

## Topic / History

- 1) **What is the Rainforest?** Weather patterns, compare with UK.
- 2) **Where are the Rainforests?** - compare different Rainforests and the continents they're on. World maps.
- 3) **Who discovered it?** (History link) *Discovery - evidence to build a picture.*
- 4) **Who and what lives in the Rainforest?** *Native tribes, evidence to reconstruct life. How do people survive? Layers of the Rainforest - emergent layer, canopy, understorey and forest floor. Explore the animals that live in the different layers.*
- 5) **What is happening to the Rainforest and what does the Rainforest provide for us?**
- 6) **Dangers and deforestation.** *Why is this a problem? Library and research (usefulness of sources).*

## English - cross curricular links

Persuasive letter writing - save the animals of the Rainforest.

Explanation writing - what happens if we cut down the rainforest?

## Art / DT

**Food tech T3-** Light bites, plan & make own hot snack

**Collage and layering** - watercolour background, layer on trees (different layers of the rainforest) include animals.

**Printing** - tribal wear, animal prints.



## Assessment:

It's so far away... Why is the Rainforest important to us?  
**Geography** - Deforestation, The Rainforest  
**History** - exploration of the Rainforest

## PE

T3 indoor dance, outdoor hockey  
T4 indoor gym, outdoor - basketball / netball

## Science

T3 - Electricity  
T4 - Sound

## French

T3 - *Habitats*  
T4 - *At the café*

## RE

T3 - What can we learn from religions about deciding what is right and wrong?  
T4 - Why is Jesus inspiring to some people?

## PSHCE

**Whole school** - citizenship and our local community. British values.

Careers week

**Stunning start** - KIC theatre.

**Marvellous middle** - Bush tucker trial, foods found in the Rainforest. Create a topic board for a display in the classroom, concentrate on the different layers of the Rainforest and the animals found in each layer. Pretend to destroy it overnight to show the destruction of the rainforest.

**Epic ending** - Assessment piece.

## Key vocab:

vegetation	soil
emergent layer	canopy
understorey	forest floor

## Computing

T3 - Controlling physical systems:  
Lego - we do  
Internet safety day (February)  
T4 - Coding - We are toy designers.