

# Year 3: Rainforests

## 1. Key Vocabulary

**English** - Predict, Insight, Highlight, Involve, Investigate, Item Site, Primary, Sphere, Recover, Straightforward, Survey

**Maths** - greater than, decade, carry, distance, exchange, finite, perpendicular, interpret, layout, proportion, fifth, practical

**Science**- inferred, allocation, photosynthesis, protein, pollen, nutrients, pollination, carbohydrates, seed dispersal, muscles, seed formation, joints

**History** - Calendar, Decipher, Timeline, Period, Artefact, Government, BC. Before Christ, Ancient, AD. Anno Domini, Civilisation, City State

**Geography** - Humid, Forest, Habitat, Deforestation, Temperate, Equatorial, Tropical, Climate Zone, Biome, Canopy, Vegetation, Forest floor

**PSHE**—incompatible, induced, bulk, ceases, implicit, denote, panel, invoked Thereby, virtually

**Art/DT**- genre, fantasy, palette, lush, impressionist, illustrational, post-impressionist, sophistication, childlike, amateur, dreamlike, repetition, oven, sharp, bake, crisp, seasoned, spicy, unseasoned, salty, tangy, condiment, flaky, creamy

**RE** - fasting, Ramadan, self-discipline, charity, Eid, Zakar al Fitr, Obedience, Sacred, Torah, Scroll, Respect, Tolerance

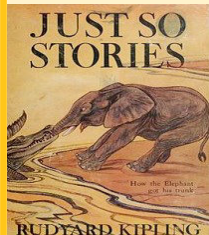
**PE** - release, batter, fielder, co-ordination, accuracy, combination

**Music** - major, sequence, minor, narrative, accents, timbre, major chord, effective, minor chord, atmosphere, mystery, practice

**Computing** -dashboard, forms, repeat, at sign @, restore, e-mail, return, domain name, icon, collection, script, discrete

**Spanish** - el perro/los perros, el lapiz, el gato/los gatos, la regla, el raton/los ratones, el estuche, la tortuga/las tortugas, el boligrafo, el conejo/ los conejos, los creyones, el pajaro/los pajaros, la goma, me gusta/mi animal favorito, tengo/ hay

## 4. English



This term we will be learning about biographies. We will learn the features of and how to write our own biographies and autobiographies as key informational texts. We will be exploring Benjamin Zephaniah's poetry. Children will also be developing their inference, planning and creative writing skills while exploring the book 'Just So Stories' by Rudyard Kipling. Children will be developing their editing, vocabulary, handwriting and SPaG too, learning how to 'level-up' their sentences and write to a higher standard.



## 2. Curriculum Knowledge

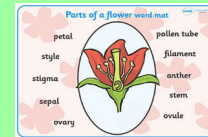
- To read and write stories inspired by Just So Stories by Rudyard Kipling.
- To evaluate and create biographies and autobiographies.
- To write and perform poems inspired by Benjamin Zephaniah.
- To use knowledge of mathematical operations to solve real life word problems.
- To investigate money and making different amounts with change.
- To name different parts of a flowering plant, explore their lifecycles and compare different species.
- To identify where the world's rainforests are, why they are located there and explore their climates.
- To use maps and atlases to locate the world's rainforests.
- To investigate the impact of deforestation and the reasons why this is occurring.
- To explore the Ancient Maya civilisation and compare it to the Ancient Egyptians'.
- To develop an understanding of what life was like in the times of Ancient Maya.
- To experiment with different artistic techniques and create a piece in the style of a focus artist.
- To create a brand of chips and dips for a rainforest feast.



	Enterprise	Communication	Well-Being	Possibilities	Environment
<b>Drivers:</b>	DT: sustainable product design.	English: performance skills for poetry.	PSHE: mindfulness and growth-mind set.	Maths: how currency is used every day.	Geography: deforestation and climate change.

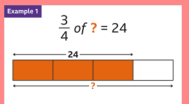
## 6. Science

Children will investigate the different parts of flowering plants and learn to label them. They will explore the plants' requirements for life and growth and inspect how these vary from plant to plant. They will also learn plants lifecycles including pollination, seed formation and dispersal. Children will be working scientifically to investigate and compare the effect of different factors on plant growth.



## 5. Maths

Children will begin the term by developing their understanding on fractions. We will be adding and subtracting fractions. Children will also be finding the fractions of set amounts.



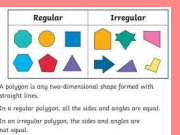
We will then be looking at money, converting pounds and pence as well as finding change from amounts



Following this, we will be looking at time. We will be telling the time to the nearest minute, using digital clocks, am and pm, roman numerals and exploring duration. We will look at all units of time—years, months, days, hours, minutes and seconds.



We then will look at properties of shapes including turns, angles, parallel and perpendicular, horizontal and vertical, 2D and 3D shapes and polygons.



Finally, we will look at pictograms, bar charts and tables.

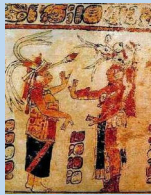


## 7. History/ Geography

Children will investigate the ancient civilisation of the Mayans, exploring the culture and history of these people. They will learn about their way of life, where they lived, their religion and hierarchy as well as investigating why the civilisation ended. They will be able to draw comparisons between other ancient civilisations studied in the Autumn Term.



In Geography, children will be learning about the rainforests of the world, focusing on those found in Central/South America. They will learn about the different flora (plants) and fauna (animals) found in the rainforest as well as the climates in which they survive. Children will explore the different layers of the rainforest and the role they play in the rainforest habitat. They will also investigate where the Earth's rainforests lie and the reasons why they thrive in these climate zones. Using maps and atlases, children will be taught how to locate the different rainforests across the planet, developing their geographical skills.



Children will also investigate deforestation and its detrimental effect on our planet. They will explore why this is occurring and what we can do to help the problem at hand.

## 10. Spanish

Children will be recapping the names of animals from Year 2 and talk about animals they like and which are their favourite, using Me gusta, mi animal favorite. Children will look at possession and discuss the animals they have as pets and those that they don't, using tengo/ no tengo.

Children will learn the vocabulary around classroom items such as pen and pencil. They need to use tengo/ no tengo/ hay to describe what they have in their pencil cases or on their tables.



## 7. RE

In Summer 1, the focus will be on Islam: Ramadan and Eid Al Fitr



The children will learn about why Muslims fast during Ramadan, how fasting helps Muslims to grow closer to Allah and to each other and what lessons can be learnt from Ramadan by everyone. They will also explore how Muslims celebrate Eid.

For Summer 2, the children will learn about Judaism: Abraham.

The will explore why Abraham is important to Jews and how the Torah helps Jewish people to understand what being Jewish means.



## 8. PSHE

Summer 1: In this unit, the children will think about why people smoke and the effects of smoking on the human body. They will review their previous learning on risks and the importance of using household products and medicines safely.

Summer 2: The children will think about what makes a good friend and how we maintain positive friendships. They will consider how we mend friendships when we have disagreements. They will develop their understanding that everyone is unique and how we show respect to ourselves and others. They will develop their understanding of the importance of personal space.

## 11. Computing

Children will be learning how to code using purple mash. They will be creating their own animations and relate them to the theme of rainforests. In order to achieve this, children will learn how to use flowcharts, timers. Children will be learning how to test, debug programmes. Children will be required to choose their own background and be able to use variables on purple mash.

## 3. Art/ DT

We will be exploring the work of the painter Henri Rousseau and creating our own paintings based on his work. We will be exploring colour mixing, how to create lighter and darker shades, brush control to create different strokes and perspective.



In DT, children will be designing, making and evaluating their own brands of corn based tortilla chips and dips for a rainforest feast. This will focus on the product design process and link to our sustainable foods (rainforest) topic.



## 12. Music

The children are learning to combine different sounds to create a specific mood or feeling. They are able to listen to each other's compositions and offer critiques. Children can improve their work.



This term, the instrument focus is the recorder— playing clear notes and using these in their compositions.

## 13. PE

At Bonneville, children will be going swimming every Thursday and learning basketball on Tuesdays.

At Jessop, children will be going swimming every Friday.

At Stockwell, children will be learning Cricket.

