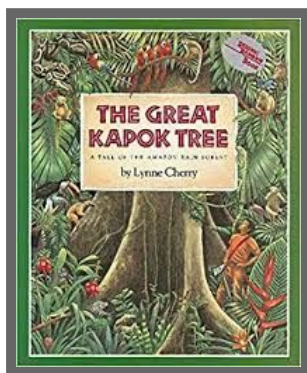


# Amazon Adventures



Term	Topic Name	Key Text / supporting texts	Key Focus / Key Question	Key emotional, physical and social intent
Summer 2	Amazon Adventures	<p><b>The Great Kapok Tree</b></p> <p>Journey to the River Sea</p> <p>The Explorer</p> <p>The Shaman's Apprentice</p> <p>Where the Forest Meets the Sea</p> <p>The Vanishing Rainforest</p> <p>Amazon Adventure: Unfolding Journeys</p> <p>Rainforest non-fiction texts</p>	<p><b>Geography</b></p> <p><i><b>Why is it so important for us to look after our rainforests?</b></i></p>	<p>To recognise the importance of looking after the natural world.</p> <p>Sustainability.</p> <p>Shared responsibility for caring for the environment. Impact of deforestation.</p> <p>Interdependence between animals and plants.</p> <p>Identifying the role we can play in global issues.</p>

## History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
Why is it so important for us to look after our rainforests?	<p>1) What is a rainforest? Where in the world can they be found?</p> <p>2) What are the physical features of rainforests?</p> <p>3) How does the Amazon rainforest compare with a British forest?</p> <p>4) Why is the Amazon rainforest so important? How does it impact on the life of humans and animals?</p> <p>5) What threats are facing the Amazon rainforest?</p> <p>6) What could we do to prevent further damage to rainforests?</p>	<p>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 within North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of 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.</p>	<p>1. To use maps, atlases and globes to <b>identify</b> and <b>plot</b> the location of key rainforests across the world.</p> <p>2. To <b>identify</b> and <b>summarise</b> the key physical features of rainforests.</p> <p>3. To <b>compare, contrast and summarise</b> the similarities and differences between the Amazon rainforest and a British forest.</p> <p>4. To <b>recognise</b> and <b>explain</b> the important impact that the Amazon rainforest has on the life of other living things.</p> <p>5. To <b>demonstrate understanding</b> of the current threats facing the Amazon rainforest.</p> <p>6. To <b>synthesise</b> our ideas for what we could do to try and prevent further unnecessary damage to rainforests, and how to</p>

			convey this message to others.
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### English coverage

<u>Text types</u>	<u>Outcome</u>
<b>Fiction - Beating the Monster story</b>	To write own version of 'The Kapok Tree' where humans are the monsters in the story, e.g. trying to destroy the rainforest.
<b>Non-Fiction - Persuasion</b>	Produce a persuasive piece of writing to encourage people to save the rainforest.

### Science coverage

<u>Topic</u>	<u>Key Question</u>	<u>Ancillary Questions</u>	<u>Objectives</u>
Working Scientifically			<ul style="list-style-type: none"> <li>- To be able to record findings as drawings.</li> <li>- To be able to set up a simple fair test.</li> <li>- To be able to make systematic and careful observations and measurements.</li> <li>- To be able to record findings as a bar chart.</li> <li>- To be able to make predictions for further values.</li> </ul>
Light (discrete)	<b>Can we make shadows move?</b>	<ul style="list-style-type: none"> <li>- What is light? What is dark?</li> <li>- How does light help us to see things?</li> <li>- Why can light from the Sun be dangerous for us? How can we protect ourselves?</li> <li>- What are shadows? How are they formed?</li> <li>- How can we change the size of a shadow?</li> <li>- Which types of materials reflect light well and why?</li> <li>- How does the length and place of a shadow change over time?</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>- <b>recognise</b> that they need light in order to see things and that dark is the absence of light.</li> <li>- <b>notice</b> that light is reflected from surfaces.</li> <li>- <b>recognise</b> that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>- <b>recognise</b> that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>- <b>find patterns</b> in the way that the size of shadows change.</li> </ul>

### PSHE coverage

<u>Topic</u>	<u>Objectives</u>
<b>Physical health and wellbeing - What helps me choose?</b>	To make healthy choices about food and drink.  To recognise how branding can affect what foods people choose to buy.  To recognise the importance of keeping active and some of the challenges of this.

### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
DT	<b>Mechanics &amp; Materials:</b> To master practical skills. To design, make, evaluate and improve. To take inspiration from design throughout history.	Create Shadow Puppets to perform Beating the Monster story written in English.  Explore and select appropriate mechanisms, e.g. levers, winding mechanisms, pulleys and gears.
RE	To understand the significance of the River Ganges both for a Hindu and non-Hindu.	Hinduism: Pilgrimage to the River Ganges - Would visiting the River Ganges feel special to a non-Hindu?
Computing	To understand some elements of survey design. To understand some ethical and legal aspects of online data collection. To use the web to facilitate data collection. To gain skills in using charts to analyse data. To gain skills in interpreting results.	<b>We are Opinion Pollsters - Collecting and analysing data</b> Create own opinion poll about people's thoughts towards the deforestation of rainforests and to elicit ideas for how to deal with this issue.  <b>Playing games and having fun - We are avatar creators:</b> Who

		do we really know online?
PE	<p><b>Athletics</b></p> <p>Be able to run for short periods of time and show a difference between running at speed and jogging</p> <p>Demonstrate a range of throwing actions – right handed, left handed, overarm, underarm, two handed.</p> <p>Throw with increasing accuracy and coordination into targets at various distances</p> <p>Be able to perform basic jumps - one foot to two feet, two to two with increasing control</p> <p>Show control in performances</p> <p>Know the difference between jumping high and jumping long</p> <p>Link running and jumping movements together</p> <p>Be able to describe different, running, jumping and throwing actions</p> <p>Can describe what they have done and whether it was successful</p>	<p>Change speed and direction</p> <p>Take part in a relay activity</p> <p>Throw a variety of objects</p> <p>To listen to feedback from their peers</p> <p>Able to record basic times and distances</p> <p>Suggest ideas to improve others performances</p>
Music	Playing and singing – solos and ensembles	<p>Create rainforest sounds.</p> <p>Make music to evoke feelings associated with the rainforest.</p> <p><b>National Curriculum focus:</b> Playing and singing in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p>

**Enrichment**

**Stunning Start** - Launch Day. Room in the school to be turned into a Rainforest environment with sights and sounds that they might experience there. Ensure that the room is hot to give the children an idea of the humidity in the rainforest. Explore how this sensory room makes the children feel.

Rainforest Activity Day - Children to be exposed to a range of artistic techniques that they could use to create their own animals, plants, etc. to add to the rainforest sensory room to enhance it.

**Visitors** - RepTylers workshop

**Trip?** - The Living Rainforest

**Endpoint** - Classrooms to be transformed to demonstrate the children's learning. Children's families to be led on a journey. Start in one room showing the wonderful aspects of the rainforest (sensory room) and the living things that depend upon it. They then enter the next room, which shows the destruction caused by humans. Finally, they enter a room demonstrating what could be done to save the rainforests and to persuade the adults to make efforts to reduce the damage to our environment. Fundraising events to take place?