



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
Year 3	Spring	Rainforests	History	NA		
Year 3	Spring	Rainforests	Geography	To know the eight points of a compass and identify when it can be used. To know why four grid references and Ordnance Survey maps are used.	To be able to use the eight points of a compass. Begin to use four reference grids, symbols and a key. To be able to read and use Ordnance Survey maps. To be able to investigate, compare and contrast the environmental regions of Europe, North America and South America - Investigation into the Amazon Rainforest and the impacts of deforestation.	Temperature, rainfall, environment, landscape, transport, pollution, rainforest, tropical Settlement, county, human characteristics, physical characteristics, mountains, volcanoes, geology, non-European, deforestation, rainforest, tropical, temperate, Mediterranean, humid, climate,
Year 3	Spring	Rainforests	RE	To understand who is a Sikh and what they believe in. To understand who is a Buddhist and what do they believe in	Be able to use religious keywords, to explain what religious people believe about the nature of God Be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today Be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God Be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. Be able to describe what a believer might learn from a religious story Be able to begin to make links between the different religions and their similarities Be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules Be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way Be able to use religious vocabulary to explain ways of life Be able to compare the understanding that religions give people a sense of longing and identify the similarities and differences Be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own Be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer Be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions Be able to ask important questions about life and compare with others	Guru Nanak, Amrit, 5Ks, langar, Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban. Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Year 3	Spring	Rainforests	Art	<p>Know that different pencils leave different marks</p> <p>Know the opposite of negative shape is a negative shape</p> <p>Know the proportion for drawing faces</p> <p>Know how a colour wheel is constructed and how colours are created</p> <p>Know how the process of Batik works</p> <p>Know how to create a sketchbook</p>	<p>Drawing</p> <p>As Year 2, plus</p> <p>Experiment with the potential of various pencils (2B - HB) to show tone, texture etc</p> <p>Encourage close observation of objects in both the natural and manmade world</p> <p>Observe and draw simple shapes</p> <p>Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it</p> <p>Make initial sketches as a preparation for painting and other work</p> <p>Encourage more accurate drawings of people - particularly faces looking closely at where the detail they have</p> <p>Colour: Build on KS1-</p> <p>Extend exploring colour mixing to applying colour mixing</p> <p>Make colour wheels to show primary and secondary colours</p> <p>Introduce different types of brushes for specific purposes</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist</p> <p>Pointillism - control over coloured dots, so tone and shading is evident</p> <p>Texture: Build on all previous experiences</p> <p>Use smaller eyed needles and finer threads</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape</p> <p>Awareness of the nature of materials and surfaces - fragile, tough, durable</p> <p>Tie dying, batik - ways of colouring or patterning material.</p> <p>Look at artists like Linda Caverley, Ellen Jackson, Alison King</p> <p>3D Form</p> <p>Use the equipment and media with increasing confidence</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence</p> <p>Plan and develop ideas in sketchbook and make simple choices about media</p> <p>Understand the different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p> <p>Printing</p> <p>Use the equipment and media with increasing confidence</p> <p>Use relief and impressed printing processes</p> <p>Use sketchbook for recording textures/patterns</p> <p>Use language appropriate to skill</p> <p>Discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monoprinting on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately</p> <p>Explore Pointillism</p> <p>Pattern</p> <p>Search for pattern around us in world, pictures, objects</p> <p>Use the environment and other sources</p> <p>Make own patterns, printing, rubbing</p> <p>Use sketchbooks to design own motif to repeat</p> <p>Create own patterns using ICT</p> <p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths - symmetry</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
Year 3	Spring	Rainforests	Computing	<p>To know how to manipulate an image.</p> <p>To know how to analyse and evaluate an output.</p> <p>To know how to problem solve.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>Use technology safely and respectfully, keeping personal information private and identify where to go for help and support.</p> <p>Select, use and combine a variety of software to create content that accomplishes a given goal.</p>	<p>Photography, data, manipulate, edit/editing, media, image, input, output, analyse, evaluate, present, problem solve.</p>

Year 3	Spring	Rainforests	DT and Cooking and Nutrition	To know when foods are grown, understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. To know how to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To know which tools to use for specific functions of a product To know how to design and annotate drawings	Develop own design criteria to inform their ideas Create prototypes to model ideas Choose and use correct tools and understand why they have chosen them Use their design criteria and the build and create To create a product to enterprise for the wider industry (community)	Reared, caught, processed, savoury, innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control
Year 3	Spring	Rainforests	Music	To know how to recreate sounds using untuned percussion instruments. To know about Brazilian musicians and music. To know how to evaluate a performance.	Improvise and compose, play and perform and know about history of music: improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using voices and musical instruments with increasing accuracy and control. Develop an understanding of the history of music.	Genre, style, composer, appreciate/appreciation, genre, musician, orchestra, ensemble, solo, duet, unison, beginning/middle/end.
Year 3	Spring	Rainforests	Science	Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. Plants Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<i>Making systematic and careful observations, where appropriate, taking accurate measurements using a range of equipment.</i> <i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</i> <i>Pupils might work scientifically by: (Plants) Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</i> <i>They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</i> <i>(Light) Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</i>	Reflect, translucent, transparent, opaque, shadow, dark, light, solid, block, light source, The Sun, torch, spectrum. flowers, roots, stem, trunk, leaves, air, light, water, nutrients, soil, transported, pollination, seed formation, seed dispersal
Year 3	Spring	Rainforests	NOTES	<p>The Spring project in Einstein Class is "Rainforests and our planet."</p> <p>The classroom will be decorated with vines, green cargo netting and leaves. There will be an Amazon river dolphin, a parrot, snakes and other rainforest creatures around the room. The reading area will be under a rainforest tree. There will be maps, atlases and globes for geographical work. There will be a display about deforestation ready for our class debate and writing.</p> <p>The class texts / books will be Vanishing Rainforest, The Great Kapok tree, There's a Rangtan in my bedroom, The Explorer, The Shaman's Apprentice, Journey to the river sea, Running Wild, books about the rainforest, plants, chocolate, biomes, light, music, Sikhism and Buddhism.</p> <p>SUPERB STARTER - GEOGRAPHY DAY - Orienteering exercise, maps, atlases, compass points (8 points), grid references.</p> <p>MIX IT UP MIDDLE - MUSIC MUSICAL INSTRUMENT WEEK. Create rain shakers and drums using recycled materials. Create rainforest music in groups.</p> <p>ENTRALLING ENDING - TRIP TO CADBURY WORD.</p> <p>Geographical studies will include locating the continents, countries, oceans and rivers. We will study the Amazon river, including the life of pink Amazon dolphins and other endangered species. We will create Biomes in a bottle, including the layers of a rainforest and the creatures that inhabit each layer.</p> <p>Our Science lessons will focus on the weather in rainforests, a weather study and comparing our weather to a rainforest. We will also study flowering plants. Identifying and describing the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. We will 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. Einstein class will investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. We will look at light and shadow and how shadows are formed.</p> <p>During Design and Technology sessions we will create a monsoon proof roof for a rainforest village in the Amazon rainforest. We will be evaluating tools and methods of joining and fixing.</p> <p>Our computing curriculum will focus on photography, we will take photos around the school, analyse them and use media manipulator to change them.</p> <p>Our music lessons this term will focus on rainforest sounds. We will create rain shakers and drums using recycled materials and create rainforest music in groups.</p> <p>In Art lessons we will study 2 artists: Beatriz Milhazes and Romero Britto. We will also create batik art and use tie dye techniques.</p> <p>Einstein class will undertake an innovation project about chocolate. We hope the answer the question - Where does chocolate come from? We will study the journey from bean to bar. We will taste different chocolate bars and discuss our thoughts. We will be looking at branding and packaging, planning our own chocolate brands and making chocolate bars. We will work on costings and packaging and hold a chocolate sale to sell the chocolate to parents after school. We also hope to go on a trip to Cadbury World to experience how chocolate is made.</p> <p>Our RE lessons this term will focus on Sikhism and Buddhism. We will look at the following objectives: To understand who is a Sikh and what they believe in. To understand who is a Buddhist and what they believe in.</p>		