

Geography

Introducing the rainforest

What are rainforests?
Where in the world are the rainforests?
(use of atlases and maps)

Layers of the rainforest

Which plants grow there?
What animals call it home?
(greater depth later)

Life in the rainforests

What is it like to live there?
(contrast with our own way of life)

Conservation of the rainforests

How/why is the rainforest under threat?
What can we do to help?

Art

William Morris

Work on the repetition of natural themes and possibly building up to simple pattern block work (use of polystyrene blocks)

Henri Rousseau

Explore his work and use mixed media to produce own rainforest images

Music

Environment - Learn how to accompany a song on tuned percussion. Explore descriptive music of composers.

Around the World - perform repeating rhythms, describe music, identify key features

PE

Dance, Basketball, Gymnastics, Netball

Literacy

Class Novel: Journey to the River Sea- Eva Ibbotson

Narrative: Stories from different cultures. Stories that raise issues or dilemmas.

Non-fiction: Persuasive Text (link to rainforest and deforestation)

Information texts (Pie Corbett 'The Tree Giant')

Poetry: List Poems and Kennings (rainforest link)

Remarkable Rainforests

Year 4

Spring Term 2019/20

Computing

Use internet texts to gather information about the rainforests

Links to Art to explore the artist work and produce repeating patterns

Use of 'Scratch' to investigate ways of designing, writing and debugging programs

DT

Cooking - Using ingredients from the rainforest

Science

Living Things and Their Habitats (all living things)

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Animals Including Humans

- Describe the simple functions of the parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

History

Learn about Mayan civilization that provides contrasts with British history.

RE

What can we learn from religions about deciding what is right and wrong?
Why is Jesus inspiring to some people?

French

Les Animaux
Au Marche

Science

Working scientifically: through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

Living Things and Their Habitats (All living things)

- Pupils should be taught to:
- identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups
- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals Including Humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Remarkable Rainforests

Year 4

Spring Term 2019/20

RE

- Give examples of ways in which some inspirational people have been guided by their religion.
- Discuss their own and others' ideas about how people decide between right and wrong.
- Make connections between some of Jesus' teachings and the way Christians live today.
- Give simple definitions of some key Christian terms and illustrate them with events from Holy week and Easter.

Literacy - Journey to the River Sea

- **Fiction:** Stories by the same author - Use of stories from the rainforests
- **Non-fiction:** Persuasive Writing - What can we do to save the rainforests?
- See Pie Corbett Info Writing ideas
- **Poetry:** List Poems and Kennings - Link to the rainforests

Geography

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- **Human and physical geography:** describe and understand key aspects of: physical geography
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- **Geographical skills and fieldwork:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

History

- Continue to develop a chronologically secure knowledge and understanding of world history.
- Construct informed responses that involve selection and organisation of relevant historical information.
- To study a non-European (Mavan) civilisation.

ART

- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

DT

- understand and apply the principles of healthy and varied diet
- prepare and cook a variety of predominately savoury dishes using a range of cooking techniques
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Maths

• Multiplication and Division

To recall multiplication and division facts for multiplication tables up to 12×12 ; to recognise and use factor pairs and commutativity in mental calculations; to multiply two-digit and three-digit numbers by a one-digit number using formal written layout

• Fractions and decimals

recognize and show using diagrams, families of common equivalent fractions; to count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten; to solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number; to add and subtract fractions with the same denominator; to recognise and write decimal equivalents of any number of tenths or hundredths; to recognise and write decimal equivalents to $1/4$; $1/2$; $3/4$; to find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths; to round decimals with one decimal place to the nearest whole number; to compare numbers with the same number of decimal places up to two decimal places; to solve simple measure and money problems involving fractions and decimals to two decimal places.

• Measurement

To find the area of rectilinear shapes by counting squares

Music

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to: play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.