

Plant it – Rainforests and Healthy Living



OUTDOOR LEARNING

In Outdoor Learning we will be researching and growing edible flowers. We will grow herbs in our outdoor area, finding out which herbs have medicinal properties. On April 28th is the High Weald Hero Wellie Walk, when we will walk the paths and fields of our local area.

RELIGIOUS EDUCATION

In RE we will be learning about Bible heroes and heroes of the faith. What does it mean to be a Bible hero? We will focus on the bible stories of The Good Samaritan and Daniel in the Lions' Den. We will consider modern day heroes of the faith, such as Mother Theresa, and think about what we can learn from these examples.

THE BIG IDEA

What is a rainforest?

A tropical rainforest is an ecosystem which combines an abundance of sunlight, rain and high temperatures and is located in the tropics. This combination creates a very moist, almost steamy atmosphere, which encourages rapid growth within the forest. In the rainforest there is an average of almost 90% humidity!

Rainforests contain more than half of all living things known to man, and are home to a huge variety of living things, from the deadliest frogs to the foulest-smelling flowers. They are home to more than 80% of all insects, and as many as 30 million species of plants and animals live in a rainforest.

Where in the world?

We will be using maps and the internet to locate rainforests around the world, but our focus will be on Brazil and the Amazon rainforest.

Who lives in the rainforest?

We will find out about the people of the Amazon rainforest, the Yanomani people. How do they live? What are their daily lives like?

Why must we save the rainforest? Why is the rainforest so important to us? We will be investigating these vital questions and finding out what we can do to help protect the delicate ecosystems and lifesaving plants the rainforest produces. Many animals and birds would not be able to survive in any other habitat, and many people also rely on the rainforests for survival.

In **Geography** we will be:

- Locating the world's continents.
- Locating the Equator, the Tropic of Cancer and the Tropic of Capricorn.
- Researching Brazil and the Amazon Rainforest.

In **Science** we will be:

- Exploring how certain animals have adapted to suit their environment
- Continue with food chains and classification keys
- Investigating the way in which water is transported within plants
- Identifying and describing the functions of different parts of flowering plants
- Finding out about the requirements for plant growth, pollination and seed dispersal
- Designing and setting up a fair test
- Learning about healthy living and healthy foods

PERSONAL SOCIAL HEALTH & ECONOMIC EDUCATION

In PSHEe we will follow the East Sussex Scheme of Work for Year 3/4. This term we will be focusing on:

- Feelings within the important relationships we have with family and friends
- Healthy eating
- Being active

TRIPS AND EVENTS

- Wellie Walk April 28th
- Trip to Pizza Express on May 12th, to make a healthy pizza
- Weekly swimming for Year 3/4

CURRICULUM RISK ASSESSMENTS

- Wellie Walk
- Pizza Express
- Swimming

In **DT and Art** we will be:

- Making supersize rainforest animals, insects and plants for our display, using collage techniques.
- Working in partners to make a mini rainforest ecosystem, using a 3 box tier system to replicate the layers of understory, canopy and emergent layer.
- Planting and growing herbs for our outside area

In **Computing** we will be:

- using the internet for research

In **P.E:**

As well as swimming once a week we will be looking at skills we can use in Athletics, including

- Controlling our running pace
- Refining and practising throwing techniques
- Developing jumping techniques

Music is being taught by a music specialist. The children will develop skills of:

- Pitch, Singing and Composing
- Playing the recorder

Sing It! will continue for the last half hour of each Thursday afternoon.

ENGLISH: We will begin by reading the text **One Night, Far From Here** by Julia Wauters

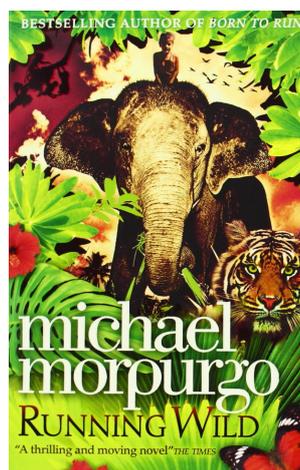
"It's pitch dark and a night-time hush has descended. As the beautiful pages of this book turn and day breaks, the animals begin to stir..."

The aim of the unit is:

- To write for meaning and purpose in a variety of non-narrative forms
- To know where information can be found in non-fiction texts
- To develop and use a wider range of vocabulary
- To compose and perform own poetry
- To educate children about the animal kingdom
- To expand noun phrases to describe and specify

We will also read **Running Wild** by Michael Morpurgo to provide a challenging and sustaining text. The aim of this unit is to:

- To sustain relevant listening, responding with relevant comments and questions
- To use inference and deduction to find meaning beyond the literal



MATHS We will be:

- Using addition, subtraction, multiplication and division in problems solving.
- Solving one step and two step problems – writing our own problems.
- Measuring accurately using cm and mm, kg and g and reading scales using ml and l.
- Recalling multiplication and division facts.
- Reading, writing and converting time between analogue and digital 12 and 24 hour clocks.
- Calculating time intervals.
- Measuring angles and recognising the difference between acute and obtuse angles.
- Learning to add and subtract fractions
- Ordering, comparing, adding and subtracting decimal numbers
- Learning to use brackets in simple algebraic formulations

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT:

- Enable students to develop their self-knowledge, self-esteem and self-confidence in researching and presenting information to the class.
- Children to use their own moral judgement on the subject of deforestation and the effect this is having on global climate and the loss of many plant and animal species.

CLASS ROUTINES:**HOMEWORK:**

- The children will have weekly homework tasks linked to learning in class. The homework will be sent home on Friday and is due back in school on Wednesday.
- Children are expected to be heard read five times a week. Please make sure that you record each time your child reads or is heard read in their homework diary.
- Spellings are sent home each week and need to be practised at home daily. Children should use the “look, cover, write, check” method to learn their spellings, and will be tested each Wednesday.

P.E. LESSONS:

- The children need to have their P.E. kit in school each day and it should be taken home each Friday so that it is kept clean for lessons.
- Jewellery must be removed so if your child has their ears pierced they will need a small pot in their bag to put their earrings in to keep them safe.
- Long hair should be tied back for school, but it must be tied back for P.E. lessons so a spare hair band is a good idea.

COMMUNICATION:

- Please do speak to me at the end of the school day if you have any questions or concerns.
- During our weekly circle time sessions we are able to talk about feelings and emotions, and the children are encouraged to move their feelings peg during the day, so that we can monitor and quickly intervene if a child moves their peg onto “worried”, “lonely” or “I want to talk”.
- Please continue to help your child to learn his/her times tables.