

**Holland Haven Primary School's Creative Curriculum Planning: Spring 2**  
*See our new 'HH Skills and National Curriculum coverage' booklets for specific objectives per Phase and Subject*  
 Additional cross-curricular and SMSC links [Diversity Thread](#)

<b>Phase: Theme:</b>	<b>MIDDLE SCHOOL Yr 3/4 Rainforests</b>
<b>Subject Foci:</b>	<b>Geography/ Science</b>
<b>Expected outcomes:</b>	Be able to compare and contrast areas Describe and understand key aspects of physical geography Describe and understand key aspects of human geography - deforestation Know and locate the world's countries and key characteristics Classify living things and their habitats Recognise environments can change and the threat to living things
<b>Educational Visit/Visitor</b>	Rainforest Focus Visit to the Colchester Zoo
<b>Extended Classroom opportunities</b>	Compare habitats with a visit to Holland Haven Nature Reserve Which creatures and plants live around Holland Haven school
<b>Parent-Pupil Project</b>	Create a new species of rainforest creatures
<b>Themed 'visual token' team system Learning Environment</b>	Earn 'Seeds' for your team! Team names Toucans, Jaguars, Capybaras, Macaws and Tamarins Rainforests - themed reading corner and classroom
<b>Project</b>	<p><b>English</b> - Narrative: Kapok Tree (<a href="#">Diversity Link</a>) - story for a younger audience. Poetry: Rainforest poems.</p> <p><b>Science</b> - Classify, describe and compare - living things and their habitats - classification. Threats to habitats - deforestation.</p> <p><b>Geography</b> - Know and locate the world's countries and key characteristics. Find out what a rainforest is and where they are found. Describe and understand key aspects of physical geography Explore the layers of vegetation in a rainforest. Describe and understand key aspects of human geography, including types of settlement and land use. Find out about the people and settlements of the rainforest. (<a href="#">Diversity Link</a>)</p> <p><b>Art</b> - Develop control and mastery - context: rainforest animals (gorilla). Evaluate different types of historical and cultural art. Explore and replicate the art of Henri Rousseau (painted jungle pictures).</p> <p><b>Design and Technology</b> - Sew a felt rainforest animal toy for a younger child. Create 3 design briefs and choose a final product to make. Evaluate.</p> <p><b>PE</b> - Develop flexibility, strength, technique and agility through gymnastics (rainforest animal movements/dance motifs). and Understand and apply the basic principles of attacking and defending through Netball.</p> <p><b>Music</b> - Rainforest musical composition (symbols): thunder, rain, snakes... record and perform with accuracy. Volume, timbre and pitch.</p> <p><b>ICT</b> - Understand search technologies. Be able to use the internet to find out facts about the rainforest. Design and create programs, systems and content - create a rainforest game.</p>
<b>Reading and Spelling</b>	Daily Guided Reading Sessions using themed texts: Kapok tree Daily Spelling, Punctuation and Grammar sessions. Weekly, personalised spelling practice.

<b>Discrete Maths</b>	Following Assertive Mentoring Target planning - Progression Ladder System Creative Coverage Problem Solving opportunities for Fluency and Reasoning Weekly Number focused test/lesson Morning Maths Meetings RM Maths
<b>Theme and real-life maths links including outdoor</b>	Measuring Plants grown by class Comparing the size of a tree in the rainforest to everyday objects How to measure the height of a tree. Sorting leaf shapes using Venn diagrams.
<b>Learning Hook</b>	Letter from David Attenborough
<b>Discrete Languages</b>	Rigolo Scheme of Work
<b>Philosophy for Children</b>	What could we do to stop the rainforests being destroyed? Does it matter if it is destroyed?
<b>Discrete P.E.</b>	Understand and apply the basic principles of attacking and defending through Netball.
<b>Discrete Religious Education (Essex)</b>	<b>Unit name</b> - Founders of different religions Jesus Christ Guru Nanak Abraham Siddhartha Guatama Muhammed
<b>Forest Schools</b>	Activities including: Den building, mud creatures, cooking on a fire, story-journey sticks and pebbles, team-building, whittling, dream-catchers, swing-rope and measuring. Themed links to the above projects where possible.  Key Skills covered: <b>SMSC</b> and PSHE: independence, responsibility and risk-taking, exploring and understanding well-being, outdoor activity challenges, art and design techniques and using a range of materials.
<b>Collaborative Learning</b>	Group learning structures: rally coach, line-up, bagel, stand and share, stand-up hand-up pair-up, corners, round robin, think-pair-share. Pupils will work effectively in groups, where appropriate, across their learning.
<b>School and Learning Council Meetings</b>	Whole School 'School Council' and 'Learning Council' (2 representatives from each class) and class response/action and feedback. Pupil Perception Fundraising School Projects
<b>Weekly Assemblies with an SMSC focus</b>	Singing assemblies Whole School Achievement Celebration Assembly Whole School Assemblies exploring Social, Moral, Spiritual and Cultural content Class Assemblies - News Round