



Year Group

Year 3



Term

Spring

Project
Title/Theme

Rainforests



Subject

Select Subject



Notes

The spring project in Einstein Class is "Rainforests." We are really looking forward to this topic, as there are so many aspects to it that will appeal to all the children. The environment will show the different layers of the rainforest canopy, including monkeys, parrots and lots of gorgeous reading material to engage every type of reader possible. We will start off with our superb starter, that is an orienteering and mapping day, looking at the compass points and introducing ourselves to the rainforests. Our 'mix it up middle' is a trip to the Living Rainforest in Newbury, and our 'enthraling ending' is a product designing day, after we have had a visit from a local graphic designer. We also have got a visit from a Capoeira club showing us the Brazilian martial art/dance. In maths, we will be looking at money, length and perimeter and fractions, while also consolidating all the learning that took place in the autumn term. In English, we have a wealth of quality texts to inspire us in our reading and writing, including the Kapok Tree and The Explorer by Katherine Rundell. In art, we will take inspiration from the post-impressionism movement and complete an artist study on Henri Rousseau. In geography, we will be completing lots of atlas work and gaining a greater depth of knowledge of the world around us, including the biogeographical features of Brazil and the rainforests. This links well to the music objectives, which are to understand the music and musicians of Brazil and replicate the sounds of the rainforest using instruments; we may even make our own instruments for the children to bring home - if you are lucky! In PE, we will spend time learning team games such as handball and basketball. We will also be completing a disability friendly unit of work, improving our skills in archery, boccia, curling and goalball. Our RE Curriculum days will cover Sikhism and Buddhism and we have visitors coming in to school representing both of these faiths. In science, we will look at light and shadow (linking it very much to the environment found in the rainforest), the life cycle of plants and how they reproduce. This is a fantastic topic and we are very excited to be teaching it. Bring on 2025!!

Save Details

Show Details

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Art	<p>To know that layering fabrics, paper (scrunched, torn, shapes) and photos creates collage (textiles and collage)</p> <p>To know the you can use different sketching pencils for sketching techniques (hatching and cross-hatching) (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading) (drawing)</p> <p>To know artwork can be created using technology (computers, cameras) (digital art)</p> <p>To know what an art movement is</p> <p>To know that Post-Impressionism is an art movement (Henri Rousseau – Tiger in a tropical storm (a predominantly French art movement that developed roughly between 1886 and 1905)</p>	<p>To be able to create a collage using different media (Artists - Beatriz Milhazes 1960)</p> <p>To be able to create shadow, texture and 3d effects using hatching and cross-hatching sketching techniques</p> <p>To be able to create a sketchbook to use for initial drawings, practise of skills (shading, hatching, cross-hatching, line size and shape)</p> <p>To be able to draw more detailed faces looking at positioning of features and using shading to create depth and tone</p> <p>To be able to use sketches to create a final piece of artwork</p> <p>To be able to annotate sketches</p> <p>To be able to appreciate digital artwork and comment (The Rusted Pixel aka Paul, Jonathan Quintin)</p> <p>To be able to create own digital artwork using programmes on the ipads or laptops inspired by The rusted pixel and Jonathan Quintin</p> <p>To be able to recreate artwork by Henri Rousseau</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 Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
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>To be able to change a part of an image, such as colour, gradient, shadows, organisation, adding text, sharpness or blurring.</p> <p>To be able to evaluate a finished piece of edited work by identifying what is successful and what isn't.</p> <p>To be able to solve problems when editing and manipulating media (such as undoing something, redoing something or experimenting with controls).</p> <p>To be able to communicate how to keep safe online.</p>	<p>Photography, data, manipulate (change), edit/editing, colour, tone, gradient, sharpness, organise, text, blur or unblur, evaluate, successful, unsuccessful, present, problem solve, undo, redo.</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	DT and Cooking and Nutrition	<p>To know when foods are grown, understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (food)</p> <p>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 (designing)</p> <p>To know that ICT can be used to support product design (technical knowledge and design)</p> <p>To know which tools to use for specific functions of a product (technical knowledge)</p> <p>To know how to design and annotate drawings (designing)</p> <p>To know that ingredients are weighed in grams (cooking)</p>	<p>To be able to develop their own design criteria to inform their ideas</p> <p>To be able to create prototypes to model ideas</p> <p>To be able to choose and use the correct tools and understand why they have chosen them</p> <p>To be able to use their design criteria to build and create ensuring that the structure matches the design</p> <p>To be able to use research to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To be able to weigh out ingredients precisely using grams</p>	<p>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</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Geography	<p>To know the eight compass points. (North, North East, East, South East, South, South West, West, North West).</p> <p>To know when the compass points can be used. (including for direction, weather and wind)</p> <p>To understand four figure grids referencing to locate a symbol on a map. (eastings first (Horizontal), northings second (Vertical)).</p> <p>To know Alaska's environmental region is diverse . (rainforest, glaciers, tundra and peatlands and Brazil's environmental region is tropical, semi-arid and has a tropical savanna climate with two seasons, dry and wet).</p> <p>To know the different biogeographical regions in Europe. (Alpine, Anatolian, Arctic, Atlantic, Boreal, Continental and Mediterranean.)</p>	<p>To be able to navigate the eight compass points, using a compass.</p> <p>To be able to locate a particular square on a map, using four references grids.</p> <p>To be able to locate, investigate, compare and contrast the environmental regions of North America and South America – Compare the state of Alaska to Brazil. (Prior learning link to Brazil).</p> <p>To be able to investigate, compare and contrast the environmental regions of Europe, using a map and a key.</p>	<p>North, North East, East, South East, South, South West, West, North West, environment, landscape, rainforest, tropical, human characteristics, physical characteristics, mountains, temperate, Mediterranean, humid, climate, North America, South America, Alaska, Brazil, Arid, season, dry, wet, Europe, Alpine, Anatolian, Arctic, Atlantic, Boreal, Continental, Mediterranean, map, key.</p>
Year 3	Spring	Rainforests	History	NA		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Music	<p>To know how to use instruments to replicate the sounds of the rainforest.</p> <p>To know how to effectively evaluate a performance.</p> <p>To know about famous Brazilian musicians and Brazilian music.</p>	<p>To be able to listen to rainforest sounds and replicate this using untuned instruments.</p> <p>To be able to perform a rainforest inspired piece, evaluating its successes and areas for improvement.,</p> <p>To be able to describe Brazilian music, using musical vocabulary, and some famous musicians (such as: Antonio Carlos Jobim or Gal Costa).</p>	<p>Genre, style, composer, appreciate/appreciation, genre, musician, orchestra, ensemble, solo, duet, unison, beginning/middle/end.</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	PE	<p>To know how to move while sending and receiving in basketball. (MultiSports)</p> <p>To know how to move while sending and receiving in netball.</p> <p>To know how to move while sending and receiving in football.</p> <p>To know how to move while sending and receiving in rugby.</p> <p>To know how to move while sending and receiving in hockey.</p> <p>To know how to throw and dodge a dodgeball.</p> <p>To know how to hold an archery bow. (Archery)</p> <p>To know how to load a arrow onto a bow.</p> <p>To know how to shoot a bow and arrow.</p> <p>To know how to improve accuracy in rolling a goalball. (Goalball)</p> <p>To know how to improve defending in goalball.</p> <p>To know how to work as a team in a game of goalball.</p> <p>To know how to improve accuracy while rolling a kurling</p>	<p>To be able move while sending and receiving a basketball in a conditioned game.</p> <p>To be able move while sending and receiving a netball in a conditioned game.</p> <p>To be able move while sending and receiving a football in a conditioned game.</p> <p>To be able move while sending and receiving a rugby ball in a conditioned game.</p> <p>To be able move while sending and receiving a hockey ball in a conditioned game.</p> <p>To be able to throw and dodge a dodgeball in a conditioned game.</p> <p>To be able to hold an archery bow without support.</p> <p>To be able to load an arrow in to a bow without support.</p> <p>To be able to shoot a bow and arrow without support.</p> <p>To be able to show continuing improvements when rolling a goalball towards a bench with defenders in place.</p> <p>To be able to show continuing improvements when defend a bench against attackers who are aiming to score points.</p> <p>To be able to take part in a game of</p>	<p>Move, Pass, Control, Stop, Basketball, Netball, Football, Rugby ball, Hockey Ball, Hockey stick, Dodgeball, Conditioned game.</p> <p>Bow, Pull, Arrow, Flight, Shoot, Load.</p> <p>Roll, Goalball, Blindfold, Inclusion, Defend, Goal.</p> <p>Boccia, Ball, Inclusion, Turn-taking, Jack.</p> <p>Handball, Defend, Attack, Pass, Shoot, Conditioned game, Throw, Catch</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				<p>stone. (Kurling) To know how to improve while taking part in a game of kurling.</p> <p>To know how to improve accuracy while rolling a boccia ball. (Boccia) To know how to improve while taking part in a game of boccia.</p> <p>To know how to throw a handball in a variety of different ways. (Handball Activities) To know how to throw and catch a handball. To know how to score a goal in handball. To know how to defend a goal in handball. To know the roles of an attacker and defender in handball.</p>	<p>goalball with blindfolds and show good teamwork.</p> <p>To be able show continuing improvements while rolling a kurling stone towards a house. To be able show continuing improvements while taking part in a kurling game.</p> <p>To be able to accurately roll a boccia ball towards a jack, showing improvement on accuracy. To be able to compete in a game of boccia without assistance.</p> <p>To be able to hold and throw a handball demonstrating a variety of throws. To be able to throw and catch, while working as a team, a handball in a conditioned game. To be able to score and defend a goal in handball. To be able to show both attacking and defending skills in handball.</p>	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	RE	<p>To understand the origins of the Sikh religion</p> <p>To understand the story of the 10 Gurus. (Yr 2 and Yr1 know Seva and Khalsa) (Stories)</p> <p>To know the story of the Sikh holy book</p> <p>To understand who is a Buddhist and what do they believe in</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 religious leader, explain how this teaching has changed their mind in some way</p> <p>To be able to use religious vocabulary to explain ways of life</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 Onkar),</p> <p>Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhī), Ten Gurus, Truth, Turban.</p> <p>Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					<p>To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences</p> <p>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</p> <p>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</p> <p>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</p> <p>To be able to ask important questions about life and compare with others</p>	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Science	<p>To know a human needs light in order to see things and that dark is the absence of light.</p> <p>To know light is reflected from surfaces or objects and light is more reflective from surfaces that are smooth, shiny and flat.</p> <p>To know light from the sun can be dangerous and that there are ways to protect the eyes.</p> <p>To know shadows are formed when the light from a light source is blocked by an opaque object and the size of a shadow changes when an object is closer to the light source.</p> <p>To know and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To know 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 be able to observe and clarify what happens to shadows when the light source moves or the distance between the light source and the object changes, taking accurate measurements safely, using a range of equipment, including a torch and the sun. Pupils to then Gather, record, classify, and present data in a variety of ways (Bar Chart) to help in answering questions. Why is a shadow longer at different times of the day?</p> <p>To be able to investigate the way in which water is transported within plants, using a white carnation and dyed water which will travel up the stem. Pupils will predict what they think will happen and draw a picture before the flower is placed into the dyed water and afterwards.</p> <p>To be able to compare the effect of different factors on plant growth, including the amount of light.</p>	<p>Light, dark, see, surface, reflect, shadow, opaque, source, structure, transport, life cycle, pollination, seed formation, seed dispersal, record,</p>

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				<p>To know water is transported within plants, originating from the roots, to the stem.</p> <p>To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		