

Stockbridge Village Primary School – Learning Pathway

Project Title: **The Rainforest Rules** Key Concept(s): **Survival/ Sustainability/Change/Cause and effect/Ecosystem** Year Group: **3**
 Term: **Autumn**

Subject	1	3	4	5	6	7	8	9	10	11	12	
Book	<u>The Rhythmn of the Rain</u>						<u>Jemmy Button</u>					
English	Setting Narrative		Information Leaflet			Newspaper Reports				Poetry to Perform		
CCW	Narrative (computing)		Diary entry (tribes)									
Oracy and GPS	Descriptive words and phrases to describe settings		Verbs/adverbs		Sentence types		Past tense			Similes/metaphors		
Maths	Number : Place Value		Number : Addition and Subtraction					Number: Multiplication and Division				
CCM								Venn diagram (science)				
	<u>Plants</u>						<u>Animals including humans</u>					

S c i e n c e	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	I can explore the requirements of plants for life and growth	I can investigate the way in which water is transported within plants	I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	I can 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.	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
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C o m p u t i n g	<u>We are Publishers</u>				<u>Class Democracy</u>					
	I can identify why illustrations are used in book	I can produce digital art and create our own illustrations	I can recreate my own e-version of a popular illustrated book.	I can create my own ebook	I understand the concept of democracy and use a mind map to develop a plan of action	I can use pic collage to create a poster and explain my choices.	I can create an animation to promote a message.	I can edit and share my animation on a social platform.	I can peer assess animations created.	
e - s a f e t y	Copyright and ownership			Managing online information			Online Reputation			
	Artist: Henri Rousseau									
A r t & D e s i g n	I can comment on how the visual elements have been used by other artists, designers and crafts people to express ideas and purposes in their art work.		I can collect information about Henri Rousseau's in order to make informed choices about his work.		I can develop some of Henri Rousseau's practical skills using the qualities of the materials (visual and tactile qualities), processes for different purposes.		I can identify strengths, weakness giving reasons. I can use information gathered throughout the process to improve and adapt work.		I can sketching and designing Rainforest animals Create our own calenda to sell.	
	Let your spirit fly				Glockenspiel Stage 1					
DT	Food: Eating Seasonally Pupils learn about seasonality and how the climate a food is grown in can alter the way it tastes and make a crumble and tart using seasonal ingredients				Standalone (condensed)- I can design, make and evaluate Christmas stockings (sewing) I can think ahead about the order of the work, choosing appropriate tools, equipment, materials, components and techniques. I can describe their final product in relation to the design brief.					

	<p>I can clarify ideas using labelled sketches and models to communicate the details of any designs.</p>	<p>I can select the appropriate equipment and ingredients required. I can measure ingredients accurately.</p>	<p>I can generate criteria to assess a final product and identify strengths, weakness giving reasons.</p>	<p>I can describe their final product in relation to the design brief. and test products and record findings</p>	<p>I can clarify ideas using labelled sketches and models to communicate the details of any designs.</p>	<p>I can think ahead about the order of the work, choosing appropriate tools, equipment, materials, components and techniques.</p>	<p>I can develop more than one design or adaptation of an initial design.</p>	<p>I can select the appropriate textiles to make a product.</p>	<p>I can generate criteria to assess a final product and identify strengths, weakness giving reasons.</p>	<p>I can describe their final product in relation to the design brief. and test products and record findings</p>
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G e o g r a p h y	I can locate world's countries using maps Q:Where in the world are rainforests?	I can identify the four layers of the rainforest. I can identify what animals would be found in each layer.		I can compare Amazon River Life to a river in UK (Indigenous Tribes)	I can describe and understand key aspects of human geography including distribution of natural resources, deforestation and sustainability	I can describe and understand key aspects of physical geography, including: climate zones biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		
R E		Responsibilities Importance of rules eg class rules Religious rules - 10 Commandments The Samaritans			Care and Concern People who care for us Stories from the Bible Christmas - People who show care eg - Charities Why do some cards have the name of a charity on them? How do individuals / groups / organisations show care specifically at Christmas?			
P S H E	Communication		Citizenship		Cultural awareness Spiritual development			
S p a n i s h	Greetings	Personal Questions		Numbers to 10	Colours	Body Parts	Christmas	
K e y d a t e s						Visit with Chester Zoo	Publish Calendar ready to sell (legacy)	
P E	Games- Netball Use a range of skills to help keep possession and control of the ball. Choose good places to stand when receiving the ball and give good reasons. Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the			Gymnastics Plan and perform a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end		Games- Hockey Use a range of skills to help keep possession and control of the ball. Choose where they should position themselves to be a defender and an attacker. Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful	Dance Respond to stimuli using the correct movements. Apply basic compositional ideas to create a dance	

	different sides within a game, knowing the skills that they should use to be successful.			
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