

Overall outcome

To understand the need for immediate action against deforestation from scientific and political standpoints.

Recognise the mirroring of environmental issues within The Lorax.

To host our own class COP26 climate summit with Y4 based on our scientific research and understanding

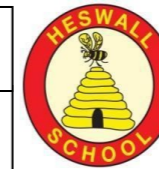
To further advocate our school ethos and commitment to protecting our environment into our learning.

To understand the vital role of science in tackling climate change.

To recognise the value of children's voices when thinking about the future.

Year 3: Medium Term Plan: Autumn 2

Texts: The Great Kapok Tree, The Lorax 50th anniversary edition, Christmas themed poetry



Areas of learning (theme/subject)

Literacy, History, Geography, Science

PE, Music (Charanga unit can be linked to climate change), Art, DT, PHSCE, ICT

Resources

Seeds, pots, non-fiction texts on plants and trees, rulers, iPads, soil, magnifying glasses

Significant individuals

Charles Darwin, George Washington Carver – agricultural scientist linked to soil fertility and sustainability of farms – links to rainforests.
World leaders/scientists attending COP26 event

Hook: Watch the Old Vic Performance of The Lorax - 2021 marks the 50th anniversary of The Lorax.

COP26 assembly and Forest of Promises day (5th November)

Inquiry Question

How do plants and trees sustain life on earth?

Global Goals: 3 – Good Health and Wellbeing, 13 – Climate Action, 15 – Life on Land

Curriculum

What will we learn?

Children will be able 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, and room to grow) and 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 flowering plants, including pollination, seed formation and seed dispersal.

Understand cause and effect - the use/destruction of natural resources have a devastating result on the forest.

Write own Christmas poetry

Create a set of instructions to teach somebody how to grow and look after a Truffala tree (Lorax)

To write a dilemma story based in the rainforest, exploring issues such as environmental sustainability, deforestation, and human impact.

Creativity:

How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?

Continue to support preservation of rainforest ecosystems and argue against global deforestation.

Design and create watercolour plants using chlorophyll/natural plant dyes.

Create Christmas poetry linked to festive/seasonal themed plants/trees

Write a set of instructions based on The Lorax on how to care for a Truffala tree.

Write a dilemma story based in the rainforest.

Investigate and conduct a range of experiments to understand the most suitable conditions for healthy plant growth.

Grow different plants and record their journeys from seed to plant.

Connections

What are the connections to our curriculum past and present?

Connections to previous learning
See Covid-19 file

Links to Harvest Festival (Autumn 1)

Year 1 - Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Year 2 - Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.

Connections to Future learning

Year 6 - Living things and their habitats.

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants, and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Year 6 - Evolution and Inheritance

Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Compassion

What feelings do we wish to evoke?

Understanding of the global effects of rainforest deforestation through following of COP26 event and lead up.

Compassion for wildlife habitats that are destroyed through deforestation.

Instilling the belief and passion in each child, that through their actions, they can be agents of change.

Reinforcement of school eco code- 'small actions make big differences'

Realisation of the global impacts of deforestation.

Curiosity and interest in botany and what it means to be a botanist (past and present)

Concern for the growing endangerment of rainforest species - Fewer than 80,000 orangutans survive today, their habitats under constant threat of deforestation.

Passion for protecting communities (local and afar) and natural habitats.

Respect for the environment and all living creatures

Inspiration to preserve the planet for ourselves and future generations.

Understand and recognise the effect of air pollutants on trees/plants.

Appreciate the role of science in tackling climate

Community

What links can we develop 'Near and Far'?

Compare UK plants with rainforest plants - similarities/differences in terms of conditions for healthy growth and adaptations for survival.

COP26 global event - tackling tropical deforestation in rainforests.

Links to our school eco code - 'small actions make big differences'.

Explore plants in the school grounds and suggest ways to improve plant health and growth.

Grow and record own plants in school.

50th anniversary of The Lorax - discuss how the message may have been ignored, how the book details the pollution of ecosystems and the continuous extinction of species.

The Forest of Promises for COP26 - 5th November