

A misty rainforest scene with tall trees and dense foliage. The image is a full-page background for a presentation. It shows a dense tropical rainforest with many tall, thin tree trunks and a thick canopy of green leaves. A light mist or fog hangs in the air, softening the background. In the foreground, there are various green plants, including ferns and broad-leafed shrubs. The overall color palette is dominated by greens and greys from the mist.

Rainforests

Y3/4 Spring Term 2022

Our Rainforest Stunning Start Day was very exciting!

We got arty with Mrs Haxby and made collages of either parrots or lizards.





With Miss Mondon, we created our own rainstorm soundscapes using body percussion.

First, we rubbed our hands together...

Then, we clicked our fingers...

Then, we tapped our hands on our legs...

Finally, we jumped up and down!
It sounded just like a clap of thunder during a tropical storm!



In Mr Lloyd's Class we created stained glass art using a range of materials to produce a Rainforest landscape. These have been displayed on our Classroom windows throughout our topic, making the Classroom feel very tropical!



Zoolab also visited us to help get our topic off to a good start. We got the chance to hold lots of animals that could be found in different rainforests around the world and learnt how they moved, what they ate and other fascinating facts.



Did you know
that
cockroaches
have been
around longer
than the
dinosaurs?
They also have
two brains, one
in their head
and one in their
bottom!





In English, we looked at the features of non-chronological reports before deciding which animal we were going to write about.

3 Their family groups are headed by a female, who is called a cow. Occasionally, males, who are called bulls will join the group, yet, the females remain in charge.

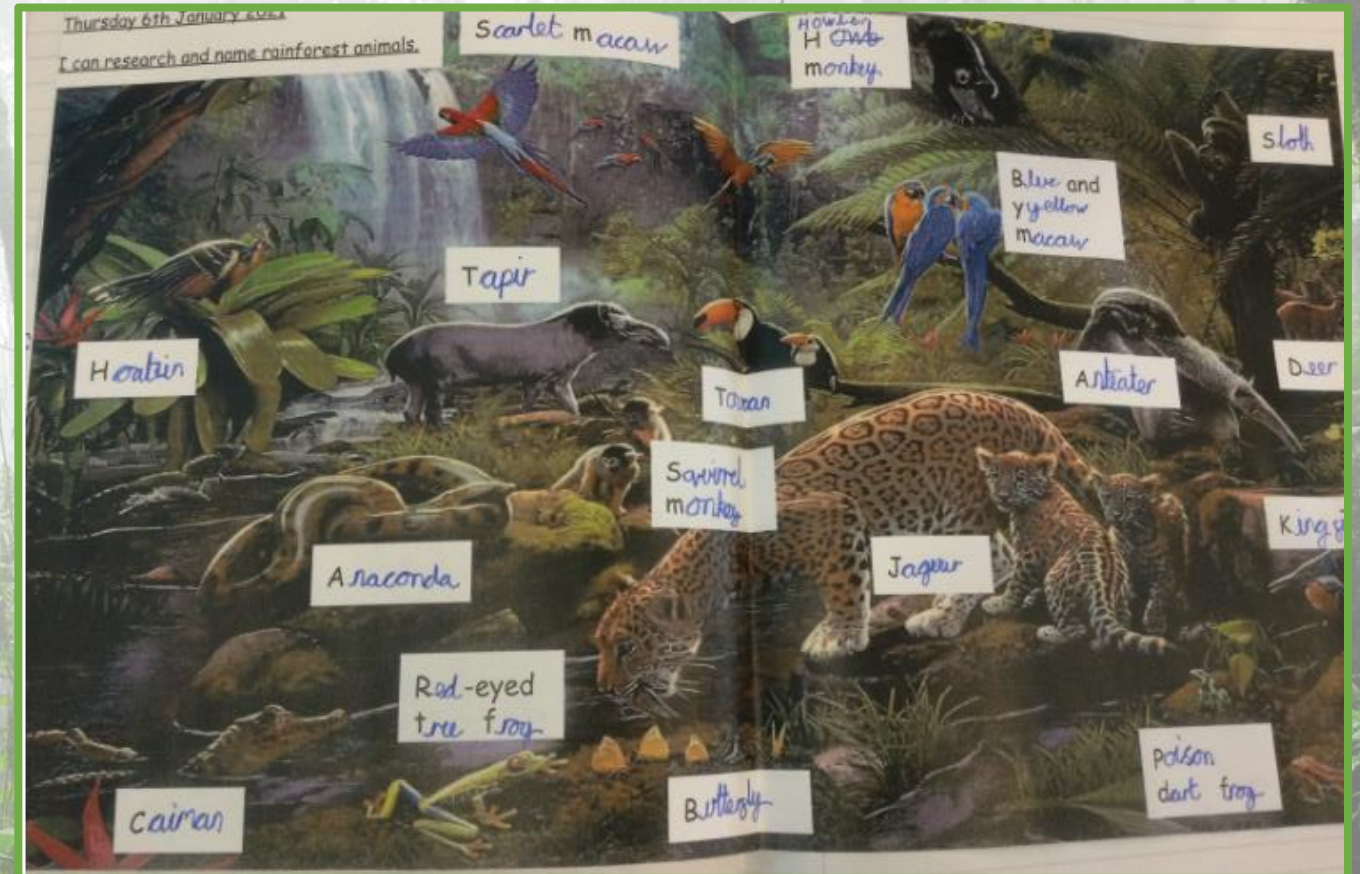
5 If we want elephants to avoid extinction, more must be done to protect them. Although many organisations exist to protect this humble animal, the elephant's main enemy is man and they are in danger of extinction due to loss of habitat and poaching (they are killed for their ivory tusks).

African Elephant

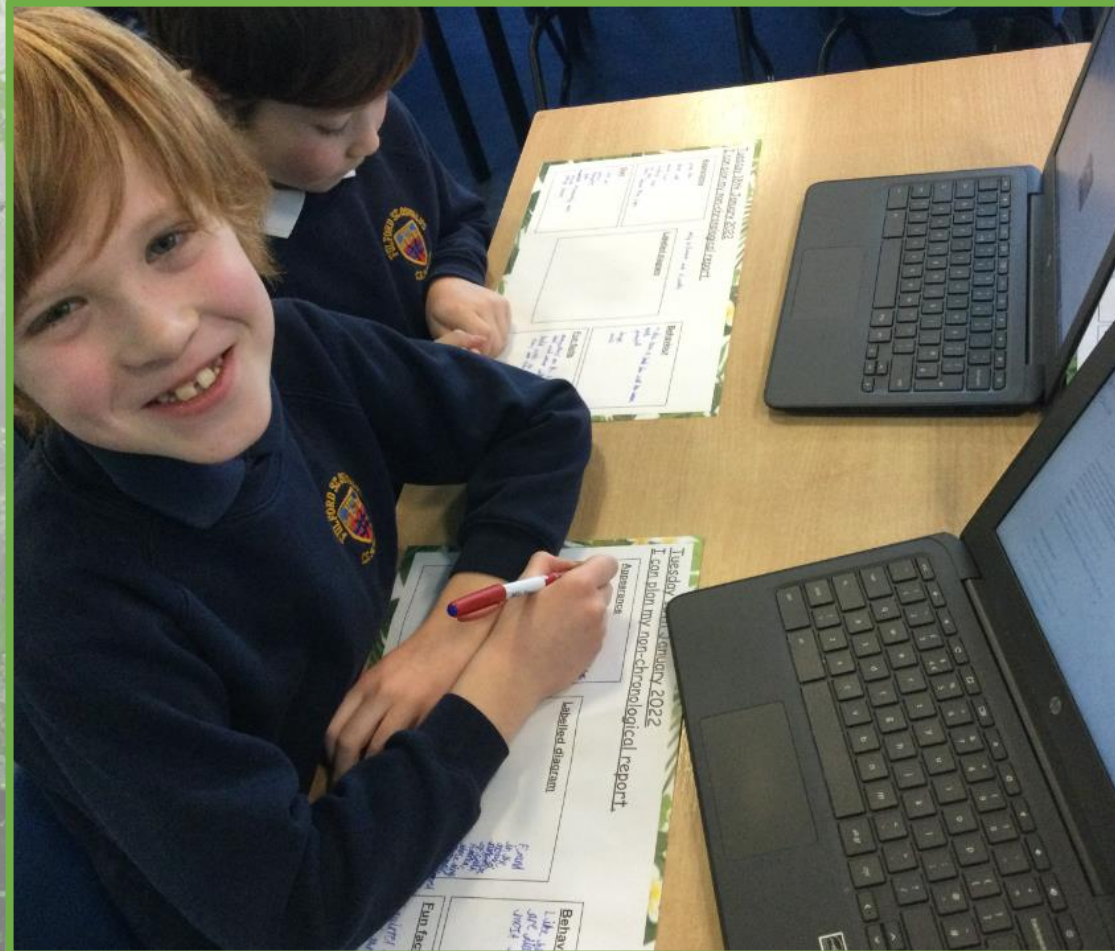
Tuesday 11th January 2022

I can identify the features of a non-chronological report.

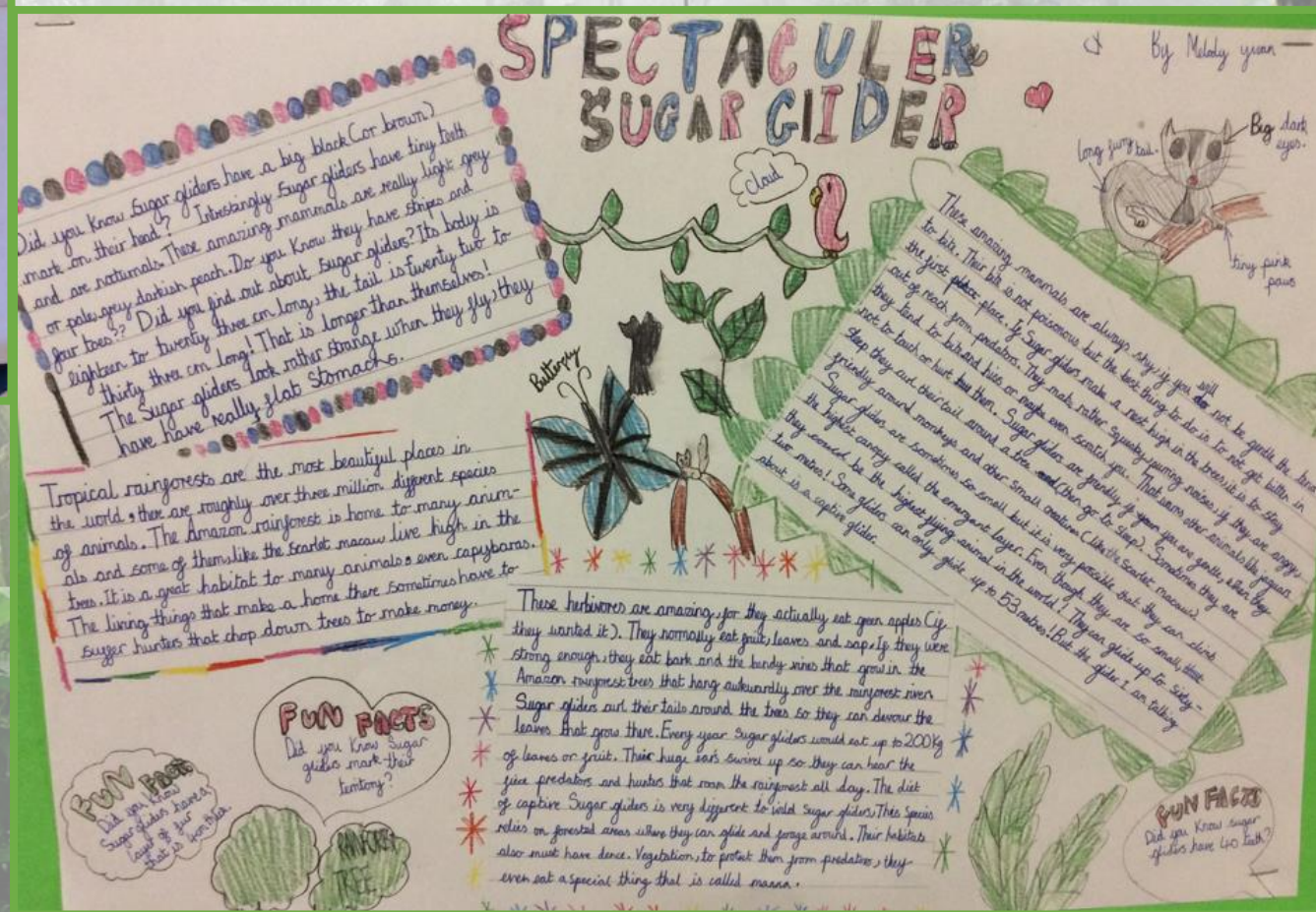
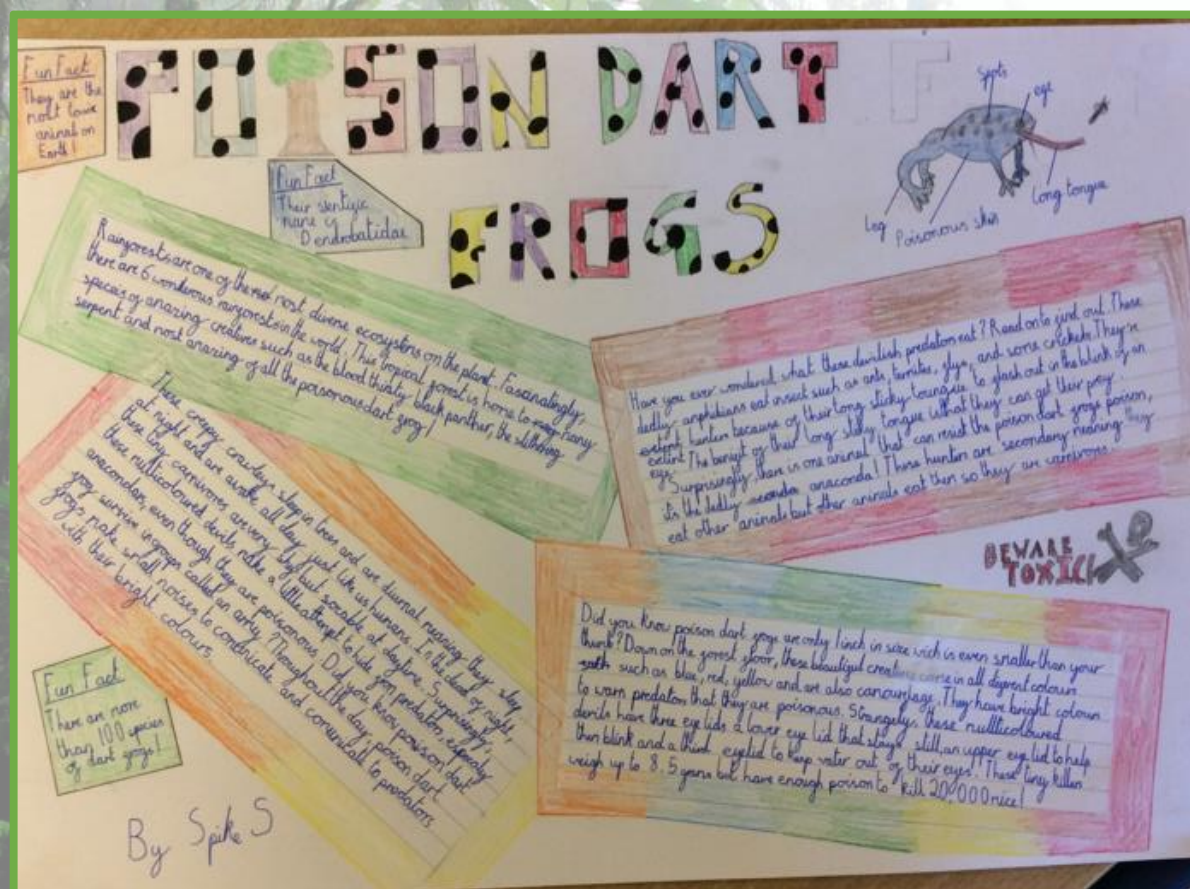
Topic title	1	Exciting facts	
Introduction	2	Present tense verbs	
Paragraphs	3	Technical language (which may be explained in a glossary)	
Sub-headings	4	Written in the third person	
Labelled diagram	5	Rhetorical questions	
Extra details (to support the main points)		Alternative pronouns (to avoid repetition)	
Exciting facts			



Then we researched facts about our chosen animal for our non-Chronological report.



We made sure we included lots of fronted adverbials, alternative noun phrases, amazing facts and rhetorical questions in our writing.



We then wrote a recount of our performance of The Great Kapok Tree to parents.

I can write a recount

When I woke up, I felt nervous ^{as} I realized it was the day of the performance! I felt excited that My Mummy was coming to the performance. When I was having my breakfast, which was Multigrain hoops, I started feeling more excited. Then I left the house ~~and~~ to go to school.

At the last rehearsal, we fitted the masks and people replaced the people who were off poorly. I was making a tocan noise with the instrument I had. I had a special tocan mask that I made by myself, I was very proud of it! At the last rehearsal I played my instrument really loudly! ^{Then} ~~now~~ I felt really nervous!

Finally, we were setting up the hall ready for our parents to come in. As we walked into the hall, I saw the parents standing outside the hall window and the ~~the~~ chairs that had been set up with many upon many rows. Then Mrs. Beland welcomed ~~the~~ our parents in and made her speech. I saw my youngest brother, Remy, watching and my mummy. I ^{excited} ~~was~~ to see that me and mummy were waving at each other! I was excited too that I got ~~to~~ see mummy and Remy!

Our next piece of writing was an explanation text. After researching and planning our paragraphs on deforestation we wrote about what deforestation is, why deforestation happens and the impacts of deforestation. Here is Sam and Noah's explanation texts.

Deforestation



Deforestation is the removal of trees in large numbers. This cruel thing that's happening will cause massive damage to the environment, cause animals to lose their homes and many animals may even die! Approximately the size of a football pitch of these beautiful green plants is lost every 6 seconds!

Causes of deforestation



There are many causes of deforestation and the majority of them are from us human but 3 of them are natural causes. The first cause is natural fires, natural fires can occur in strong winds or when it's hot, fires can burn out masses of chunks in just a day! The second natural cause is floods which is when too much rain falls for the trees to handle, this doesn't have any big effect on the large trees but does clear out broad spaces of the shrubs and bushes on the ground. The last natural cause is the lack of rain, exactly the opposite of the second one (floods). There are many human causes too like cutting down trees for firewood, paper products, land for farming animals, land for planting palm trees (for palm oil), palm oil products, crops e.g. coffee, rubber, wooden furniture, soybeans for animal feed and much much more!

Deforestation



Deforestation is when incredible amounts of trees get cleared. The impact of deforestation can cause animals and humans to lose their homes. They cut down thousands of trees every year.

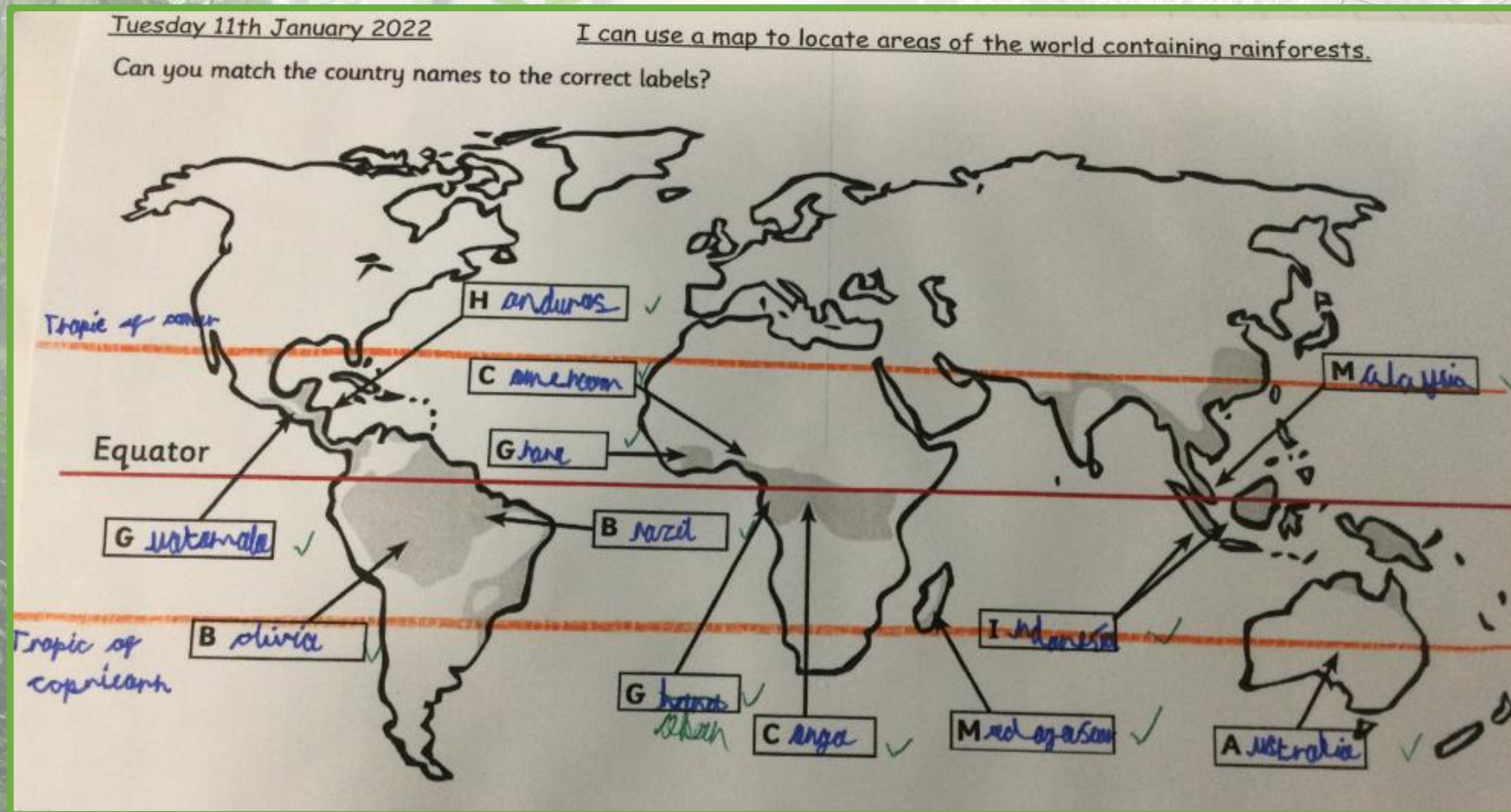
Causes of deforestation

Causes of deforestation can happen naturally like natural floods and natural flickering forest fires. Deforestation also happens when humans cut down trees to make furniture and paper. Farmers cut down trees for space for their animals and land for palm trees (for palm oil) and other crops. When you use your fireplace you're using wood, be careful what you eat! You might be eating stuff with palm oil in.

What is the impact of deforestation

The impact of deforestation can cause animals and humans to die because trees are getting cut down and they lose their habitats. When trees get cut down, the carbon dioxide is let out. Animals get extinct because they don't have enough food. Soil will be washed away because the trees are no longer holding the roots in place.

In Topic, we used maps to locate the locations of the rainforests around the world. We enjoyed using Google maps to see the different terrains.



We discovered that the location of rainforests have a significant impact on their climate. We recorded our own weather report after researching the typical rainfall, wind speed and hours of sunlight in the Amazon rainforest.

Wednesday 9th February 2022

I can describe the layers of the rainforest.



The emergent layer is at the top of the rainforest and it is very sunny. The animals there are mostly winged animals like bees, birds and butterflies. All you see is mostly the tops of trees (like the kapok tree).

The canopy, like most layers, is very colorful. It is like a big umbrella because it gives shade to the other layers. There are lots of spiders, snakes and butterflies.

The understory is the second layer and it is dark and shady. It is the most colorful part of the rainforest. Jaguars rest on branches and vines hang from the trees.

The forest floor is the ~~bottom~~ first layer and it is home to lots of insects such as spiders. There are lots of leaves and rivers. The forest floor is very dark, wet and dim. It is very shady here.

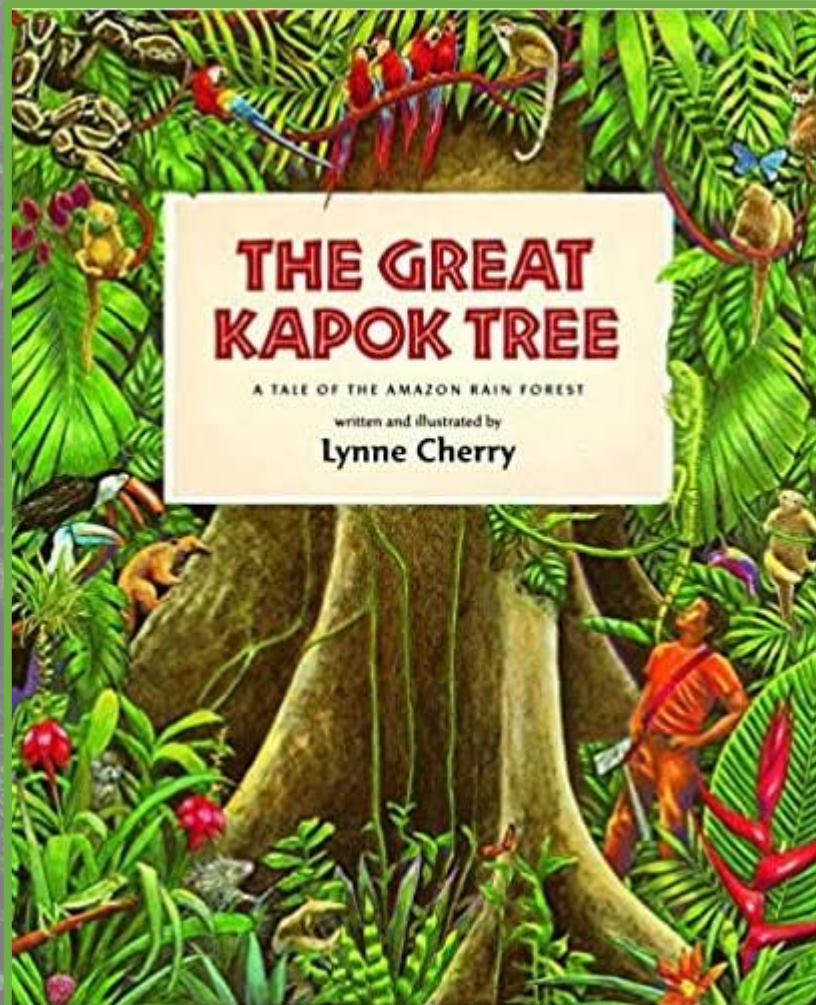
We loved working collaboratively to recreate the four layers of the rainforest.

We then wrote a description of each layer, discussing the types of animals found there, the foliage and the climate.

The highlight of this half term has been our **Rainforest Presentation** which we were able to share with our families. We sang a song about the layers of the rainforest, presented information we had researched about deforestation and shared our finished non-chronological reports.



We also performed 'The Great Kapok Tree', a story about the rainforest animals who try to stop a woodcutter from cutting down their home.



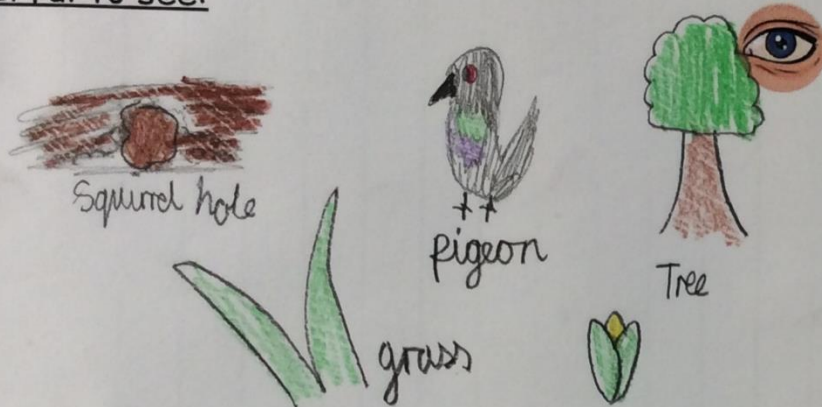
We took on the roles of actors and narrators, made our own animal masks and even created a musical soundscape throughout the performance using instruments and animal noises. We think our families really enjoyed watching us!

In R.E., we have been thinking about what Christians learn from the Creation Story. We went on a nature 'Wonder Walk' to discover the things that we thought were wonderful about our natural world.

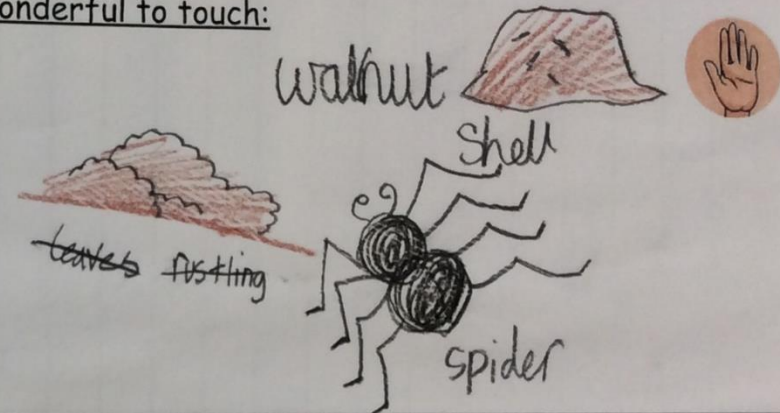
Monday 10th January 2022

I can find and describe the wonders of our natural world.

Wonderful to see:



Wonderful to touch:



Wonderful to hear:



Wonderful to smell:



★ Lovely observations!

Monday 14th February 2022

I can explain what Christians might learn from the Creation story.



Christians might learn that... animals are made by God and we should treat a flea the same as a huge elephant, that is about 100 percent larger. We should treat animals the same.

Christians might learn that... litter is being thrown into the sea and people are cutting down trees. The litter that is being thrown into the sea is mainly plastic like bottles. Otherwise the sea creatures will die. They might learn that we are ruining the world.



Christians might learn that... they should always trust God and that we should never do something that we aren't supposed to do. It reminds us to not disobey people and protect and care for the world.

We explored two stories from the Bible: Genesis 1 (The Creation) and the story of Adam and Eve. We thought about the type of world that God created and reflected on whether humans have treated it in a way that God would have wanted.

In the Christian 'Creation' story, it is said that on the 5 day, God created Animals

How are humans currently treating this part of the natural world?



Animals losing their homes to humans.

How might Christians believe we should help to protect it?



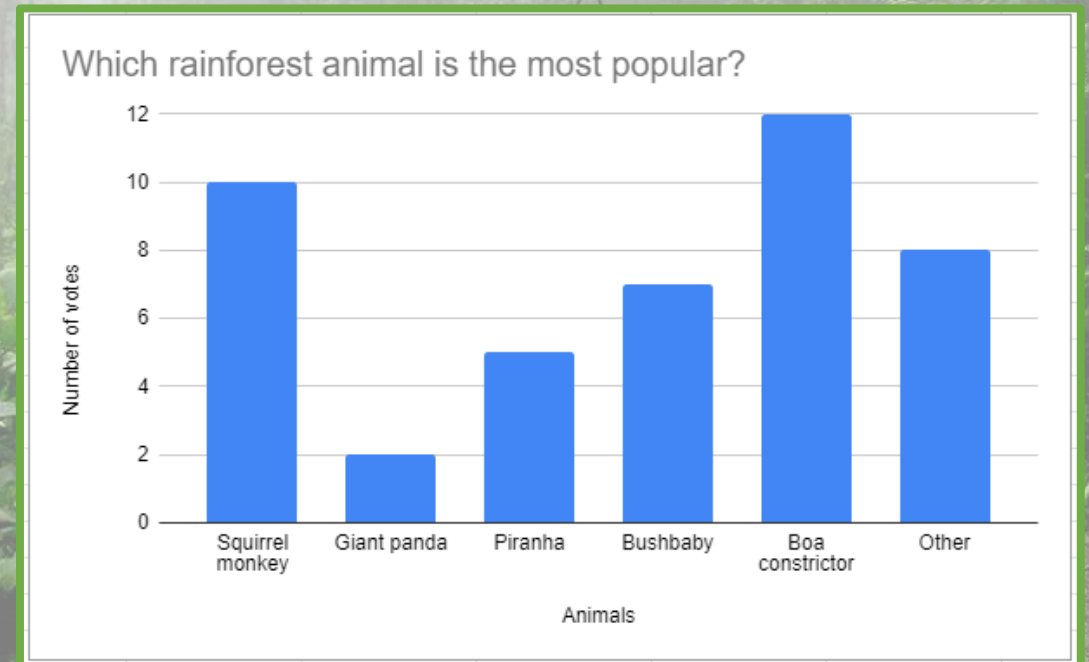
Animals being rescued from the brink of extinction.

In Computing, we have been learning about data handling.

Animals	Number of votes
Squirrel monkey	10
Giant panda	2
Piranha	5
Bushbaby	7
Boa constrictor	12
Other	8
	44

We started by creating our own tallies, collecting information from our friends about their favourite rainforest animal. Then, we transferred this information to a spreadsheet. We used borders and different font styles to make the information clear.

Finally, we turned this data into a bar chart and used it to ask and answer questions about the information we had collected.



In Music, we have been learning to play the glockenspiels.
We have learnt the names and values of different notes and rests
and can read and follow music written on a staff.



In PE, we have been working on our netball skills. We have been practising bounce passes, chest passes and shoulder passes as well as excellent defending skills.

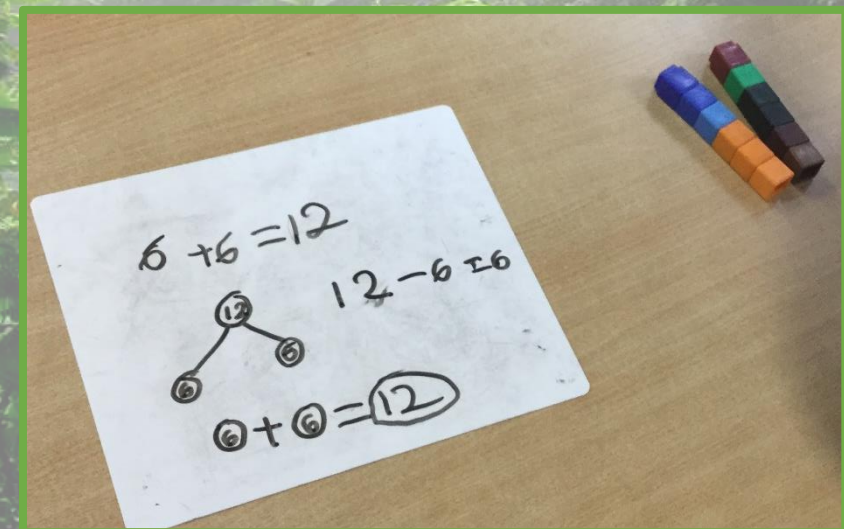
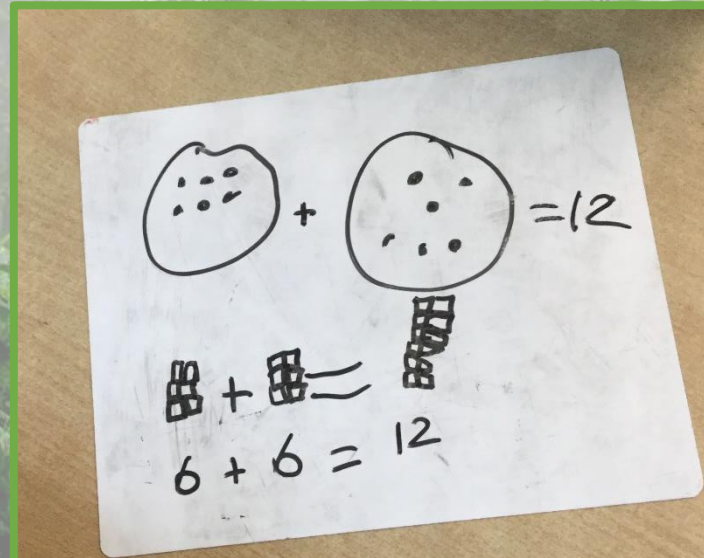
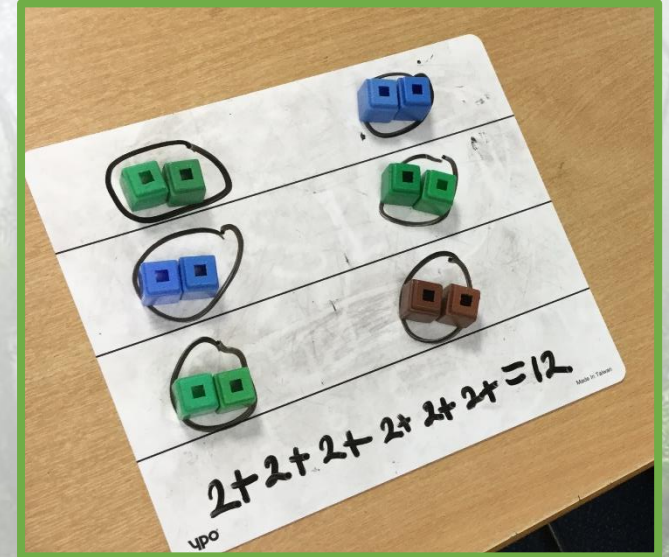
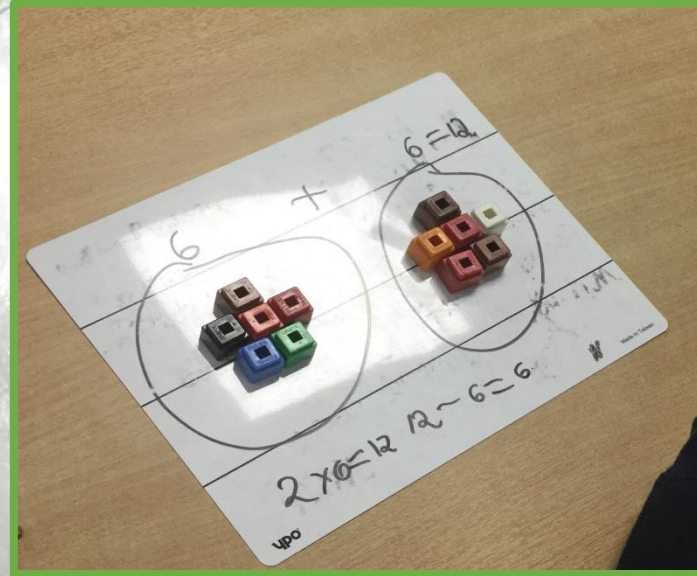


In addition to this, we have been working on some tennis skills. We have learnt how to maintain a rally with a partner using forehand and backhand shots. We even had a go at table tennis one afternoon when it was raining outside!

In Year 3 Maths, we have been exploring multiplication and division, focusing on our 3, 4 and 8 times tables.

We started by exploring equal groups.

We found lots of different ways to represent them using the four operations, bar models and part-whole models.

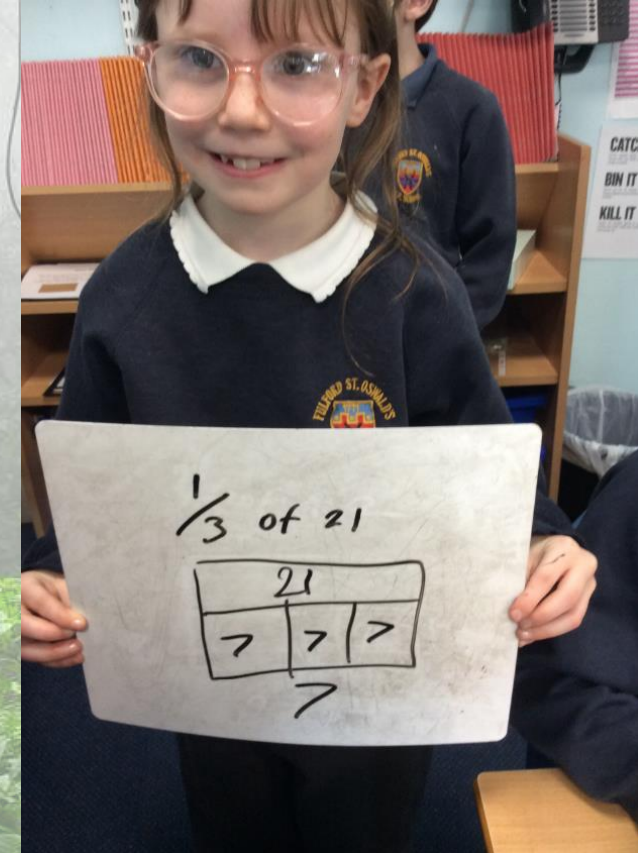
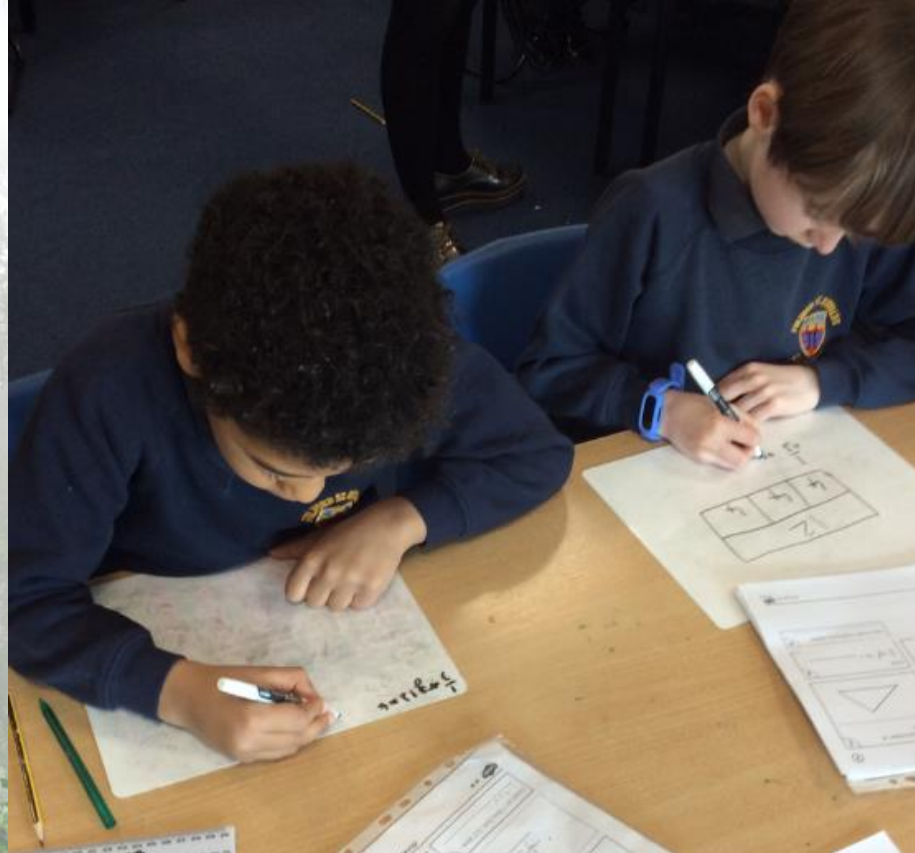


In Year 3 Maths, we have also been focussing on fractions. We have used bar models to work out fractions of amounts

We started by looking at the denominator, this told us how many equal groups to split our number into.

We divided our original number by the amount of groups.

Then, we worked out how many groups we needed by looking at the numerator.



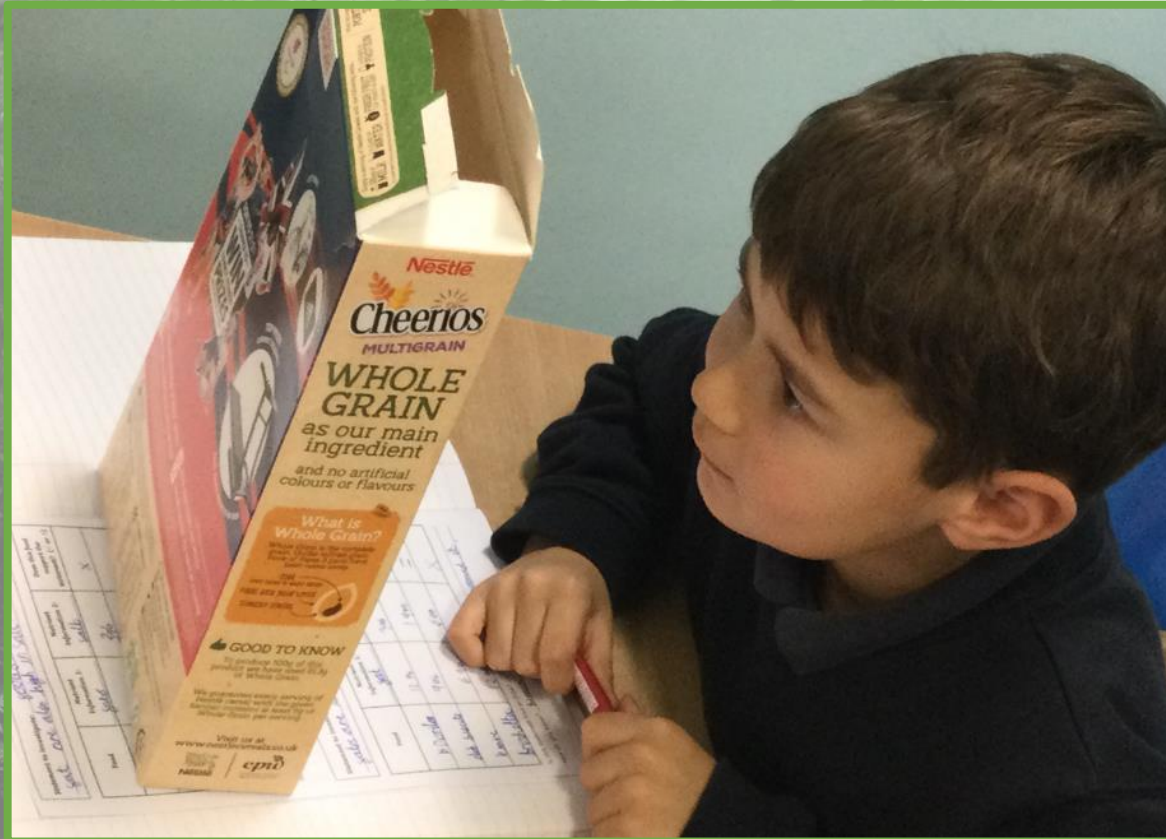
Year 4 Mathematicians have been focussing on fractions. We explored fractions outside on the playground, making fraction walls, finding and showing equivalent fractions and finding a fraction of an amount.

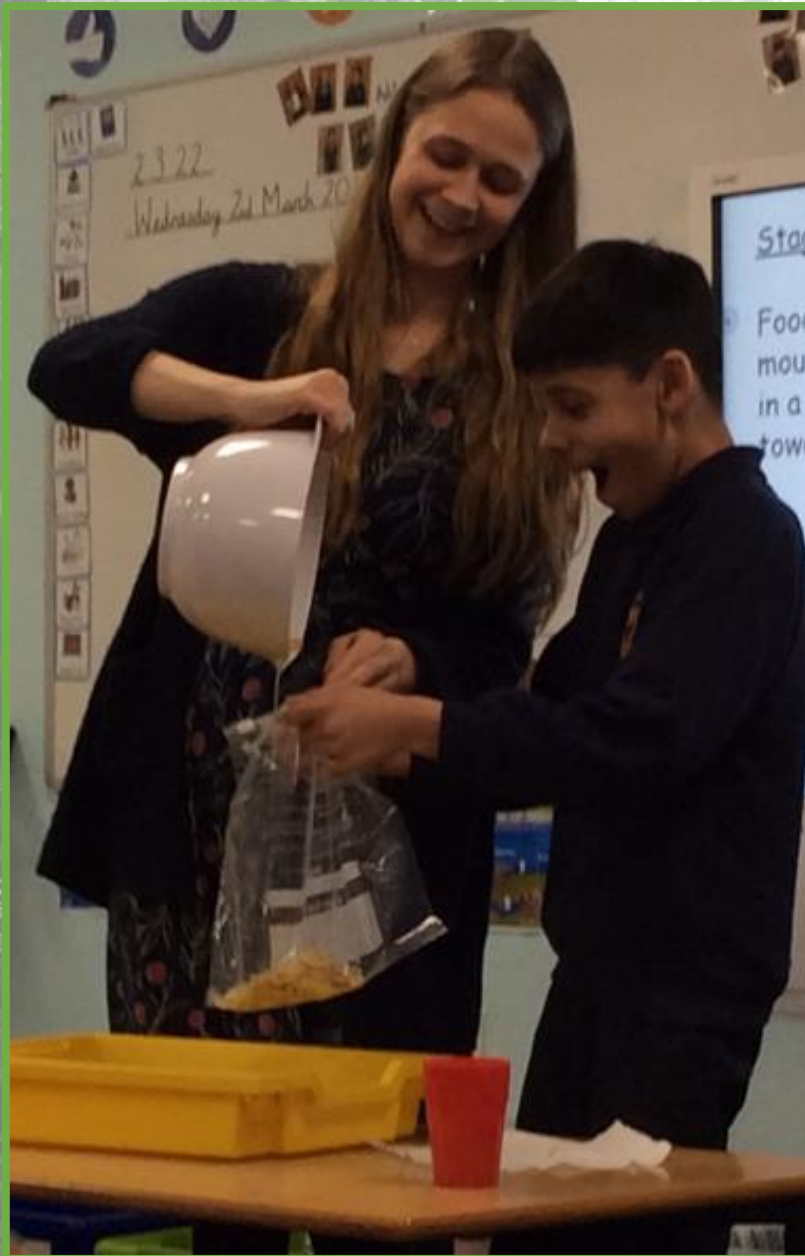


Our Science topic this half term has been 'Animals including humans'. We researched the nutritional values of different foods by comparing the traffic light food symbols.



We collected evidence to prove or disprove our hypothesis.





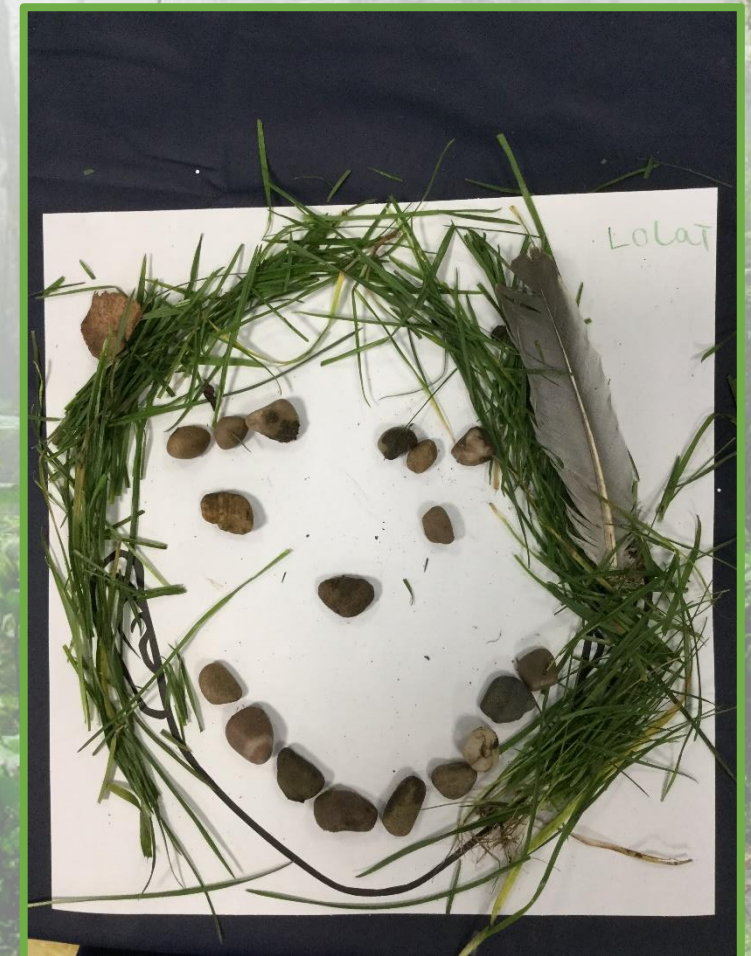
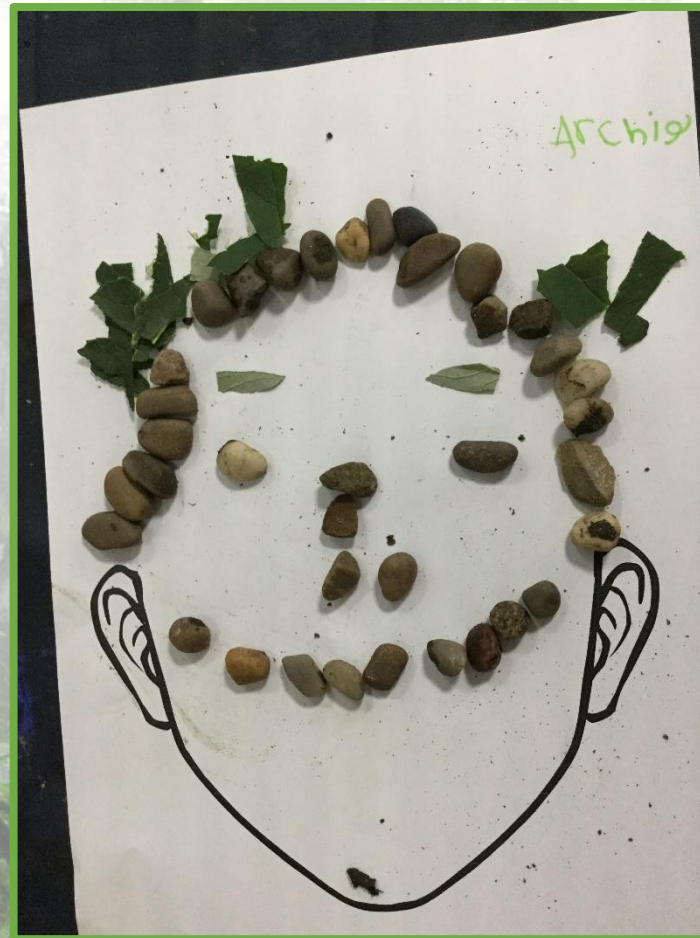
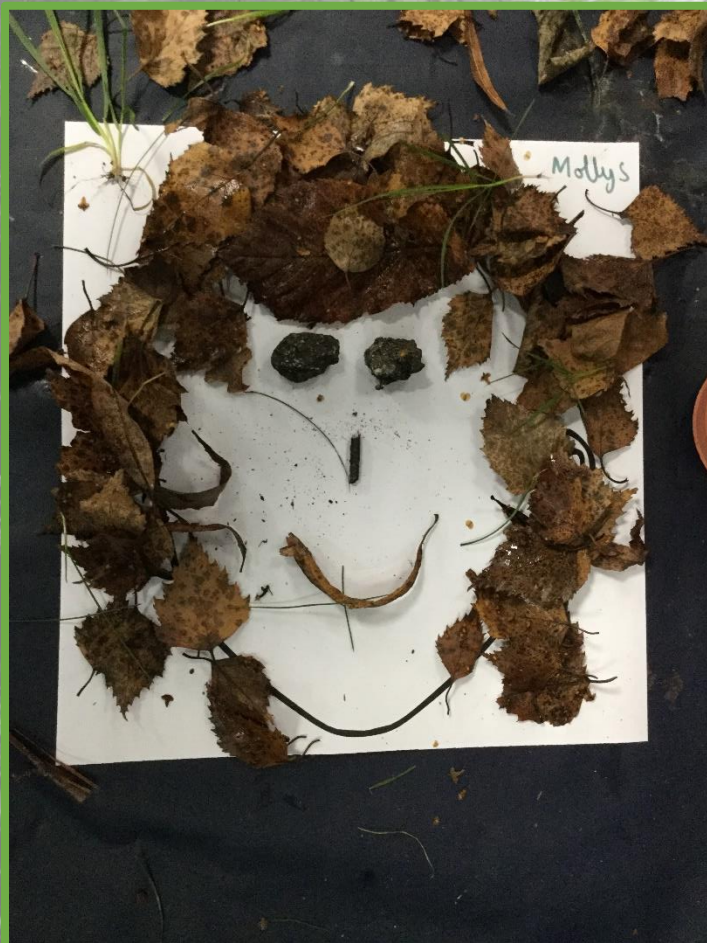
Great fun was had learning about the human digestive system!

We recreated the stomach and small and large intestines by adding food, liquid and water (saliva) into a plastic bag and squashing it up (stomach muscles) with orange juice (stomach acid). This then passed through some tights (large intestine), then on to the rectum and out of the anus (a paper cup!)






This term, we have launched an Eco Club for Year 3/4 and have had some brilliant meetings so far! We started by making our own nature faces to represent each member of Eco Club:



We have loved exploring the wildlife we have on our doorstep. We made some yummy fruit kebabs to attract local birds and then joined in with the RSPB's Big School Birdwatch! We saw a wonderful range of species in the school grounds.



A photograph of a dense, misty forest. Tall, slender trees rise from a thick carpet of green undergrowth, including ferns and various leafy plants. The air is hazy with mist, creating a soft, ethereal atmosphere. Sunlight filters through the canopy in the background. The text "And lots, lots more!" is written in a black, handwritten-style font across the middle of the image.

And lots, lots more!