habitats including life cycles of a mammal, amphibian, insect and bird.
- Explore animals including humans and describe the changes as humans develop to old age.
- Learn about linked scientists: Dr Wangari Maathai and Jane Goodall.

Opportunities/situations where children will develop BELIEVE:

**As Artists/Designers we will:**

In art, we will focus on paint and colour using the work of Amy Bennet.

In DT we will design, make and evaluate a stable structure that is able to support weight.

**As Historians we will:**

Complete a study of earlier civilizations – know about the indigenous tribes of the Amazon and how their lives have changed over time, and explain the reasons for this.

**As Geographers we will:**

- Describe and understand forest biomes and grassland biomes.
- Label the layers of a rainforest.
- Know what deforestation is and the impact of it on the environment.
- Know key differences between living in the UK and South America.
- Locate rainforest locations on a map.

**As Digital Leaders we will:**

- Use digital and computer mapping to locate countries.
- Share information we find using Keynote to present to the class / in our class assembly
- Complete Coding - Loops Nested Loops and Selection If Statements

**Children’s ideas:**

The children would like to go on a trip to find out more information (Twyccross Zoo). They are particularly keen to find out about the animals that live in rainforests and explore how rainforests are at risk for a number of reasons.

**RAINFORESTS**

*Is it justified to prioritise consumerism over the environment?*



**Authentic Outcome:** Class assembly showcasing learning and presenting our response to the Theme question

**Critical Audience:** Members of the school community

**Concepts:** Sustainability, choice, consequence, influence, displacement, human rights

**Vocabulary:** rainforest, tropics, northern, southern, hemisphere, equator, canopy, understory, emergent, undergrowth, compass, biome, cardinal, inter-cardinal, indigenous, tribe

**As Musicians we will:** recognise characteristic ensembles from different cultures and traditions. Read music from standard notation on a 5-line stave.

**As Sportspeople we will:** develop skills in dance and invasion games (tag rugby).

**As Citizens we will:** study the impact of humans on our global wildlife population and consider the impact of conservation on native tribes.

Be Kind	Earn Respect	Live Responsibly	Include Others	Embrace Challenge	Value Difference	Experience Life
Understand and articulate the impact of deforestation on animals and the human race	Reflect on how humans impact the environment & how our own actions can make a difference. Expressing opinions respectfully.	Bake sale to raise money for the Orangutan Foundation. Recognise that we can make a difference.	Exploration of the world beyond what we know.	Challenge ourselves to make changes towards sustainability through considering human impact on the environment.	Learning about indigenous tribes and different ways of life. Learn about Sikhism & Hinduism in R.E.	Visits & visitors: Rainforest workshop Twyccross zoo