The Rainforest : Cross-Curricular Topic : Year 3/4

**Geography**

1. Discover where the rainforests are in the world and locate them on a world map.
2. Explore what it is like in a rainforest and learn about the four main layers of vegetation.
3. Define the word ‘climate’ and use charts and graphs to explore the climate of tropical rainforests.
4. Discover the indigenous rainforest tribes and compare their lives with life in modern society.
5. Explore how the rainforests are under threat and the actions that we can take to help save them.

**Science**

1. Investigate the different parts of a plant and their purpose.
2. Identify and describe the different types of plants found in the rainforest.
3. Identify different animals who live in the rainforest using branching databases.
4. Identify, organise and group animals based on different classifications.
5. Discover how animals and plants in the rainforest are linked through food chains.

**Art**

1. Learn and refine techniques to observe and draw animals.
2. Explore the art of Henri Rousseau and replicate some of his work using collage.
3. Design and make an animal mask.

**Computing**

1. Learn about the most effective and efficient search terms when researching facts about the rainforest.
2. Use word processing to present a rainforest glossary.

**DT**

1. Design, sew and evaluate poison dart frog beanbags.

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**The Rainforest**

A KS2 cross-curricular topic for Year 3 and 4

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NB: ‘FSD? Activity only’ refers to the alternative ‘Fancy Something Different…?’ activity within the lesson plan
# The Rainforest: Cross-Curricular Topic: Year 3/4

## GEOGRAPHY

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| **Lesson 1** | To find out what a rainforest is and where they are found. | Children will use a world map to identify the areas where rainforests can be found. They will use these maps to identify the Tropics of Cancer and Capricorn and are challenged to transfer this knowledge and understanding on their own maps, identifying the countries and continents where rainforests are found. | • Can children locate the Tropic of Capricorn, Tropic of Cancer and equator on a world map?  
• Do children know that rainforests lie between the two tropics?  
• Can children name continents and countries that have areas of rainforest? | • Slides  
• Worksheet 1A/1B/1C/1D/1E  
• World Map sheets  
• Rainforests Map sheets  
• Country Cards (FSD? activity only) |
| **Lesson 2** | To explore the layers of vegetation in a rainforest. | Children have the opportunity to discover how the climate in a tropical rainforest makes it perfect for plant growth. They will investigate how the rainforest can be split into four main layers of vegetation and are challenged to describe each of these layers. | • Can children describe what the rainforest is like?  
• Can children name the four layers of vegetation in a rainforest?  
• Can children describe the features of each layer of vegetation and identify animals that live there? | • Slides  
• Worksheet 2A/2B  
• Information Sheet  
• Challenge Cards (FSD? activity only)  
• Art materials, e.g. brown/green paper, paints, tissue paper, paints, chalks, etc. (FSD? activity only) |
| **Lesson 3** | To investigate the climate of the rainforest. | This lesson will teach the children about the climate of the rainforests and allow them to research the climate using charts and graphs, including temperature and rainfall. They will also investigate the role rainforests play in the water cycle. | • Do children understand the word ‘climate’?  
• Can children describe the climate of a tropical rainforest?  
• Can children compare the climate of the rainforest with climates in other parts of the world? | • Slides  
• Worksheet 3A/3B/3C/3D/3E  
• Challenge Cards (FSD? activity only)  
• Coloured paper, art materials, etc. (FSD? activity only) |
| **Lesson 4** | To find out about the people and settlements of the rainforest. | In this lesson the children will discover the lives of the indigenous tribes of the rainforest and compare them to their own lives. They will look in particular at the Yanomami tribe, including their housing, clothing, hunting, traditions etc. | • Do children know that there are settlements in the rainforest?  
• Can children describe the way of life of traditional tribespeople?  
• Can children explain how people use the rainforest sustainably to survive? | • Slides  
• Worksheet 4A/4B/4C/4D/4E  
• Access to internet, books, etc.  
• Question Cards (FSD? activity only) |
| **Lesson 5** | To explore why the rainforest is under threat and the measures taken to protect it. | This lesson has the children investigating the reasons behind deforestation and what they can do to help reverse the effects that this has on the world. They are then challenged to show their understanding of deforestation and what can be done to help save the rainforests by writing a newspaper report. | • Do children know that rainforests around the world are under threat?  
• Can children describe reasons why rainforests are destroyed?  
• Can children describe ways in which rainforests can be protected? | • Slides  
• Worksheet 5A/5B/5C/5D  
• Books, access to internet, etc.  
• Information Sheet (FSD? activity only) |
## The Rainforest: Cross-Curricular Topic: Year 3/4

### Science

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| **Lesson 1** To be able to identify the different parts of rainforest plants and their uses. | In this lesson the children will identify different parts of a plant and their functions whilst studying a variety of rainforest plants. They are challenged to draw and label different rainforest plants and describe what each part of the plant is for. | • Can children identify some of the plants in the rainforest?  
• Can children identify the different parts of a plant?  
• Can children use appropriate vocabulary to describe rainforest plants? | • Slides  
• Worksheet 1A/1B/1C/1D  
• Picture Cards  
• Label Cards (FSD? activity only) |
| **Lesson 2** To be able to identify a variety of rainforest plants.                 | Children will investigate rainforest plants in more detail, learning about the different leaves, shapes and fruit that grow there. They then use a branching database to identify the different plants based on their descriptions. | • Can children identify a variety of rainforest plants?  
• Can children describe a variety of rainforest plants according to their characteristics?  
• Can children match a plant to its description? | • Slides  
• Worksheet 2A/2B/2C  
• Picture Cards A/B  
• Branching Database  
• Riddle Cards  
• Plant Cards (FSD? activity only)  
• Access to books, internet, CD ROMs, etc. (FSD? activity only) |
| **Lesson 3** To be able to identify a variety of animals from the Amazon rainforest. | In this lesson the children will be describing different rainforest animals and identifying them based on their features. They will use branching databases to help them identify the different animals that live in this kind of habitat. | • Can children identify a variety of animals that live in the Amazon rainforest?  
• Can children use a branching database to identify animals?  
• Can children describe what an animal is like based on a variety of characteristics? | • Slides  
• Worksheet 3A/3B/3C  
• Branching Database A/B  
• Name Labels  
• Animal Cards (FSD? activity only)  
• Books, CD ROMs, access to internet, etc. (FSD? activity only) |
| **Lesson 4** To be able to classify rainforest animals according to various criteria. | Children are reminded of the criteria for classifying different types of animals into their various classes based on their features. They are then challenged to look carefully at some Carroll diagrams and think of the possible labels for each group in the diagram. They then think about different ways they can sort different animals based on their features. | • Do children know that the number of species means it is important to be able to sort animals into groups?  
• Can children identify ways of sorting animals into groups?  
• Can children sort animals into groups according to various criteria? | • Slides  
• Worksheet 4A/4B/4C/4D  
• Picture Cards  
• Animals Cards (FSD? activity) |
| **Lesson 5** To understand and identify food chains in the Amazon rainforest.      | In this final lesson the children will learn to use scientific vocabulary such as consumer, producer, carnivore, omnivore and herbivore to describe different food chains which exist in the rainforest ecosystem. The children are challenged to complete and create food chains based on the diets of rainforest animals. | • Do children know what a food chain is?  
• Can children explain terms such as producer, consumer, herbivore, carnivore and omnivore?  
• Can children create food chains to see feeding relationships in the Amazon rainforest? | • Slides  
• Worksheet 5A/5B/5C/5D/5E/5F  
• Organism Cards (FSD? activity only) |

NB: ‘FSD? Activity only’ refers to the alternative ‘Fancy Something Different…?’ activity within the lesson plan.
# The Rainforest: Cross-Curricular Topic: Year 3/4

## ART

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| **Lesson 1**       | To be able to draw rainforest animals. | - Do children know that animals can be separated into shapes to make them easier to draw?  
- Can children follow step-by-step instructions to draw cartoon animals?  
- Can children draw from observation? |  
- Slides  
- Worksheet 1A  
- How to Draw sheets  
- Picture Cards (FSD? activity only)  
- Sketchbooks  
- Drawing pencils  
- Variety of options for colouring, e.g. paints, pastels, etc. |
| **Lesson 2**       | To explore and replicate the art of Henri Rousseau. | - Can children explain who Henri Rousseau was and describe his artwork?  
- Can children replicate the artwork of Henri Rousseau?  
- Can children evaluate their artwork and the artwork of others, saying what they think and feel about it? |  
- Slides  
- Picture Sheets  
- Paints and painting equipment  
- Materials for collages (FSD? activity only) |
| **Lesson 3**       | To be able to design, make and evaluate a rainforest animal mask. | - Can children design an animal mask, making decisions about materials, tools and colours they will use?  
- Can children follow their designs to create an animal mask?  
- Can children evaluate their finished work? |  
- Slides  
- Worksheet 3A/3B/3C/3D  
- Design Sheets  
- Mask Templates  
- Materials, e.g. card, paint, tissue paper, elastic, sequins, coloured pencils, Modroc, newspaper, etc.  
- Tools, e.g. scissors, craft knives, hole punches, masking tape, glue, etc. |
### The Rainforest : Cross-Curricular Topic : Year 3/4

#### COMPUTING

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| **Lesson 1**       | To be able to use the internet to find out facts about the rainforest. | - Do children know what a search engine is and how it is used?  
- Can children use appropriate search terms to find out facts online?  
- Do children understand the importance of checking information found online for accuracy? | - Slides  
- Worksheet 1A/1B/1C/1D  
- Challenge Cards (FSD? activity only)  
- Access to internet |
| **Lesson 2**       | To be able to present a glossary of words relating to rainforests. | - Can children talk about what information they need and how they can find it?  
- Can children insert tables, text and images into a Word document?  
- Can children evaluate their work and identify what went well and what could be improved on? | - Slides  
- Worksheet 2A/2B  
- Rainforest Keywords sheet |

#### DT

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| **Lesson 1**       | To be able to design, make and evaluate a poison dart frog beanbag. | - Can children create a design and describe how they will make a poison dart frog beanbag?  
- Can children follow their designs to make their frogs?  
- Can children evaluate their finished product and say what they think and feel about it? | - Slides  
- Worksheet 1A/1B/1C/1D/1E  
- Template Sheet  
- Picture Cards (FSD? activity only)  
- Felt, thread, glue, needles, pins, felt-tips, etc.  
- Lentils or similar to fill |
| **Lesson 2**       | To be able to design, make and evaluate a rainforest information book with moving parts. | - Can children design a book with appropriate moving parts?  
- Can children work with a variety of tools and techniques to create moving mechanisms?  
- Can children evaluate their finished work and the work of others? | - Slides  
- Worksheet 2A/2B/2C/2D/2E  
- Challenge Cards (FSD? activity only)  
- Paper and card (various colours)  
- Tools, e.g. split pins, scissors, craft knives, rulers, etc. |