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	Autumn Term	Spring Term	Spring/ Summer Term	Summer Term
	1 and 2 **First 2 weeks- Class name and Eurovision**	**3** **The Stone Age to Iron Age**	**4&5** **Rainforests**	**6** **Vikings**
History		• Be able to give some reasons for particular events and changes in Early Britain. • Describe how people lived in the Stone Age and Iron Age • Understand how did the Early Britons make shelters and how do we know this • Understand what changed with the coming of the Stone Age and Iron Age (religion, technology and travel). • Understand what changed with the coming of the Stone Age and Iron Age (hill forts: tribal kingdoms, farming, art and culture) • Describe the job role of an archaeologist and understand why they are so valuable		• Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice

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		in helping us find out about history. **Maths-** Timelines, measuring shelters, scales, ratios, distances travelled, venn diagrams for comparrisons of past and present, daytime routines of people living in the stone ages, code breaking, problem solving, **English-** Non-chronological reports, letters, diaries, persuasive writing to live in particular shelter/eat particular foods/use particular weapons.		• Edward the Confessor and his death in 1066 • Research locality of school from Viking day to present day • Britain's settlement by Anglo-Saxons and Scots • Find out Viking inventions of travel (building roads and bridges, ox/ horse drawn wagons, stirrups for control of horses, long ships) • Find out about Viking trade (cloth,

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				wheat, silver, salt, wine, pottery, gold) • Locate the battlefields that were found in Yorkshire – Castleford, York, Ripon, Fulford. **Maths –** Trading linking to money, measures of designs. **English –** persuasive to settle of a specific part of the land, report writing.
Geography	-To look at Europe's countries, capital cities, major cities and airports -To look at some of the famous human features within Europe (Shard in London, Eiffel tower in Paris, Sagrada Familia Cathedral in Barcelona, the leaning tower in pisa, St Basil's Cathedral in Moscow, the Colesseum in Rome, Stone Henge in Wiltshire and the Ancient city of Nessebar in Bulagria		• name countries where rainforests are found. • label a map to show countries where rainforests are found. • locate the Equator on a map. • understand that rainforests are found near the Equator. • describe what the weather is usually like in a tropical climate. • understand the four layers of a rainforest. • research the climate in each layer.	

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	-To look at some of the famous physical features within Europe (The Matterhorn, The Dune of Pilat, Davolja Varos, The Northern lights. English – persuasive – visiting a place in Europe, creating songs/rhymes/riddles that remember key facts, narrative – books set in the countries researched. Maths –money – difference in pound and euro, time – difference in time to the UK.			• Find similarities between the Amazon rainforest and Sherwood Forest. • Find differences between the Amazon rainforest and Sherwood Forest • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Maths –** measure weather and rainfall, temperature measure. **English –** Fact file, persuasive text to visit/ protect the rainforest.	
Science	**Light** • recognise that they need light in order to see things and that dark is the absence of light. • Notice that light from the sun can be dangerous and that there are ways to	**Forces and Magnets** • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can	**Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	**Plants** • 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. English – non-chronological report about plants and comparing them to different plants around the world (rainforest - brochure/fact file). Poetry about plants. Story of a plant told from the plant's point of view.	**Animals, including humans** • identify that animals, including humans, need the right types and amount of nutrition/exercise, and that they cannot make their own food; they get nutrition from what they eat. • identify that humans and

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	protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change. English – Explanation – how to stay safe in the sun. Non-chronological report about how shadows are formed – transparent/ translucent/opaque Story about being in the dark.	act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will	English – Non-chronological report on rocks/soils (brochure/fact file). Newspaper article about the discovery of a fossil. Comic strip explaining fossils. Biography of an archaeologist. Story about a dinosaur – how did it become a fossil? Instructions on how to make a fossil sandwich. Maths – Graph to compare the differences between different kinds of rocks. Measurements – volume of water which can pass through different types of rocks. Line graph/bar graph to show volume of water which passes through rocks. Venn/Carrol diagrams – compare different rocks.	Maths – Bar chart to show the different plants there are in school. Measure the amount of water which travels up a stem over time. Carroll/Venn diagram to show how different plants disperse their seeds.	some other animals have skeletons and muscles for support, protection and movement. English – Diary entry of a part of the skeleton. Persuasive text convincing people to eat healthy. Documentary about how to eat healthily. Maths – Pie chart about the percentage of each type of nutrition needed to be healthy for a human. Table showing amount of nutrients consumed over a week.

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	Poems about shadows/light Maths – Measure the length of shadows. Organise materials into a table – opaque, translucent, transparent – create bar chart from this.	attract or repel each other, depending on which poles are facing. English – biography of a scientist linked to forces/magnets. Non-chronological report about magnets. Design and write instructions for a magnetic game. Maths – bar chart to show magnetic and non-magnetic materials. Bar chart to show the strength of different types of magnets. Use compasses to find 'treasure' around school. Tally chart/bar graph of			

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		different pushes/pulls/pushes and pulls. Bar graph/pie chart/pictograph of magnetic/non-magnetic materials. Magnetic field – distance before an object is pulled towards a magnet.				
Art	**Painting/mixed media** Increase skill and control when painting. Apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including use of natural pigments.	**Drawing** Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Express and describe organic and geometric forms through		**Sculpture/3D** Further develop their ability to describe 3D form in a range of materials, including drawing. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.	**Craft and design** Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern	

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	Use aspects of colour such as tints and shades, for different purposes. Analyse and describe texture within artists' work.	different types of line. Develop skill and control when using tone. Learn and use simple shading rules. To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.				
DT	Structures – landmarks • Planning for manufacture. • Establishing and using a design criteria to help focus and evaluate their work. • Using more demanding	N/A Art focus	N/A Art focus	Food -Eating Seasonally: • Designing to a criteria. • Safely preparing fruit and vegetables. • Following a recipe. • Tasting and evaluating their dessert. • Knowing what foods are in season and when. • Understanding the benefits of foods by their colour. • Knowing how climate alters the sweetness of food.	N/A Art focus	Electrical Systems – Static electricity • Using design criteria to develop ideas. • Using electrostatic energy to move objects in isolation as well as part of a system. • Evaluate and adapt designs.

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	practical skills (Paper engineering /paper folding techniques) • Evaluate as they work. • Evaluating their own and other's final product. • Application of prior knowledge and increasing knowledge of nets. Maths – Measurements, nets, shapes (2D and 3D), problem solving. English – Evaluating products and writing instructions.			Maths – Problem solving, measurements, following instructions. English – Writing a recipe. Creating packaging for their food product.		• Understanding what static electricity means and how to generate it. • Knowing what a target audience is. Maths – Measurements, shapes, testing, problem solving and sorting. English – Writing a non-chronological report about electricity.

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Music	**Year 3 - Ballads** Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions. Maths – Playing in time to other pieces of music. Problem solving. Sorting regular and irregular rhythms. English – Create a poster all about jazz music and how the genre has evolved over time.	**Year 3 – Creating compositions in response to an animation (Mountains)** Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying. Maths – Identifying changes and patterns within music. Counting in bars. English – Creating a story or setting for a	**Year 3 – Developing singing technique (Vikings)** Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance. Maths – Creating a piece of music within set bars. Maintaining a rhythm through a piece of music. English – Evaluating and reviewing a performance.	**Year 3 – Pentatonic melodies and composition (Chinese New Year)** Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music. Maths – Counting within bars. Comparing different ballads and their features. English – Research different ballads and evaluate them.	**Year 3 -Jazz** Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument. Maths – Counting musical notation. Playing within a set time limit. English – Writing a non-chronological report about music within Indian culture.	**Year 3 – Traditional instruments and improvisation (India)** Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts. Maths – Counting bars of music. Counting into music. English – Describing a setting to accompany the battle song. Exploring and describing emotions

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		sound scapes to be made of.				evoked within the song.
PE	**Netball Skills** 1. Learn to chest pass. Learn to pass, move and call for the ball. 2. 3v1 Attacking to keep the ball away from the defender. Learn to overhead pass. 3. Learn how to play 'End Ball' in groups of 6-8. Add your own way of restarting the game. 4. Add 1m rule to the game of 'End Ball'. As a team, devise your own practice for passing and moving. 5. Identify 3 main rules of 'End Ball' using 3 point prompt sheet.	**Fundamental Movement Skills** 1. Set our own Personal Best at a variety of challenges. To praise others. 2. Jump and land safely on one foot. To help and praise others. 3. Jump with a half turn. To co-operate with others. Tuck jump. 4. To combine the jumps we've completed so far and any of your own. To praise others. 5. To tuck jump with half a turn in either direction. To help and praise others. 6. To complete our Personal Best challenges	**Fundamental Movement Skills** 1. Set our personal best in the 'Quick off the Mark' challenge. Set our personal best in the 'Front Curling Game'. Perform a range of skills with some control and consistency. 2. React and catch a large ball dropped from shoulder height after two bounces and then one bounce. Perform a sequence of movements with some changes in level, direction or speed. 3. React quickly and catch a tennis ball dropped from shoulder height after one bounce. Link actions together so they flow. 4. React quickly and catch a tennis ball dropped from shoulder height after one bounce, balancing on one leg. Perform a range of skills with some control and consistency.	**Fundamental Movement Skills** 1. To set our Personal Best scores for various challenges. Say how our bodies feel before, during and after exercise. 2. Roll and collect a ball. Describe how and why my body changes during and after exercise. 3. Start in different positions to roll and collect a ball. Describe the basic fitness components. 4. Chase a ball and let it goes through various parts of the body before collecting it. Say how our bodies feel before, during and after exercise. 5. Try and beat our Personal Best challenge scores. Describe how and why my body changes during and after exercise. **Tag Rugby Skills** 1. Hold the rugby ball in the correct way. Play simple dodging games holding the ball correctly.	**Fundamental Movement Skills** 1. Roll and throw a ball accurately with a partner. Compare your movements and skills with those of others. 2. Throw and catch a tennis ball accurately with a partner. Respond differently to a variety of tasks. 3. Strike a ball accurately to a partner. Link actions and development sequences that express my own ideas. 4. Throw and catch a ball against a wall. Select and link different movements together to fit a theme. **Tennis Skills** 1. Throw a tennis ball, using a forehand throw, accurately to a partner. Hit the ball back to our partner using the forehand shot. 2. Throw a tennis ball, using a backhand throw, accurately to a partner.	**Athletics Skills** 1. Run with good posture. 2. Hop and jump with balance and control. 3. Throw the Foam Javelin for distance. 4. Run and jump over hurdles. 5. Hop, step and jump in the correct sequence. 6. Describe the effect of throwing from sitting, kneeling or standing. **Cricket Skills** 1. Bowl the ball underarm. 2. Batt the ball using the straight drive. 3. Catch the ball in a variety of ways. 4. Play small group cricket games. **Maths** - Shape and divisions within a playing area.

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	Referee a game of 'End Ball'. 6. Identify 3 main coaching points for 'End Ball' using 3 point prompt sheet. Coach your team in a game of 'End Ball'. **Football Skills** 1. Dribbling with the ball. 2. Passing over short distances. 3. To pass the ball over longer distances. 4. To shoot with accuracy. 5. To create your own practice to improve passing. To work together with other people. 6. To put into practice what we have learnt in a game situation. To praise others.	to see if you've improved. To co-operate with others. 7. To complete fairly in fun competitions based on the learning this half term. **Dance** 1. Small and large gestures. 2. Flowing and jerky gestures. 3. Curved and angular gestures. 4. Spin and travel. 5. Spin and travel linked to gestures. **Maths** - Responding to instructions involving space and numbers. Recognising direction of movement. Measuring distances.	5.React and step across your body, bringing your hand across your body and catching a tennis ball after one bounce. Select and apply a range of skills with good control and consistency. 6. Complete our personal best challenges again (Quick off the Mark and Front Curling Game) to see if we have improved. Perform a variety of movements and skills with good body tension. **Gymnastics Skills** 1. The characteristics of a good balance. To perform a range of balances. To help and praise others. 2. To set up and clear away the apparatus safely. To transfer the balances we have learnt onto a range of apparatus. To show patience and support others. 3. To take off and land safely. To produce shapes in flight. To co-operate with others and give helpful feedback.	2. Pass the rugby ball to a partner. Play passing games from standing still and moving positions. 3. Play 2 v 2 games. Pass the ball backwards. 4. Use the tag rugby belts to play simple dodging games. Change direction quickly to evade a defender. 5. Compete in some simple Tag Rugby games. Compete fairly against others in various games and activities. **Maths -** Shape and divisions within a playing area. Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. **English** – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards.	Hit the ball back to our partner using the backhand shot. 3. Throw a tennis ball, using a forehand throw, accurately to a partner who should catch it before it bounces. Hit the ball back to our partner using a volley. 4. Hit the ball to our partner using a serve. Serve and start a rally between you and your partner. **Maths** - Shape and divisions within a playing area. Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. **English** – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards.	Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. **English** – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.

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	Maths - Measuring different distances. Estimating length. Responding to direction of travel. Counting out equipment. Organising area to work in. **English** – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	Converting measurements into points. Understanding fractions. **English** – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	4. To transfer the flight work onto a range of apparatus. To help and praise others. 5. How to balance safely with a partner. To balance with a partner in a range of bridge shapes. To show patience and support others. 6. To transfer the bridges we have learnt onto apparatus. To co-operate with others and give helpful feedback. **Maths** - Measuring different distances. Estimating length. Responding to direction of travel. Counting out equipment. Organising area to work in. **English** – Describing own and others movements and movement patterns. Making comparisons. Reading movement related words written on cards. Using games as a stimulus for classroom-based word level work.	Using games as a stimulus for classroom-based word level work.	Using games as a stimulus for classroom-based word level work.	
RE	**Christianity** 1. Why are some words special?		**Islam** 1. Why are some words special?		**Hinduism** 1. Why are some words special?	

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	2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe? **Skills for year 3** -make links between beliefs, stories and practices -identify the impacts of beliefs and practices on people's lives -identify similarities and differences between religions and beliefs. investigate and connect features of religions and beliefs -ask significant questions about religions and beliefs -describe and suggest meanings for symbols and other forms of religious expression. -describe some religious beliefs and teachings of religions studied, and their importance. -describe how some features of religions studied are used or exemplified in festivals and practices. -make links between religious symbols, language and stories and	2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe? **Skills for year 3** -make links between beliefs, stories and practices -identify the impacts of beliefs and practices on people's lives -identify similarities and differences between religions and beliefs. investigate and connect features of religions and beliefs -ask significant questions about religions and beliefs -describe and suggest meanings for symbols and other forms of religious expression. -describe some religious beliefs and teachings of religions studied, and their importance. -describe how some features of religions studied are used or exemplified in festivals and practices. -make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe? **Skills for year 3** -make links between beliefs, stories and practices -identify the impacts of beliefs and practices on people's lives -identify similarities and differences between religions and beliefs. investigate and connect features of religions and beliefs -ask significant questions about religions and beliefs -describe and suggest meanings for symbols and other forms of religious expression. -describe some religious beliefs and teachings of religions studied, and their importance. -describe how some features of religions studied are used or exemplified in festivals and practices. -make links between religious symbols, language and stories and the beliefs or ideas that underlie them.

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	the beliefs or ideas that underlie them. -compare aspects of their own experiences and those of others, identifying what influences their lives. -compare their own and other people's ideas about questions that are difficult to answer. -make links between values and commitments, including religious ones, and their own attitudes or behaviour.					
PSHE	**Relationships - TEAM** 1. A New Start 2. Together Everyone Achieves More 3. Working Together 4. Being Considerate 5. When Things go Wrong 6. Responsibilities	**Health and Wellbeing - Think Positive** 1. Happy Minds, Happy People 2. Thoughts and Feelings 3. Changes 4. Keep Calm and Relax 5. You're the Boss 6. Always Learning	**Living in the Wider World – Diverse Britain** 1. Living in Britain 2. Democracy 3. Rules, Laws and Responsibilities 4. Liberty 5. Tolerance and Respect 6. What does it mean to be British? **Maths –** statistics about Britain: population, size, birth rate, average age. **English –** write a leaflet about Britain. Create a poster about Britain.	**Relationships - Be Yourself** 1. Pride 2. Feelings 3. Express Yourself 4. Know Your Mind 5. Media Wise 6. Making it Right **Maths –** compare feelings and sort into groups. **English –** write instructions on how to be assertive. Speaking and listening to peers. Use drama.	**Health and Wellbeing - It's My Body** 1. My Body, My Choice 2. Fit as a Fiddle 3. Good Night, Good Day 4. Cough, Splutter, Sneeze 5. Drugs: Healing or Harmful? 6. Choices Everywhere **Maths –** timing sleep/comparing times of sleep and ordering. Graphs/tables/charts of amount of sleep or favourite fruit/veg. **English –** write a leaflet/explanation/poster	**Health and Wellbeing - Aiming High** 1. Achievements 2. Goals 3. Always Learning 4. Jobs and Skills 5. No Limit! 6. When I Grow Up **Maths –** graph/table/chart of jobs we want to do when we're older. **English –** write a job advert including skills and qualities needed.

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	Maths – maths problems to solve with others as a team. **English –** write a description about what makes a good team. Speaking and listening to peers. Use drama.		Speaking and listening to peers. Use drama.		about how to keep fit and healthy. Speaking and listening to peers. Use drama.	Write targets and goals for ourselves. Speaking and listening to peers. Use drama.
Computing *All classes to have at least 1 hour of e-safety lessons per half term alongside other topics; this does not have to be full hour sessions. They can be a mixture of discussion-based sessions as well as writing/drawing /iPad activities. They may be completed*	**Connecting computers** • To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way that we work • To explain how a computer	**Stop--frame animation** • To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work	**Sequencing sounds** • To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description	**Branching databases** • To create questions with yes/no answers • To identify the object attributes needed to collect relevant data • To create a branching database • To explain why it is helpful for a database to be well structured • To identify objects using a branching database • To compare the information shown in a pictogram with a branching database	**Desktop publishing** • To recognise how text and images convey information • To recognise that text and layout can be edited • To choose appropriate page settings • To add content to a desktop publishing publication • To consider how different layouts can suit different purposes • To consider the benefits of desktop publishing	**Events and actions in progress** • To explain how a sprite moves in an existing project • To create a program to move a sprite in four directions • To adapt a program to a new context • To develop my program by adding features • To identify and fix bugs in a program

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within PSHE assemblies where appropriate.	network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network	consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation				• To design and create a maze-based challenge
MFL	-greetings and Spanish Culture -classroom instructions -animals -at the pet shop -numbers and plurals -connectives and simple sentences.	-gender -memorisation and storytelling -Me llamo -Spanish names -Soy and Mi Mama story -Christmas	-Colours and alien story -Colours and opinions -word order of adjectives -word order and opinions -the enormous turnip -Numbers 1-10	-Numbers and tengo -age -definite and indefinite articles -Easter -Quisiera.	-The connective 'pero' -Es and the hare and tortoise -Tambien -Numbers 1-15 -Days of the week -revision and raps -assessment and rap performance -Barcelona.	
Opportunities for visits	-visitors into school to link in with countries and theme days -STEM workshops that link with Science -light workshops.	-STEM workshops that link with Science -	-Stone Age to Iron Age workshops -trips to workshops that focus on survival skills required in stone age.	-animals found in rainforests visits -trip to tropical world -rainforest VR workshop.	-Anglo Saxon themed day – creating own outfits, shields, food -cooking food on the fire and making it.	

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Opportunities for outdoor learning	-using natural materials to create landscapes/ landmarks seen around Europe -large scale maps that locate the landmarks.	-using natural materials to create landscapes/ landmarks seen around Europe -large scale maps that locate the landmarks -forces experiment outdoors.	-group types of rock together and sort into a venn diagram -egg box idea – collecting materials to build on property work -creating fossils using outdoor materials found -collecting soil samples for closer inspection -creating food and cooking on the fire.	-creating shelters outdoors – science link – which material would be the most suitable to have shelter made out of for the rainforest? -creating own diagrams of rainforest using natural materials.	-create housing in the style of the era -creating campfires -creating tools that were used using natural materials.