ART— Collage/Margaret Mee

Learning Objectives:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

MUSIC—

Learning Objectives:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

DT—
Learning Objectives:

Design
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas in a variety of ways.

Make
- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components,

Evaluate
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical Knowledge
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Cycle A - Autumn : Rainforest

(Objectives)

SCIENCE— Plants/Animals (nutrition)/Light & Shadow/Habitat
Learning Objectives:
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore 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
- Investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

GEOGRAPHY— Water/Fairtrade & Trade Links

Learning Objectives:

- 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)
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, vol-

COMPUTING— SCRATCH
Learning Objectives:

- program a sprite to move
- use programming elements to achieve outcomes
- change variables to alter routines
- build blocks of programming code
- debug code

ENTRY POINT: Make classroom into a rainforest.

EXIT POINT: FORMAL GOOD WORK ASSEMBLY

ART— Collage/Margaret Mee

Possible Activities

- Compare Margaret Mee with Georgia O'Keeffe. Look at detail of artwork.
- Watercolour of flowers
- Zig Zag artwork - grass/scenery on one side, animal on the other side
- Create collages of rainforest with animals and scenery

MUSIC -

Possible activities:

- Listen to music inspired by rainforests (eg. Medicine Man by Jerry Goldsmith, Earth by George Fenton)
- Compose and play a soundscape for a rainforest using graphic scores
- Teach melodic ostinato using chime bars and add to soundscape, consider what it could depict.
- Perform, to an audience.
- Record and edit using Audacity

DT—

Possible Activities

- Designing and making own naan breads
- Making a curry as part of a group
- Journey of spices used in curry. How are they produced?
- Seasonality of vegetables used

Cycle A - Autumn : Rainforest

(Activities)

GEOGRAPHY— Water/Fairtrade & Trade Links

Possible Activities

- Identify locations of rainforests and their position along the equator.
- Banana food journey and links to Fairtrade
- Look at a particular rainforest and the impact on human geography

SCIENCE— Plants/Animals (nutrition)/Light & Shadow/Habitat

Possible Activities:

- Dissect plants and draw and label the parts
- Investigation with celery and plants to see how water is transported.
- Drama and explanation of types of seed dispersal.
- Market place for types of seed dispersals.
- DIAMOND NINE - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Investigation for growing plants within box to look at the way they grow towards light.
- Link light and shadow to the Rainforest canopy.
- Light and shadow investigation - playground sundial
- CCC: Use Branch software to create keys and classifications for animals
- Changes to rainforest and impact on living things - deforestation

COMPUTING—

Possible Activities:

- Program an object to move on screen by changing variables
- Program the object to move when a key is pressed
- Understand how objects are placed on an x,y grid
- Animate objects on screen to make bigger and smaller
- Animate objects on screen by swapping between skins
- Program a simple maze game