



LOWER KEY STAGE 2 (YEAR 3)

ESSENTIALS OVERVIEW

THEME: ROAR!

SPRING TERM



CURRICULUM DRIVERS: DIVERSITY: The Animal Kingdom DREAMS: To become a zoologist SPIRITUAL & MORAL: Looking after the environment	LAUNCH DAY: Trip to Twycross Zoo.	PROJECT: Children make their own wildlife diorama. SHOWCASE/CELEBRATION: Show their parents how to survive in the wilderness! Forest school – Survival training, camping, cooking, making fires, discovering fossils and animals bones.	ENGLISH LINKS: Myths and Legends Stories from another Culture MATHEMATICS LINKS: Measurement and grids
ESSENTIAL LEARNING OBJECTIVES		ACTIVITIES	
SCIENCE: To work scientifically To understand plants To understand animals and humans		Children look at rainforest plants and investigate the differences between plants in the different layers, as some have light, sun, etc. Look at how plants transport water and the different parts of plants and their life cycle. Carnivorous plants! Look at what animals we can find in the rainforest. Look at their skeletons and compare to humans and our skeletons and muscles.	
ART & DESIGN: To develop ideas To master techniques To take inspiration from the greats		Children to go to forest schools and sketch landscapes. Then, draw, colour and paint in the style of David Hockney, taking inspiration from his use of colour. Brush strokes to produce different shapes, patterns and lines. Make own rainforest scene by mixing colours and watercolours and add materials to provide interesting detail based on the artist Henri Rousseau.	
DESIGN & TECHNOLOGY: To master practical skills To design, make, evaluate and improve		Children to design and create their own 'Rainforest Smoothie' and evaluate success of it.	
GEOGRAPHY: To investigate patterns To communicate geographically		Look and find where the rainforests are in relation to the Equator, Tropics, etc and discuss the impact in terms of weather. Using a grid map, find where the river is, etc. looking at coordinates.	
HISTORY: To communicate historically To build an overview of world history		Aztecs Civilization: Montezuma head dresses, children to identify time periods and era of Aztecs, learning key facts. Link to Myths and legends and discuss the social and cultural diversity of past society, as well as looking at warriors, gods and death masks. Compare Aztec school to our school now. Also compare the causeways of Tenochtitlan at Mexico City and floating gardens with how we travel and grow things.	
LANGUAGES: To read fluently To write imaginatively To speak confidently		INDEPENDENT SUBJECT Children need to be able to talk about themselves and their family using the correct phrases.	
MUSIC: To compose		INDEPENDENT SUBJECT Children create repeated patterns with a range of instruments and choose, order, combine and control sounds to create an effect of music that links to sounds of rainforest. Create abstract effects.	
RELIGIOUS EDUCATION: To understand beliefs and teachings To understand practices and lifestyles		Children are to continue learning about the beliefs and teachings with regards to Hinduism.	
COMPUTING: To code To collect		INDEPENDENT SUBJECT Children create their own animation of animals moving in the jungle making animal noises and interacting with each other. Children also to create graphs/charts of how many animals they see in the Explorer App of the jungle, e.g. 12 monkeys, to show prevalence of animals.	

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