

Term 1b (2016-17) Medium and Short Term Planning**Rainforests: Overview**

<u>Literacy</u> <i>Information Texts</i> Analyse and understand key features of information texts and use this understanding to write own mini booklets about the Brazilian rainforest. <i>Writing stories:</i> Using stories by well-known authors to write their own version e.g. <i>Stuck</i> by Oliver Jeffers <i>Poetry:</i> Phonics, reading, spelling and handwriting on-going. Focus on Reading comprehension Precision Teaching ongoing	<u>Numeracy</u> Use National curriculum objectives and Rising Stars assessments to teach key concepts. Main focus addition with exchange, subtraction, multiplication and division Mental maths daily. Data handling, shape & space	<u>History/Geography</u> <i>Rainforests</i> Using atlases and maps to locate places Understanding terminology: equator, tropical, tropics, hemispheres, continents, countries in S. America, deforestation, What the rainforest is; the different layers of the rainforest, creatures of the rainforest, deforestation and importance of the rainforests. Pupils to create their own mini booklets about the Brazilian rainforest: Introductions, contents, index, glossary, sections, sub-headings etc.	
<u>IT</u> Cross curricular IT skills Programming for kids [Code.org] Using the internet for research [Brazilian rainforests]	<u>RE</u> Christianity: The Easter story	<u>Art</u> Art linked to the rainforest topic: Colour: Exploring the use of bright colours Techniques: Pastels, poster paints, drawing, collage Materials: Paper, clothes pegs Design: designing models 3D: Making rainforest creatures	<u>PSHE</u> Red Nose Day and the work it does. Year 3 assembly on Red Nose Day
<u>Music</u> Drumming	<u>PE</u> Swimming Gymnastics with Zoe	<u>Science</u> Animals including humans Diet, skeletons, movement Forces: movement, air resistance, water resistance, gravity etc.	<u>Homework</u> Homework to support classroom work [spellings & numeracy] will be handed out each Monday and must be back in school on Friday.