



**Project Title :** Rainforests and our planet - [2020 - Spring - Year 3 - Year 3]

Subject	Theme	Key Knowledge	Key Vocab	Key Skills
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Art	Rainforests	<p>To know that different pencils leave different marks</p> <p>To know the opposite of negative shape is a negative shape</p> <p>To know the proportion for drawing faces</p> <p>To know how a colour wheel is constructed and how colours are created</p> <p>To know how the process of Batik works</p> <p>To know how to create a sketchbook</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>	<p>Drawing</p> <p>As Year 2, plus</p> <p>To experiment with the potential of various pencils (2B - HB) to show tone, texture etc</p> <p>To encourage close observation of objects in both the natural and manmade world</p> <p>To observe and draw simple shapes</p> <p>To 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>To make initial sketches as a preparation for painting and other work</p> <p>To encourage more accurate drawings of people – particularly faces looking closely at where the detail they have</p> <p>Colour: Build on KS1-</p> <p>To extend exploring colour mixing to applying colour mixing</p> <p>To make colour wheels to show primary and secondary colours</p> <p>To introduce different types of brushes for specific purposes</p> <p>To 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</p>
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experiences  
To use smaller eyed needles and finer threads  
To use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape  
Awareness of the nature of materials and surfaces – fragile, tough, durable  
Tie dying, batik – ways of colouring or patterning material.  
To look at artists like Linda Caverley, Ellen Jackson, Alison King  
3D Form  
To use the equipment and media with increasing confidence  
Shape, form, model and construct from observation and / or imagination with increasing confidence  
To plan and develop ideas in sketchbook and make simple choices about media  
To understand the different adhesives and methods of construction  
To begin to have some thought towards size  
Simple discussion about aesthetics  
Printing  
To use the equipment and media with increasing confidence  
To use relief and impressed

printing processes  
To use sketchbook for recording textures/patterns  
To use language appropriate to skill  
To discuss own work and that of other artists. (packaging, Hiroshige, Escher, etc.)  
To explore images through monoprinting on a variety of papers  
To explore colour mixing through overlapping colour prints deliberately  
To explore Pointillism  
Pattern  
To search for pattern around us in world, pictures, objects  
To use the environment and other sources  
To make own patterns, printing, rubbing  
To use sketchbooks to design own motif to repeat  
To create own patterns using ICT  
To make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground  
To link to Maths - symmetry

Computing	Rainforests	<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>	Photography, data, manipulate, edit/editing, media, image, input, output, analyse, evaluate, present, problem solve.	<p>To use technology safely and respectfully, keeping personal information private and identify where to go for help and support.</p> <p>To select, use and combine a variety of software to create content that accomplishes a given goal.</p>
Geography	Rainforests	<p>To know the eight points of a compass and identify when it can be used.</p> <p>To know why four grid references and ordnance survey maps are used.</p>	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,	<p>To be able to use the eight points of a compass.</p> <p>Begin to use four references grids, symbols and a key.</p> <p>To be able to read and use Ordnance Survey maps.</p> <p>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.</p>

Music	Rainforests	<p>To know how to recreate sounds using untuned percussion instruments.</p> <p>To know about Brazilian musicians and music.</p> <p>To know how to evaluate a performance.</p>	<p>Genre, style, composer, appreciate/appreciation, genre, musician, orchestra, ensemble, solo, duet, unison, beginning/middle/end.</p>	<p>To 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.</p> <p>To play and perform in solo and ensemble contexts, using voices and musical instruments with increasing accuracy and control.</p> <p>To develop an understanding of the history of music.</p>
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RE	Rainforests	<p>To understand who is a Sikh and what they believe in.</p> <p>To understand who is a Buddhist and what do they believe in</p>	<p>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.</p> <p>Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God</p> <p>To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today</p> <p>To 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</p> <p>To 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.</p> <p>To be able to describe what a believer might learn from a religious story</p> <p>To be able to begin to make links between the different religions and their similarities</p> <p>To 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</p> <p>To be able to understand the religious teaching from scripture or a religious teaching from a</p>
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religious leader, explain how this teaching has changed their mind in some way

To be able to use religious vocabulary to explain ways of life

To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences

To 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

To 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

To 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

To be able to ask important questions about life and compare with others



Science	Rainforests	<p>To recognise that they need light in order to see things and that dark is the absence of light</p> <p>To notice that light is reflected from surfaces</p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>To find patterns in the way that the size of shadows change.</p> <p>Plants</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To 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</p> <p>To investigate the way in</p>	<p>Reflect, translucent, transparent, opaque, shadow, dark, light, solid, block, light source, The Sun, torch, spectrum.</p> <p>flowers, roots, stem, trunk, leaves, air, light, water, nutrients, soil, transported, pollination, seed formation, seed dispersal</p>	<p>Making systematic and careful observations, where appropriate, taking accurate measurements using a range of equipment.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>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.</p> <p>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.</p> <p>(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</p>
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which water is  
transported within plants  
To explore the part that  
flowers play in the life  
cycle of flowering plants,  
including  
pollination, seed  
formation and seed  
dispersal.

source and the object  
changes.

**Notes :** Environment - the room will be decorated with leaves and vines, a reading area - tree trunk. A river dolphin, a parrot, monkeys and rainforest birds around the room. Lots of backdrops of rainforests and greenery. Narrative: The Great Kapok Tree, Non narrative: Rainforest Warrior Poetry: There's a rang-tan in my bedroom Other suggestions: Author study- Anthony Brown The Explorer The Shaman's Apprentice Journey to the River Sea Vanishing Rainforest, Superb starter - Orienteering day, compass work. Mix it up middle - Concert for another class – share our musical instruments and creations Enthralling ending - Trip to Cadbury World - Birmingham

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