



Wow Starter: Have a rainforest immersion afternoon, rainforest decorations, learning about animals and plants, rainforest sounds.

Final Event: Class assembly to share what we have learnt with parents.

UNDERSTANDING THE WORLD

Working scientifically KS1

- **sc2** asking simple questions and recognising that they can be answered in different ways
- **sc3** observing closely, using simple equipment
- **sc4** performing simple tests
- **sc5** identifying and classifying
- **sc6** using their observations and ideas to suggest answers to questions
- **sc7** gathering and recording data to help in answering questions.

Plants KS1

- **sc8** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- **sc9** identify and describe the basic structure of a variety of common flowering plants, including trees.

Everyday materials KS1

- **sc14** distinguish between an object and the material from which it is made
- **sc15** identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- **sc16** describe the simple physical properties of a variety of everyday materials
- **sc17** compare and group together a variety of everyday materials on the basis of their simple physical properties.

Living things and their habitats KS1

- **sc20** explore and compare the differences between things that are living, dead, and things that have never been alive
- **sc21** identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- **sc22** identify and name a variety of plants and animals in their habitats, including micro-habitats
- **sc23** describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans KS1

- **sc26** notice that animals, including humans, have offspring which grow into adults
- **sc27** find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- **sc28** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials KS1

- **sc29** identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

- **sc30** find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Location knowledge KS1

- **ge6** I can talk about some features of each country in the UK and its capital city

Place knowledge KS1

- **ge7** I can talk about the landscape and name some human and physical features in a place in the UK I have visited
- **ge8** I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- **ge9** I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

Human and physical geography KS1

- **ge12** I can identify the Equator and North and South Poles on a map and globe
- **ge13** I know that it is very hot I places around the Equator and very cold around the Poles

use basic geographical vocabulary to refer to: KS1

- **ge14** I know what physical features in the landscape are and can use the correct geographical vocabulary to name various physical features
- **ge15** I know what human features in the landscape are and can use the correct geographical vocabulary to name various human features

Geographical skills and fieldwork KS1

- **ge16** I can use maps and globes to identify places I am learning about
- **ge19** I can describe the location of places further away and how I might travel to them

Core Skills across the Key Stage KS1

- **hi1** I can use common words and phrases related to the passing of time
- **hi3** I can talk about different ways of life at different times
- **hi4** I have a wide vocabulary of common historical terms
- **hi5** I can ask and answer questions about the past
- **hi6** I can identify key features of stories and events to help me to understanding their importance
- **hi7** I can use sources of information to find out about the past
- **hi8** I know the past is represented in different ways

GEOGRAPHY

Recap where the Equator and Poles are, and whether these places are hot/cold.
Link equator to location of rainforests - Use maps to show locations.
Learn about the weather in the rainforests and compare to UK.
Compare human/physical features of rainforests with UK landscape.
Identify and name the layers of the rainforest.

HISTORY

Study Mayan civilisation- food, number system, main beliefs, first explorers, ruins, Chichen Itza

SCIENCE

Everyday Materials
Create an umbrella for a teddy by testing the properties of different materials.
Sort and compare materials by their properties
Plants
Name common plants found in the UK.
Name different parts of flowers, plant and trees.
Discuss and compare differences between plants in UK forests and the rainforests.

PE

Follow Future Games Gym scheme KS1, and Val Sabin Games Unit 1 and 2.

PSHE

Staying healthy, looking after our bodies, healthy habits.

Rocking Rainforests

ART

Study paintings by Henri Rousseau - what do we like/dislike?
Create online version using NGAkids JUNGLE INTERACTIVE.
Use printing to create own jungle pictures.
Sketch pictures of jungle animals. Use wax crayons to colour.
Learn different techniques when using crayon, different pressures and lines.

Music

Follow Music Express syllabus

MATHS

Following CCJ and Hamilton planning, CGJ Units 10-12

Hamilton Planning Spring weeks 7-11
Number and Place Value
Multiplication and Division
Addition and Subtraction
Measurement

Opportunities for maths within outdoor area:
writing/counting/identifying numbers and objects in sand, measuring rainfall/objects, identifying shapes, making patterns with chalk, filling pots and pans using vocab of

COMPUTING

Using the internet safely - what sites are ok for children.
Using internet to gather information.
Using online art programmes.
Learning how to create and save information.

ENGLISH

Follow Hamilton Spring plans.
Non-Fiction 3 - Instructions
Fiction 4 - Traditional Tales
Non-Fiction 4 - Information Texts
Poetry 4 - Humorous Poems
Opportunities for English in outdoor area: finding/writing phonemes in sand and on path.
Interactive phonics display - name the alien.

COMMUNICATION AND LANGUAGE

Opportunities to develop speaking and listening across the curriculum.

OUTDOOR LEARNING

Sand, pots, reading, construction, art easels.
For specific Maths and English opportunities see appropriate sections.

Role play area - Rainforest Explorer.
Masks for imaginative and social play, toy rainforest animals for small world play, spotter and sketching sheets to encourage art links, and fine motor control.
Labels to encourage widening vocabulary

PHYSICAL EDUCATION

KS1

- **pe1** I can run safely, controlling my speed and direction
- **pe1.1** I can jump over obstacles safely and with control, and off apparatus knowing how to land safely
- **pe1.2** I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- **pe1.3** I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- **pe1.4** I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed

- **pe1.5** I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- **pe2** I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- **pe2.1** I can think of simple tactics to help attack or defend in a team game

PSED & RELIGIOUS EDUCATION

O KS1

- **o1** Caring for my body

- **pe18** Beginning to understand that they have more responsibilities to meet the needs of living things

EXPRESSIVE ARTS AND DESIGN

KS1

- **ad1** I can use different materials to design and make things
- **ad4** I can use sculpture to share my ideas.
- **ad5** I can use colour, texture and pattern in my work

- **ad6** I can use line ,shape ,form and space in my work
- **ad8** I can talk about different ways of creating work and which ways I have tried and which I liked best

MATHEMATICS AND COMPUTING

Number - number and place value KS1

- **m1** count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- **m3** given a number, identify one more and one less
- **m4** identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- **m5** read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction KS1

- **m6** read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

- **m7** represent and use number bonds and related subtraction facts within 20
- **m8** add and subtract one-digit and two-digit numbers to 20, including zero
- **m9** solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

KS1

- **co7** I can use a variety of technologies to create and save my work
- **co8** I can manipulate text and pictures
- **co9** I can find and retrieve my work or information that I need
- **co10** I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)
- **co11** I know how to use equipment safely and respectfully

LITERACY

Reading - word reading KS1

- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e3** read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- **e4** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e5** read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- **e6** read other words of more than one syllable that contain taught GPCs

- **e26** common exception words
- **e27** the days of the week
- **e28** name the letters of the alphabet:
- **e29** naming the letters of the alphabet in order
- **e30** using letter names to distinguish between alternative spellings of the same sound

Writing - handwriting KS1

- **e37** sit correctly at a table, holding a pencil comfortably and correctly
- **e38** begin to form lower-case letters in the correct direction, starting and finishing in the right place
- **e39** form capital letters
- **e40** form digits 0-9
- **e41** understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing - transcription - Spelling KS1

- **e25** words containing each of the 40+ phonemes already taught

COMMUNICATION AND LANGUAGE

KS1

- **sl1** listen and respond appropriately to adults and their peers
- **sl2** ask relevant questions to extend their understanding and knowledge
- **sl3** use relevant strategies to build their vocabulary
- **sl4** articulate and justify answers, arguments and opinions
- **sl5** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl6** maintain attention and participate actively in

- **sl7** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl8** speak audibly and fluently with an increasing command of Standard English
- **sl9** participate in discussions, presentations, performances, role play, improvisations and debates
- **sl10** gain, maintain and monitor the interest of the listener(s)
- **sl11** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **sl12** select and use appropriate registers for

Rocking Rainforests - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• sc2 asking simple questions and recognising that they can be answered in different ways• sc3 observing closely, using simple equipment• sc4 performing simple tests• sc5 identifying and classifying• sc6 using their observations and ideas to suggest answers to questions• sc7 gathering and recording data to help in answering questions. <p>Plants <i>KS1</i></p> <ul style="list-style-type: none">• sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• sc9 identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• sc14 distinguish between an object and the material from which it is made• sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• sc16 describe the simple physical properties of a variety of everyday materials• sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Living things and their habitats <i>KS1</i></p> <ul style="list-style-type: none">• sc20 explore and compare the differences between things that are living, dead, and things that have never been alive• sc21 identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats• sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Animals, including humans <i>KS1</i></p> <ul style="list-style-type: none">• sc26 notice that animals, including humans, have offspring which grow into adults• sc27 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• sc28 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Uses of everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• sc29 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses• sc30 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Location knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge6 name and identify characteristics of the four countries and capital cities of the United Kingdom <p>Place knowledge <i>KS1</i></p> <ul style="list-style-type: none">• ge7 understand the human and physical geography of a small area of the United Kingdom• ge8 understand the human and physical geography of a small area in a contrasting non-European country• ge9 understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p>Human and physical geography <i>KS1</i></p> <ul style="list-style-type: none">• ge12 identify the location of the Equator and the North and South Poles• ge13 identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• m1 count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number• m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens• m3 given a number, identify one more and one less• m4 identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least• m5 read and write numbers from 1 to 20 in numerals and words. <p>Number - addition and subtraction <i>KS1</i></p> <ul style="list-style-type: none">• m6 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs• m7 represent and use number bonds and related subtraction facts within 20• m8 add and subtract one-digit and two-digit numbers to 20, including zero• m9 solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. <p><i>KS1</i></p> <ul style="list-style-type: none">• co7 use technology purposefully to create digital content• co8 use technology purposefully to organise, store and manipulate digital content• co9 use technology purposefully to retrieve digital content• co10 recognise common uses of information technology beyond school.• co11 use technology safely and respectfully	<p><i>KS1</i></p> <ul style="list-style-type: none">• pe1 master basic movements including running• pe1.1 master basic movements including jumping• pe1.2 master basic movements including throwing and catching• pe1.3 aster basic movements developing balance co-ordination• pe1.4 master basic movements, developing agility• pe1.5 master basic movements and begin to apply these in a range of activities• pe2 participate in team games• pe2.1 in team games, develop simple tactics for attacking and defending	<p><i>KS1</i></p> <ul style="list-style-type: none">• ad1 to use a range of materials creatively to design and make products• ad4 to use sculpture to develop and share their ideas, experiences and imagination• ad5 to develop a wide range of art and design techniques in using colour, pattern, texture,• ad6 to develop a wide range of art and design techniques in using line, shape, form and space• ad8 about the differences and similarities between different practices and disciplines, and making links to their own work.	<p>Reading - word reading <i>KS1</i></p> <ul style="list-style-type: none">• e1 apply phonic knowledge and skills as the route to decode words• e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes• e3 read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word• e5 read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings• e6 read other words of more than one syllable that contain taught GPCs <p>Writing - transcription - Spelling <i>KS1</i></p> <ul style="list-style-type: none">• e25 words containing each of the 40+ phonemes already taught• e26 common exception words• e27 the days of the week• e28 name the letters of the alphabet:• e29 naming the letters of the alphabet in order• e30 using letter names to distinguish between alternative spellings of the same sound <p>Writing - handwriting <i>KS1</i></p> <ul style="list-style-type: none">• e37 sit correctly at a table, holding a pencil comfortably and correctly• e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place• e39 form capital letters• e40 form digits 0-9• e41 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	<p><i>KS1</i></p> <ul style="list-style-type: none">• sl1 listen and respond appropriately to adults and their peers• sl2 ask relevant questions to extend their understanding and knowledge• sl3 use relevant strategies to build their vocabulary• sl4 articulate and justify answers, arguments and opinions• sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• sl8 speak audibly and fluently with an increasing command of Standard English• sl9 participate in discussions, presentations, performances, role play, improvisations and debates• sl10 gain, maintain and monitor the interest of the listener(s)• sl11 consider and evaluate different viewpoints, attending to and building on the contributions of others• sl12 select and use appropriate registers for effective communication.	<p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa6 Recognise what is right and wrong.• pa7 Agree and follow rules for their group and classroom.• pa9 Realise that people and other living things have needs.• pa11 Contribute to the life of the class and school. <p>PSED Developing a healthy, safer lifestyle <i>KS1</i></p> <ul style="list-style-type: none">• ph5 Begin to maintain personal hygiene.• ph6 Begin to understand that certain actions spread disease.• ph7 Identify the main parts of the body. <p>PSED Preparing to play an active role as citizens <i>KS1</i></p> <ul style="list-style-type: none">• pa12 Listen and respond in group discussions.• pa13 Express own views with increasing confidence.• pa14 Participate in a simple debate about school issues.• pa15 Identify different choices they can make.• pa16 Recognise the difference between right and wrong.• pa18 Beginning to understand that they have more responsibilities to meet the needs of living things. <p>PSED Developing confidence and responsibility and making the most of their abilities <i>KS1</i></p> <ul style="list-style-type: none">• pc22 Share their opinions on things that matter to them.• pc23 Recognise, name and deal with their feelings in a positive way.• pc24 Reflect on and evaluate their own experiences to set simple goals. <p>PSED Developing a healthy, safer lifestyle <i>KS1</i></p> <ul style="list-style-type: none">• ph8 Make simple choices that improve their health and well being. <p>PSED Developing good relationships and respecting the differences between people <i>KS1</i></p> <ul style="list-style-type: none">• pr20 Recognise how their behaviour affects other people.• pr21 Identify and respect the differences and similarities between people.• pr24 Greet and talk with adults including outside visitors who help us (police officers, nurses, religious leaders).

