Dear Parents,

Over the next term we will be following a unit of work on a theme that focuses on 'Rainforests'. During this unit we will be focusing on Science Geography, Community and Global.

Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you. In addition the children will complete a quiz on the key vocabulary and powerful knowledge . You can see in advance what we will be asking the children (quiz) and what they need to know ( knowledge organiser) ,they are attached in this booklet.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you. If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important. By the end of the unit, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments or questions about your child's learning, please get in touch.

In Science, we'll be finding out:

- About different rainforest animals and plants
- Where different animals and plants live in the rainforest
- About rocks and soils found on the forest floor
- About colour in the rainforest and how it is used by animals and plants
- Why plants have leaves and why they can be different
- About the best conditions to grow a plant
- About rainforest fruits and seeds
- How to grow our own rainforest plant from a seed

In Physical Education, we'll be finding out:

- How to represent a rainforest scene using dance and mime

In Technology, we'll be finding out:

- How to program and share our own rainforest-themed computer game
- How to plan and make our own tropical fruit drink


In Geography, we'll be finding out:

- About where rainforests are in the world
- Which rainforest products we use in our everyday lives
- About the lives of rainforest people and how they compare with our own
- How and why the rainforest is being destroyed
- Discovering the ways that people are trying to save the rainforest

In Art we'll be finding out:

- About rainforest body art and painting our faces in a similar style
- How we can use art to create a rainforest scene

In Global, we'll be finding out:

- How different countries and organisations are helping to save our rainforests

# Powerful Knowledge

Tropical rainforests grow all around our planet in the humid areas that straddle the equator. They cover vast areas of South America, Africa, South East Asia and Australia. In the rainforest it is almost always hot and wet.

More than half of the world's estimated 10 million species of plants, animals and insects live in tropical rainforests.

Sadly, rainforests today are under great theat. Thousands of acres are being damaged or destroyed daily due to human activity. It is believed that, in 40 years time, there will no longer be any rainforest left on the planet.

The rainforest habitat is divided into layers:

• The forest floor is rich in nutrients, providing a home to seedlings, herbs, fungi and forest debris. It is teeming with insects, snakes and small mammals.

• The understory is the dark, dense and very humid middle layer. Ferns, vines and creepers grow here, and young saplings battle their way towards the light.

• The thick canopy is where most of the activity takes place. The light, moisture and rich food supplies make this layer home to the majority of the rainforest's colourful and mysterious wildlife. This layer is also where the dazzling forest flowers bloom.

• The emergent layer is made up of the tops of the tallest trees, some stretching as high as 120 feet.

Millions of people all over the world use products from the rainforests on a daily basis.

The rainforest provides a home for different groups of people.

Lifecycles in the rainforest are totally interdependent and even small changes can lead to extinction of species.

Taddington and Priestcliffe
Knowledge organiser

Junior Spring half term 2

**Overarching theme**

**Magic, mysteries and discoveries**

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; human-made systems and communities; and the environment, past present and

## Explanation of the theme

Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?

## Key Image 1

# Key Vocabulary

indigenous

deforestation

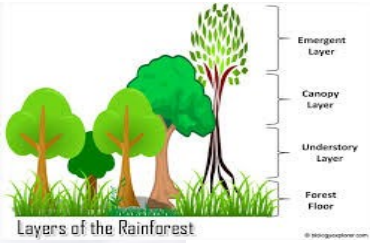
canopy

understory

emergent layer

tropical

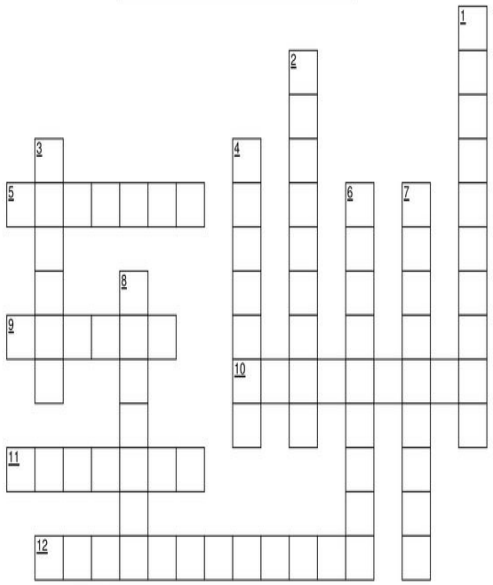
## Key Image 2




**Curriculum drivers**

Enterprise, ✓
Possibilities ✓
Inquiry, ✓
Community ✓

# The Rainforest



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**ACROSS**

5 The area or environment where an animal lives.
9 The top level of the rainforest.
10 An animal that only eats meat and other animals.
11 A cold blooded vertebrate that has a backbone.
12 Saving, protecting, and using resources wisely.

**DOWN**

1 An animal that is close to being extinct.
2 An animal that only eats plants.
3 A warm blooded vertebrate that has hair or fur and produces milk.
4 When an animal is no longer alive on Earth.
6 A cold blooded vertebrate that lives on land and in water.
7 To have offspring or babies.
8 A group of animals that have the same characteristics.

**WORD BANK:** Amphibian, canopy, carnivore, conservation, endangered, extinct, habitat, herbivore, mammal, reproduce, reptile, species.

Taddington and Priestcliffe

What are the main threats to the rainforest?

# Rainforest Layers

Rainforests are made up of different _____. At _____ level, short, leafy plants grow. Fungi grows here, turning dead material into useful_____. There is not much _____ here, as the canopy blocks the sunlight from above.

Above the ground layer, rise skinny _____ and twisting _____. Epiphytes grow in this layer, also known as the _____ layer.

Higher still are fully grown trees that may be 30 or more _____ tall. Their leaves form a vast green _____, which hangs like a roof over the plants below. The canopy is alive with lots of _____, as this is where they find food.

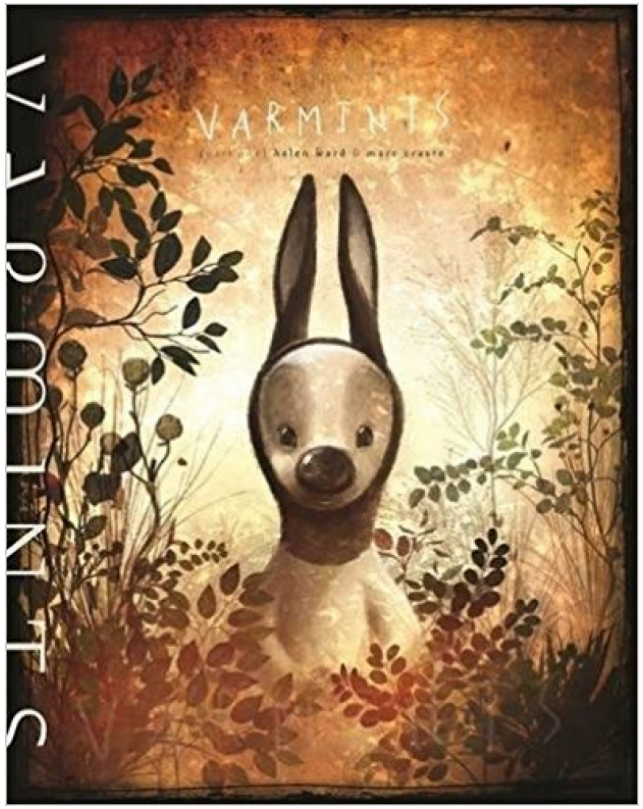
Some trees reach even higher, into the _____ layer.

emergent metres light

saplings canopy understory

vines ground layers

nutrients animals




## Key sentence type
## Doubly –ly ending

**RULE**: The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.

**EXAMPLES:**

He swam **slowly** and **falteringly**.
He rode **determinedly** and **swiftly**.
He laughed **loudly** and **heartily**.
He tiptoed **quietly** and **carefully**.

## Overarching theme

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## Overview and outcomes

Using the film and text of Varmints by Helen Ward and Marc Craste, children will explore the settings and themes and share their thoughts and opinions about the story. They will consider how to explain how to look after plants to the next generation of 'varmints'

**Main outcomes:**

Retellings
Setting description
Explanation text - leaflet.

Taddington and Priestcliffe
Knowledge organiser

*Literacy Spring term 2*

*Year 3 and Year 4*

## National Curriculum Coverage

**Word Reading**
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

**Reading Comprehension**
Develop positive attitudes to reading and understanding of what they read by:
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Retrieve and record information from non-fiction

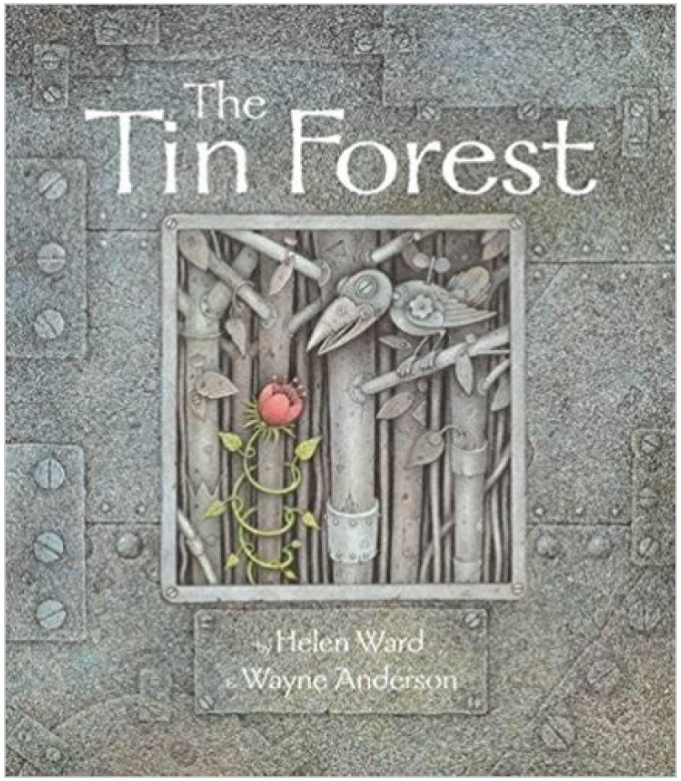
**Writing Transcription (Spelling and Handwriting)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

**Writing (Composition)**
Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Draft and write by:
- In non-narrative material, using simple organisational devices
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot

Evaluate and edit by:
- Proposing changes to grammar and vocabulary to improve consistency

**Vocabulary, Grammar & Punctuation**
- Expressing time, place and cause using conjunctions [for example, *when*, *before*, *after*, *while*, *so*, *because*], adverbs [for example, *then*, *next*, *soon*, *therefore*], or prepositions [for example, *before*, *after*, *during*, *in*, *because of*]
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of paragraphs to organise ideas around a theme
- Use of commas to clarify meaning or avoid ambiguity
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using fronted adverbials




**Key sentence type**
**All the Ws**

**RULE**: Your short sentence must start with one of the following W words:
Who? What? When? Where? Why?
Would? Was? What if?

**EXAMPLES**:
**Would** there ever be another opportunity like this one?
**Who** might take over this role now?
**What** if you had all of the money in the world?

**Overarching theme**

How the world works

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## Overview and outcomes

This unit is based on Helen Ward's tale of the Tin Forest where an old man lives who tidies the rubbish and dreams of a better place. With faith, ingenuity and hard work, he transforms a junkyard into a wonderland in this poetic modern fable.

**Main outcomes:**
Non fiction -
Persuasive posters
Formal letters

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Knowledge organiser

*Literacy Spring term 2*

*Year 3 and Year 4*

## National Curriculum Coverage

**Word Reading**
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

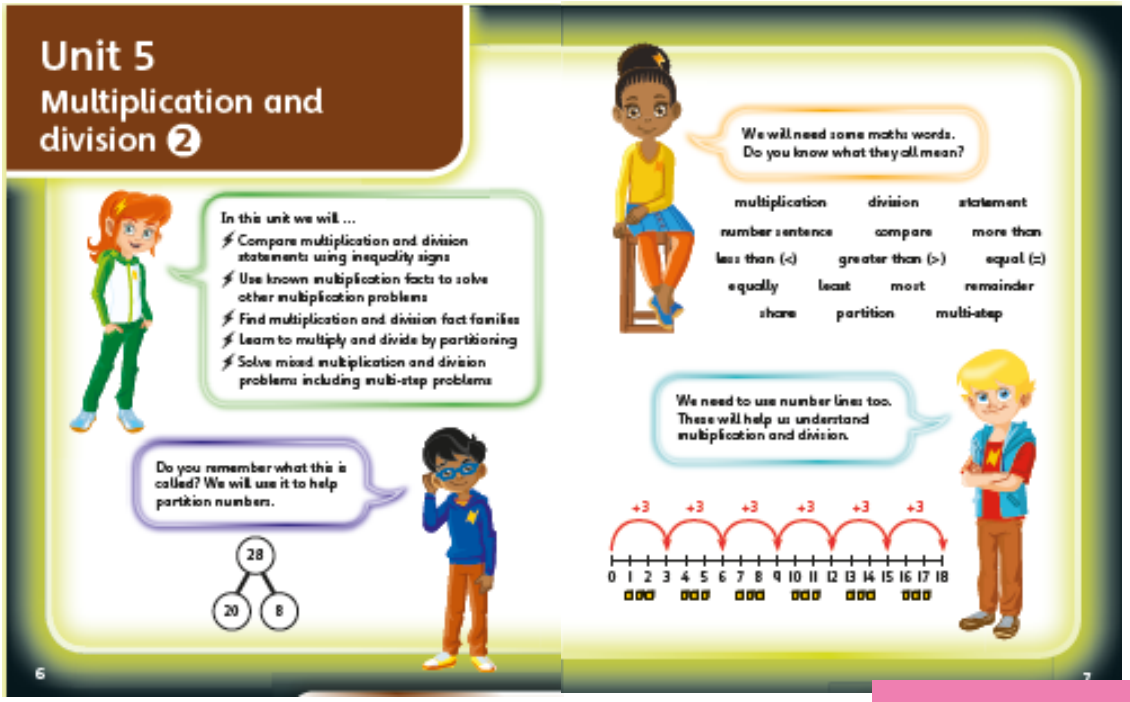
**Reading Comprehension**
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discussing words and phrases that capture the reader's interest and imagination
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

**Writing Transcription (Spelling and Handwriting)**
- Use further prefixes and suffixes and understand how to add them (English Appendix 1)

**Writing (Composition)**
Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-reading for spelling and punctuation errors

**Vocabulary, Grammar & Punctuation**
- Expressing time, place and cause using conjunctions [for example, *when, before, after, while, so, because*], adverbs [for example, *then, next, soon, therefore*], or prepositions [for example, *before, after, during, in, because of*]
- Introduction to paragraphs as a way to group related material
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

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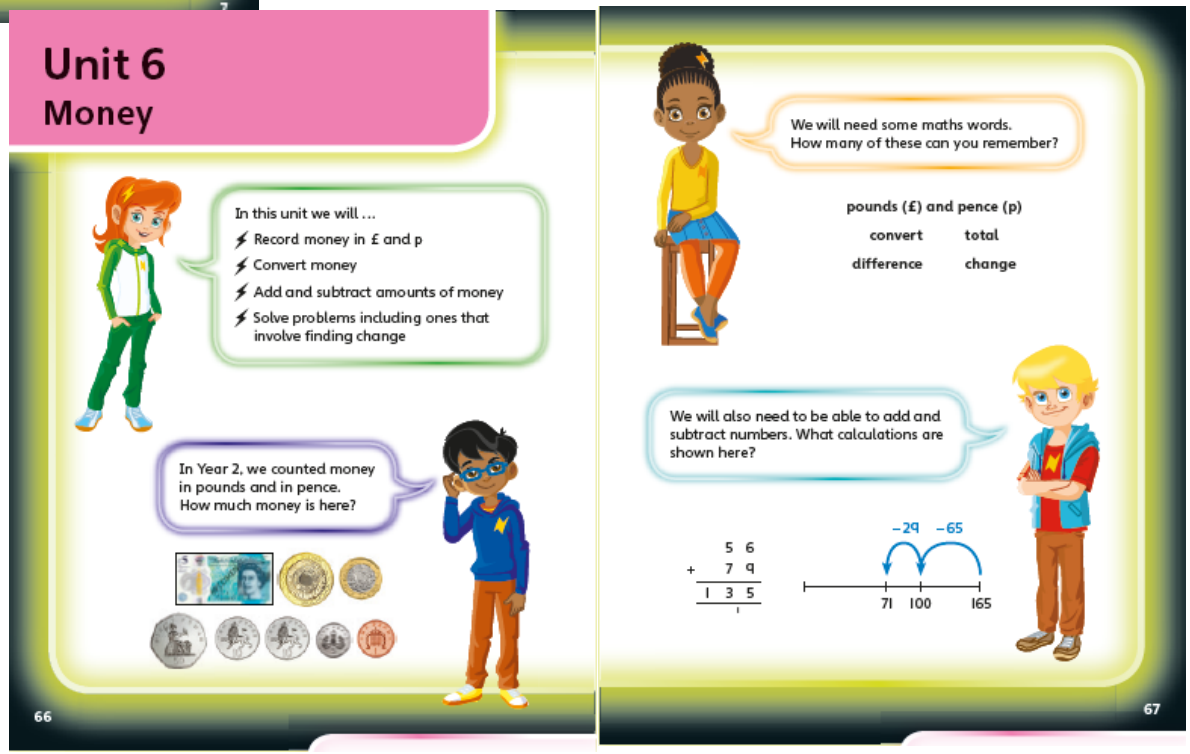
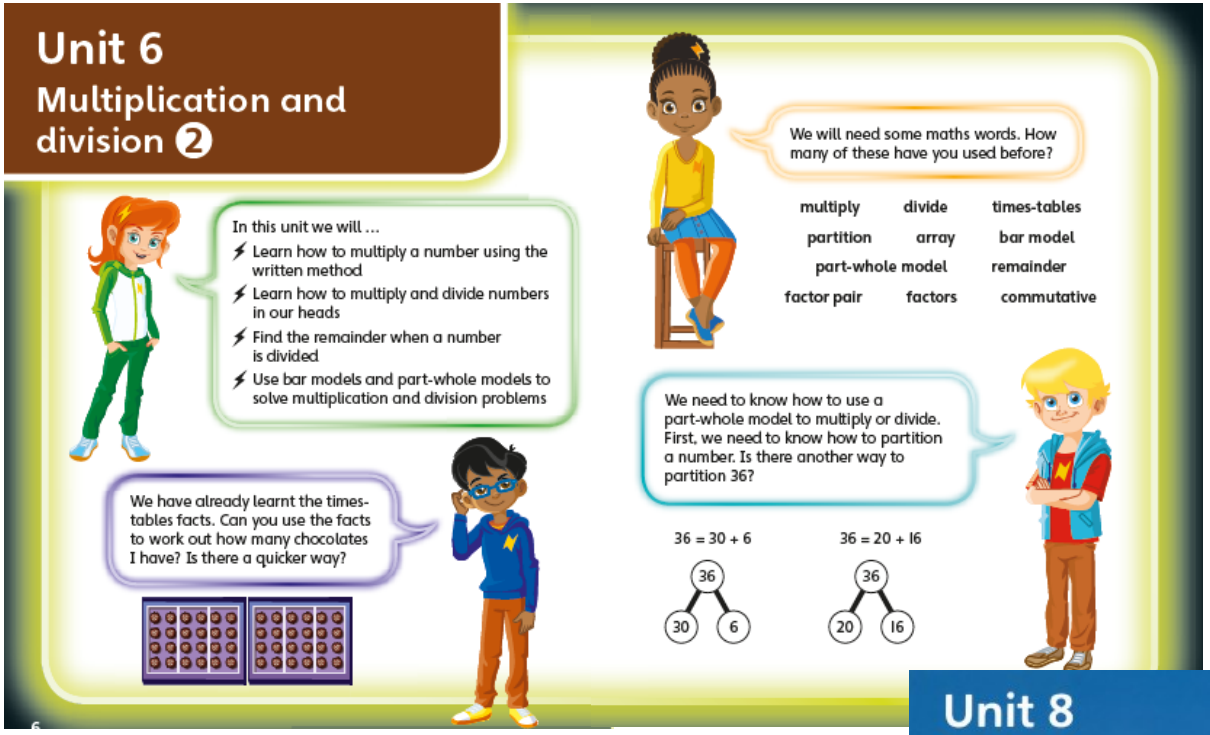
**Year 3 Maths Spring term 2**



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Knowledge organiser

**Year 4 Maths Spring term 2**