



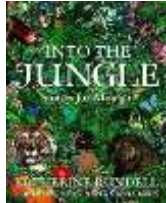
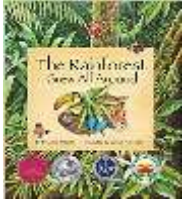


Topic-Medium Term Plan

Year 3 Summer 1

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Topic title	<u>Around the World in a Rainforest</u>
Enquiry Driver	History/ Geography / Science
Enquiry Enhancer	Art/ DT/ Music/ Dance/ Science
WOW starter	<p>Bush Tucker Trail</p> <p>Split children in to teams. One child from each team to test food and guess what it is. Children to be blindfolded and try different foods</p> <p>-lime</p> <p>-lemon</p> <p>-cold beans etc</p>
National Curriculum Objectives	<p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>
Key Knowledge and Skills (driver)	<p>By the end of this unit the children should be able to:</p> <p>To correctly identify the layers of a rainforest using a labelled diagram – forest floor, understorey, canopy, emergent layer.</p> <p>To know the names of four countries from the southern and four from the northern hemisphere.</p> <p>To identify the different plants and animals that live in each layer of the rainforest and describe how they are suited to this habitat, including animals that pass between layers.</p> <p>To know that there are three main type of forest biome and provide a basic description of the main features of each, including climate: tropical, temperate and taiga forests.</p> <p>To locate temperate forests, tropical rainforests and Taiga forests on a world map</p> <p>To research the lives of people who live in the rainforest, and present their findings.</p> <p>To understand and use the term vegetation belt to describe the plant life in a whole area.</p> <p>To understand and use the term biome to describe an area which has a dominant climate or vegetation type.</p>
Key Knowledge and Skills (enhancer)	<p>By the end of this unit the children should be able to:</p> <p>Know about the importance of a nutritious, balanced diet</p> <p>Know how nutrients, water and oxygen are transported within animals and humans</p> <p>Know about the skeletal and muscular system of a human</p>



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Sticky Learning	<p>To correctly identify the layers of a rainforest using a labelled diagram – forest floor, understorey, canopy, emergent layer.</p> <p>To know the names of four countries from the southern and four from the northern hemisphere.</p> <p>To identify the different plants and animals that live in each layer of the rainforest and describe how they are suited to this habitat, including animals that pass between layers.</p> <p>To know that there are three main type of forest biome and provide a basic description of the main features of each, including climate: tropical, temperate and taiga forests.</p> <p>To locate temperate forests, tropical rainforests and Taiga forests on a world map</p> <p>To research the lives of people who live in the rainforest, and present their findings.</p> <p>To understand and use the term vegetation belt to describe the plant life in a whole area.</p> <p>To understand and use the term biome to describe an area which has a dominant climate or vegetation type.</p>		
Supporting Text	  		
Main Writing Genre Type of writing Eg-Persuasive Writing, narrative, non-chron report etc	<p>Persuasive adverts, poetry and jingles</p> <p>Penfriend Letter</p>		
Reflection of Learning	<p>What have I learnt about how the Rainforest and the eco-system there?</p>		
Knowledge organiser			
Experts/ Experiences/ visits/ visitors			
Additional Links	British Values	Outdoor Learning	Community /citizenship
Pupil Voice	Aspirations	Global Studies	Home Learning