

Year 3: Amazing Amazon
Term: Spring 1

Prime question: What is the Amazon Rainforest like?

Subsidiary questions:

1. Where is Amazonia?
2. What is it like?
3. What is its weather and climate like?
4. How is Amazonia connected to other places?
5. How is Amazonia changing?
6. How is Amazonia similar and different to our school locality?
7. What would it feel like to live in Amazonia?

Science

Pupils should be taught to:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, & room to grow) & how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.

Geography

Pupils should be taught to:

- Locate Brazil and the Amazon Rainforest on a world map and on a map of Brazil.
- Identify the position of the Amazon Rainforest and cities of Brazil using latitude and longitude and relative location of Equator, tropics of Cancer and Capricorn
- Understand the geographical similarities and differences through the study of human and physical geography of the Amazon Rainforest
- Use a range of digital and aerial images to locate countries and describe key features

History

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Art

Pupils should be taught:

- To create sketchbooks to record their observations and use them to review and revisit ideas
- About great artists e.g. Constable's Flower Garden (Constable), Olive Trees (Van Gogh), Woman with a Parasol in a Garden (Renoir)

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Music

Pupils should be taught to:

- Listen with attention to detail and recall sounds with increasing aural memory (e.g. I like the flowers, by Beat Boppers Children's Music)

Computing

We are network engineers

- Understand computer networks, including the internet; how they can provide multiple services.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.