




**LKS2**

Curriculum Objectives & Knowledge Organiser

Autumn 2019

# AUTUMN 1 – Cycle 2 – HABITATS (Rainforests) – LKS2



SCIENCE	ART	COMPUTING	PSHE –	Curriculum Driver - Real, Practical & Fun!
<p><b>To work scientifically</b> -Sc1 M2a Ask relevant questions. M2b Set up simple practical enquiries and comparative fair tests</p> <p><b>To understand plants</b> <b>Sc2 M2a</b> Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. <b>Sc2 M2b</b> 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. <b>Sc2 M2c</b> Investigate the way in which water is transported within plants. <b>Sc2 M2d</b> Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>To investigate living things</b> <b>Sc4 M2a</b> Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. <b>Sc4 M2c</b> Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</p>	<p><b>To master techniques</b> <b>Ad2 M2a</b> Select and arrange materials for a striking effect. <b>Ad2 M2c</b> Sketch lightly [no need to use a rubber to correct mistakes].</p> <p><b>Ad2 M2d</b> -Use shading to show light and shadows. <b>Ad2 M2a</b> -Use layers of two or more colours. <b>Ad2 M2b</b> -Replicate patterns observed in natural or built environments.</p> <p><b>To take inspiration from the greats [classic and modern]</b></p> <p><b>Ad3 M2b</b> - Create original pieces that are influenced by studies of others.</p> <p><b>Ad3 M2a</b> Replicate some of the techniques used by notable artists, artisans and designers.</p> <p><b>To develop ideas</b> <b>Ad1 M2d</b> - Explore ideas in a variety of ways.</p>	<p><b>Coding.</b> – <i>Using scratch create interactive rainforest scene. E.g. click on tree and fact bubble appears. Trigger sounds</i></p> <p><b>C1 To code (using Scratch)</b></p> <p><b>Code C1 M2b</b> - Set the appearance of objects and create sequences of change <b>Code C1 M2c</b> - Create and edit sounds, Control when they are heard, their volume, duration and rests <b>Code C1 M2e</b> – Specify conditions to trigger events</p> <p>- VR- Discovery VR, exploring rainforests, gather facts for Scratch project</p> <p><b>P.E</b></p> <p><b>PE 1 To develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p><b>Gymnastics M2b</b> - Move in a clear, fluent and expressive manner. <b>Gymnastics M2d</b> - Show changes of direction, speed and level during a performance. <b>Gymnastics M2f</b> - Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). <b>Gymnastics M2c</b> - Refine movements into sequences.</p> <p><b>Games M2d</b> - Follow the rules of the game and play fairly. <b>Games M2g</b> - Lead others and act as a respectful team member. <b>Games M2f</b> - Pass to team mates at appropriate times.</p>	<p><b>Core value: Love</b></p> <ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> </ul> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive, healthy relationships.</li> <li>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</li> </ul> <p><b>Autumn 1 – Staying Safe</b> Learn school rules motto – be SMART</p> <ul style="list-style-type: none"> <li>To understand that being safe when they visit websites is similar to staying safe in real life.</li> <li>To learn to recognise websites that are good for them to visit and know they should ask an adult they trust before they visit a particular website</li> </ul> <p><b>NSPCC:</b> Lucy <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/</a></p>	<p><b>Rainforest experience</b></p> <p><b>BRIGHT Learners</b> B is for Brave</p> <p><b>CORE VALUE – LOVE</b></p>
<p><b>MUSIC</b></p> <p><b>Music Appreciation</b> – Music from South America – Brazilian – Samba, Salsa Y3 – Samba percussion. Rumble in the jungle – percussion piece.</p>	<p><b>GEOGRAPHY</b></p> <p><b>To investigate patterns</b> <b>G2 M2a</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <b>To investigate places</b> <b>G1 M2a</b> Ask and answer geographical questions about the physical and human characteristics of a location. <b>G1 M2e</b> Use a range of resources to identify the key physical and human features of a location. <b>G1 M2b</b> Explain own views about locations, giving reasons. <b>G1 M2c</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>		<p><b>RE DISCOVER</b> <b>JUDAISM (Y4Aut1)</b></p> <p>How special is the relationship Jews have with God? Do sacred texts have to be ‘true’ to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community?</p>	<p><b>Seeking Enquiry - Topic Questions</b></p> <p><b>Do we need to cut down the Rainforest?</b> <b>What is the most important thing the rainforest has?</b></p>
<p><b>ENGLISH</b></p> <p>Poetry – Performance Poetry Non-chronological reports – information texts – The Rainforest</p>			 <p><b>Habitats (Rainforests)</b></p>	

# HABITATS (Rainforests) – LKS2 – Knowledge Organiser



## Topic Overview

We will be exploring the world's rainforests and asking the question of, why do rainforests lie near the equator?

We will be focusing in on the Amazon rainforest, learning about the different layers, exploring the different plants and animals and comparing it to those in the UK.

Deforestation is a major issue and we be investigating its global impact. We will be debating whether it is ever acceptable to cut down the rainforest's trees and how we can help minimize the impact of deforestation.

## Big Questions

What is deforestation and can we stop it?

Are we too late to save the rainforests?

What impact will the reduced rainforests have on our lives?

Why should we care?

## Important facts

- About 30 million species of plants and animals live in the rain forest.
- The rainforests hold more than two-thirds of the world's plant species.
- Many of the foods we love come from the rainforest.

### Rainforest Amphibians

[Poison Dart Frog](#)  
[Red Eyed Tree Frog](#)  
[White-Lipped Treefrog](#)

### Rainforest Insects

[Blue Morpho Butterfly](#)  
[Giraffe Weevil](#)  
[Goliath Beetle](#)  
[Leafcutter Ant](#)  
[Red Imported Fire Ant](#)

### Rainforest Birds

[Harpy Eagle](#)  
[King Vulture](#)  
[Lovely Fairywren](#)  
[Macaw](#)  
[Toucan](#)

### Rainforest Mammals

[Anteater](#)  
[Aye-Aye](#)  
[Binturong](#)  
[Capybara](#)  
[Coati](#)  
[Jaguar](#)  
[Lemur](#)  
[Leopard](#)  
[Ocelot](#)  
[Orangutan](#)  
[Sloth](#)  
[Spider Monkey](#)  
[Vampire Bat](#)

### Rainforest Fish

[Candiru](#)  
[Electric Eel](#)  
[Piranha](#)  
[South American Lungfish](#)

### Rainforest Reptiles

[Arrau Turtle](#)  
[Boa Constrictor](#)  
[Caiman](#)  
[Green Anaconda](#)  
[Green Iguana](#)



## Vocabulary

**canopy layer** - the uppermost branches of the trees in a forest, forming a virtually continuous layer of foliage

**rainforest** - dense forest found typically in tropical areas with consistently heavy rainfall.

**forest floor** - the ground beneath the trees of a forest, consisting of roots, soil, and rotting leaves

**understory layer** - tangle of shrubs and young trees

**emergent layer** - is the tallest layer of the rain forest

**habitat** - the natural home or environment of an animal, plant

**jungle** - a forest thick with trees, other plants, and animals

**Amazon** - is a moist broadleaf forest that covers most of the Amazon Basin of South America.

**undergrowth** - a dense growth of shrubs and other plants, especially under trees in woodland

**deforestation** - the removal of a forest from land which is then converted to a non-forest use.

