

## LKS2 Topic: The Rainforests

This engaging topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there! Along the way they will develop their skills by creating reports, creating their own rainforests, and becoming David Attenborough!

Block	Key N.C. Objectives	Outcome
<b>Block A</b> Introducing the Rainforests [3 sessions]	<b>Geography, English, D&amp;T and Computing</b> <ul style="list-style-type: none"> <li>To locate vegetation belts around the world.</li> <li>To identify the position and significance of latitude, longitude, Equator.</li> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use search technologies for locating information.</li> <li>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>To skim and scan non-fiction non-chronological report writing for relevant features;</li> <li>To participate in role-play.</li> <li>To generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.</li> <li>To select from and use a wider range of tools and equipment to perform practical tasks.</li> </ul>	<i>Discover key information about world rainforests. Learn through a range of challenges such as creating a Senses Journey, completing a rainforest word definition game, generating a question and answer display and making a 3D map of a rainforest. Research a report using the internet and finally present a David Attenborough style rainforest documentary.</i>
<b>Block B</b> Layers of the Rainforest [4 sessions]	<b>Geography, D&amp;T, Science, Art and English</b> <ul style="list-style-type: none"> <li>To locate vegetation belts around the world.</li> <li>Locate the world's countries concentrating on their environmental regions, key physical characteristics.</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>Recognise that living things can be grouped in a variety of ways.</li> <li>Develop art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.</li> <li>To choose relevant information to create a non-fiction non-chronological report.</li> <li>Use search technologies for locating information relevant to suggested themes.</li> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>	<i>Understand the four main layers of a rainforest. Find out about the plants and the creatures that grow in the different layers and how they are adapted to live there. Create a classroom display of 'Rainforest Layers' and write miniature factual books. Construct group dioramas illustrating the different layers that make up a rainforest.</i>

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<p><b>Block C</b> Life in the rainforest [6 sessions]</p>	<p style="text-align: center;"><b>Geography, English, Art, D&amp;T and Dance</b></p> <ul style="list-style-type: none"> <li>• Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food.</li> <li>• Understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs and use further organisational and presentational devices to structure text and to guide the reader.</li> <li>• To use research and develop design criteria to functional products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• To use design techniques, consider the aesthetic appearance of an object.</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> <li>• To perform dances using a range of movement patterns.</li> </ul>	<p><i>Explore the life of tribal families who live in the rainforest and compare the way they live to your own family life. Celebrate the life of tribal people by sharing a feast of food and drink from the rainforest, and by teaching others what has been learnt about tribal designs and shelter building.</i></p>
<p><b>Block D</b> Creatures of the forest [5 sessions]</p>	<p style="text-align: center;"><b>Geography, D&amp;T, Science, Art and English</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>• Select from and use materials, including construction materials and textiles, according to their functional properties and aesthetic qualities.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways.</li> <li>• Identify the audience for and purpose of their writing, selecting the appropriate form, noting and developing ideas.</li> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> </ul>	<p><i>Learn about the food resources available in the rainforest for the creatures and peoples who live in the rainforests. Create dioramas of the four layers of the rainforest, including the creatures found in these layers and research how rainforest creatures have adapted to life in their forest layer.</i></p>
<p><b>Block E</b> Musical forests [3 sessions]</p>	<p style="text-align: center;"><b>Geography, D&amp;T and Music</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> <li>• Select from and use materials, including construction materials and textiles, according to their functional properties and aesthetic qualities.</li> <li>• Produce creative work, exploring their ideas and recording their experiences.</li> </ul>	<p><i>Learn about the climate and rainfall facts of temperate and tropical rainforests; listen to and discuss the sounds of rainforest creatures and rain; recreate a rainstorm using your hands and body parts; make rain-sticks, pan-pipes and xylophones. Compose a musical composition, inspired by the sounds of the rainforest, entitled 'A Day of Rain' and perform it.</i></p>

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<p><b>Block F</b> The rainforest under threat [7 sessions]</p>	<p><b>Geography, D&amp;T, Science, Art, PHSE and English</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest.</li> <li>• Explore the effect humans can have on their environment.</li> <li>• Appreciate and understand a wide range of high-quality recorded music.</li> <li>• Adopt, create and sustain a range of roles, responding appropriately to others in role.</li> <li>• Become more familiar with and confident in using language in a variety of situations and for a variety of role play situations.</li> <li>• Sequence a story through words and pictures.</li> <li>• Write in poetic style.</li> <li>• Develop art techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• Use research and develop design criteria to functional products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Develop feelings of empathy towards others and to explore world concerns.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Use search technologies for locating information relevant to suggested themes.</li> </ul>	<p><i>Learn about the destruction of the rainforest. Research the arguments for and against deforestation and make an interactive wall display to show your learning, showcase this in a class debate. Reflect on the learning and write a final poem.</i></p>
<p><b>Block G</b> Saving the rainforest [4 sessions]</p>	<p><b>Geography, Science, D&amp;T, Computing and English</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest.</li> <li>• Explore the effect humans can have on their environment.</li> <li>• Develop design criteria to functional products that are fit for purpose.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Use search technologies to locate information.</li> <li>• Use technology safely, respectfully and responsibly.</li> <li>• Plan and give a presentation; Speak clearly to an audience.</li> </ul>	<p><i>Learn how to save the rainforests! Investigate the link between deforestation and climate change. Create a climate change information video to raise awareness. Begin to take action and make insect animal homes, bird feeders and plant your own mini forests and gardens. Promote awareness of this important issue.</i></p>