

# The Rainforest

## Social Studies – I can:

- Research to find out the average rainfall in rainforests.
- Record rainfall in our local area.
- Compare and contrast the climate and weather in Scotland with rainforest weather and climate.
- Discuss what I think would be harder or easier if we lived somewhere that had a rainforest climate.
- Compare living things in Scotland with living things in rainforests.
- Explore the impact that climate in rainforests has on plants and their growth.
- Research how animals in vastly different temperatures have adapted to the different climate.
- Explore habitats within rainforests.
- Explore the structure of rainforests and find out information about the animals and creature that live in each layer.
- Explore to find out all the different jobs that people have throughout the process of producing chocolate 'from bean to bar'.

## Technologies – I can:

- Use internet search engines to help me further my understanding of our rainforest topic.
- Search for images and discuss what I see.
- Research and discuss deforestation.
- Suggest things that we can do to help save the rainforest.
- Research what kind of technologies are used in rainforests.
- Design and create a rain stick.
- Create a miniature rainforest environment in a shoe box.

## Expressive Arts – I can:

- Use a range of materials to create a textured rainforest picture.
- Paint a picture of my favourite animal.
- Experiment with patterns to recreate some rainforest animal skins.
- Create a piece of artwork which show the devastating effects of deforestation.
- Create illustrations to accompany my written work.
- Experiment with percussion instruments to create rainforest noises.

## Science – I can:

- Sort things from rainforests into 'living', 'non-living' and 'never-lived'.
- Explore picture books, video clips and other sources to find out what sort of living things are in rainforests.
- Research and discuss what sort of food chains exist.
- Compare plants that grow in rainforests to plants in Scotland.
- Discuss rainforest climate and consider how this helps plants grow.
- Create a mini rainforest by growing and caring for plants.

## Literacy & English – I can:

- Listen and watch for information.
- Take part in group discussions.
- Share some questions that I would like to ask someone who has visited a rainforest.
- Share what I already know and what I would like to find out about rainforests.
- Explore non-fiction texts about rainforests.
- Read for information and share what I have learned.
- Explore electronic texts to further my understanding.
- Demonstrate my understanding by completing comprehension activities.
- Create an acrostic poem.
- Create a fact file about rainforests.
- Create fact files about animals of the rainforest.
- Create a poster to encourage people to 'Save the Rainforest'.
- Write about our plan-growing experience.
- Write about my favourite rainforest animal.

## Health & Wellbeing – I can:

- Explain what the words 'source', 'consumer', 'seasonality' and 'availability' mean in the context of food.
- Research to find out what sort of plants are grown.
- Find out what sort of foods that we eat have rainforest ingredients in them.
- Compare and contrast foods produced in Scotland with foods which come from places further away.
- Find out where my favourite food began its journey.

**Pupil Questions:**

How many rainforests are there in the world?

Where are the rainforests in the world?

What animals live in rainforests.

**Ancient Egypt**  
What pupils want to find out/learn about...

**Term 4 High Quality Assessment:**

I can create a PowerPoint about what I have learned.

<b>Social Studies</b>	<b>Technologies</b>	<b>Literacy</b>
I can create a fact file about rainforests.	I can create a miniature rainforest environment in a shoe box.	I can write about my favourite rainforest animal.
Evaluation:		