Unit planner: Why is the forest disappearing?   Weeks: 4

Key Concepts: humanity, responsibility, impact, respect

Intent: To understand how humans influence the world and how they can make conscious decisions about the environment. To be able to locate different climate zones across the world and discuss how these are changing.

Starter: Nature Walk on the school grounds- discuss "What would happen if the forest disappeared?"

National Curriculum Statements (Target Tracker)

Pupils will be taught to –

RE
See SACRE document

Science
Ask relevant questions and use different types of scientific enquiries to answer them.
Gather, record, classify and present data in a variety of ways to help in answering questions.
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Identify differences, similarities or changes related to simple scientific ideas and processes.
Use straightforward scientific evidence to answer questions or to support his/her findings.
Construct and interpret a variety of food chains, identifying producers, predators and prey
Recognise that living things can be grouped in a variety of ways.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.

Computing
Understand what servers are and how they provide services to a network.
With support select and use a variety of software on a range of digital devices.
With support select, use and combine a variety of software on a range of digital devices to accomplish given goals
Use technology responsibly and understand that communication online may be seen by others.

Geography
Demonstrate knowledge of features about places around him/her and beyond the UK.
Recognise that people have differing quality of life living in different locations and environments.
Understand the effect of landscape features on the development of a locality.
Describe how people have been affected by changes in the environment.

PHSE
Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
Know that their actions affect themselves and others
Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
Consider the lives of people living in other places, and people with different values and customs

Key Vocabulary:

Subject: RE

	Key Vocabulary
Can I understand the difference between right and wrong?	Morals
Can I understand the themes and messages of pictures books?	Messages
Can I understand and respect different culture and the morals that are important to them?	Respect
	Culture
	Right/wrong
	Differences
	Imagery
	Symbols

Subject: PHSE

Can I understand the term morals and understand my own?	Environment
Can I understand the effects of deforestation and how it affects the environment?	Recourses
Can I debate the human impact on our environment?	Community
	Green issues

Subject: Science

Can I understand the effects deforestation?	Classification
Can I explore and use classification keys to help group, identify and name a variety of living things?	Animals
Can I recognise that environments can change and that this can sometimes pose dangers to living things?	Food chains
Can I construct and interpret a variety of food chains, identifying producers, predators and prey?	Predator
Can I identify key features of invertebrates in their environments?	Prey
Can I identify key features of vertebrates in their environment?	Vertebrates/ invertebrates
Can I research animals in my local area and find out information about one specific animal?	Grouping
	Key
	Mammals
	Amphibians
	Retiles
	Birds
	Fish

Subject: Geography

Can I understand the different climate zones?	Recycling
Can I name them using technical language?	Deforestation
Can I understand the impact of my own actions on the world I live in?	Climate zones
Can I create a persuasive poster to encourage people to care and look after the world?	Vegetation belt
	Tropic of Capricorn
	Prime meridian
	Tropic of cancer
	Northern hemisphere
	Southern hemisphere
	Equator

Subject: Computing

Can I create a newspaper article?	Save
Can I open and save a file to a suitable folder?	File
Can I use suitable file names when saving work with adult support?	Right-click
Can I understand that school computers are connected and know how to access that network?	Left-click
Can I type using all fingers?	Double-click
Can I understand that you can organise files using folders and know how to do so with adult support?	Copy and paste
Can I delete, move and copy files?	Networks
Can I correctly use right-click, left-click and double-click on a mouse all of the time?	Server
Can I understand how to copy text and images from one program to another?	

		Text types:	**Literature:**	**Math links:**	**Published Outcomes:**
		• Narrative – create their own picture book • Newspaper report- extinction of a an animal	• The Tin Forest • Range of picture books	ey enn Diagrams	• Picture book (create with illustrations) • Newspaper report type up in newspaper format
		Enrichment: Use school grounds for a nature walk to look at the local environment.			