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| **Year – 4** | | **The Rainforest** | | **Spring 2** | |
| **ROOTS Link**:  Open our minds | **Whole School Project**:   * Poetry Slam * Shakespeare Week (usually 3rd week in March) | | **Ignites, Trips, Visits & Visitors**:   * **Brazilian Day Ignite (carnival etc.) –** rainforest ina bottle, food tasting and carnival costume making * **Botanical Gardens – Cambridge University –** explore the different plants on display at the Cambridge Botanical Gardens | |  |
| **Vision**: In the topic the children will discover where the rainforests are located, what they are like, who lives in rainforests (including animals, plants and indigenous peoples) and why they are in danger. They will focus the topography of South America and explore the impact humans are having on both rural and urban areas. They will complete the unit by looking at Rio de Janeiro ad explore the impact of tourism and unpick the culture of the city. | | | | **Key Texts**: **The Explorer by Katherine Rundell** *The book tells the tale of a group of children who must survive in the Amazon after their plane crashes. Fred, Con, Lila, and Max are on their way back to England from Manaus when the plane they're on crashes and the pilot dies upon landing.* | |
| **History/ Geography** | | | | | |
| **NC Links** | | **Knowledge** | | **Skills** | |
| * KS2 - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * KS2 - describe and understand key aspects of 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 * KS2 - use maps, atlases, globes and digital/computer | | * To identify where in the world The Amazon and The Congolian are (largest and second largest rainforests). * To know the layers of the rainforest: understory, canopy, emergent and forest floor. * To be able to identify different topographical features within South America (including rainforest, salt flats, desert, tundra, arctic, urban) and make links between latitude and temperature/rainfall. * To know the rate of deforestation across The Amazon rainforest and the long term possible impact on climate change. | | * Understand the concept of the water cycle. * Describe key human and physical characteristics, key topographical features. | |

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| **English - The Legend of the Mafomeira (stories from other cultures)** | | | |
| **Writing Focus**  Narrative  **Purpose and Audience:** To provide a fictional explanation for natural phenomena.  **Cold Write**: Write a story to explain the solar eclipse ‘The Legend of Tupi’ (god)  **WAGOLL**: The Legend of the Mafomeira  **Hot Write**: The Legend of (children create own legend) | | **Short Bursts**:   * Accurate writing tasks (GPS focus) * Letter to a person living in rainforest * Guide to this tree * News report about discovery of a new species of tree * Guide to building a tree house * Character profile / diary in role as character | |
| **NC Links** | **Knowledge (Grammar)** | | **Skills (Punctuation, Composition)** |
| **Reading:**   * Understand what they read by identifying how language, structure and presentation contribute to meaning   **GPS:**   * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because * use fronted adverbials [for example, Later that day, I heard the bad news.] with commas where appropriate.   **Plan and Draft:**   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar / discussing and recording ideas   **Evaluate and edit**:   * read aloud their own writing, to a group or the whole class, using appropriate register. | * Recap punctuation from autumn term and introduce: inverted commas (along with terminology direct speech) * Using prefixes to form nouns to change a words meaning e.g. * Appear / disappear * Take / retake / undertake * Using conjunctions (or connectives) to link ideas. Understand term Temporal/time connectives and can use in writing: next, first, later, then, soon, meanwhile * Understands term Standard English with focus on: did/done & were/was   Autumn objectives relevant:   * Using adjectives to expand noun phrases * e.g the teacher expanded to the strict maths teacher with curly hair   *NB: explore the conventions of different types of writing – in this case a story that is taken from another culture. Explore the intended audience of original myths and creation stories – do we still have them today? Why?* | | **Myth (Punctuation)**   * use commas to add additional information (list/subordinate clauses) * Use apostrophes to show possession * Inverted commas and capital letters used accurately with accompanying punctuation (e.g. full stops or exclamations) used with accuracy   **Myth (composition and language)**   * Make the characters larger than life by giving them supernatural powers or strong characteristics like courage and wisdom. * Create a negative character who is the opposite of your hero: good and evil, brave and cowardly, strong and weak. * Choose a setting that gives a dramatic backdrop for the action (jungle etc.) * Weave description, dialogue and action together * The plot usually includes incredible or miraculous event (moon disappearing etc.) |

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| **Speaking & Listening** | | |
| **Speaking & Listening** | | **Debating** |
| * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Speak audibly and fluently with an increasing command of standard English | | * Participate in discussions, presentations, performances, role play, improvisations and debate |
| **Spelling & Phonics** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (Rome’s…) * use further prefixes and suffixes and understand how to add them (‘unfair that Omar..) | Know spellings with following rules:   * possessive apostrophe * Recap apostrophe for contractions * Near homophones e.g.   + accept/except   + ball/bawl   + bury/berry | * Be able to change the meaning of a word by altering its prefix and suffix. * Spot mistakes and make corrections * Spell unfamiliar words with spellings rules gained. |
| **Handwriting** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * increase the legibility, consistency and quality of their handwriting | * Letters are joined using cursive style. Capitals are never joined. * Know which letters belong to which family * Know upper and lower case and knows that capitals (are not joined) | * Pencil is held in a controlled manner and child can write for extended period of time. Most letters appear on the line |

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| **Science- Animals and Humans** | | | | | |
| **Enquiry Questions**:   * How do our appliances work? * What make a lightbulb light up? * Why do electrical items become warm to the touch? * What do most conductors have in common? * How can you make a bulb brighter or dimmer in a series circuit? |  | | **Key Vocabulary**:   * **Cell/battery -** source of energy which provides a push - a voltage - of energy to get the current flowing in a circuit * **Voltage** - is a measure of the difference in electrical energy between two parts of a circuit. The bigger the difference in energy, the bigger the voltage. * **Conductor** – a material that easily allows current to pass through it * **Insulator** – a material that does not allow electricity to pass through it | |  |
| **NC Links** | | **Knowledge** | | **Skills** | |
| **Work scientifically by**:   * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes   **Animals:**   * 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 | | *The children become familiar with the plants and animals in their local and wider environments. They will learn how to identify a range of British plants and animals, and how to classify organisms, including the use of classification keys. They will also consider why organisms live in different habitats and the impact, both positive and negative, that humans can have on environments.*  OL: Can I identify a variety of habitats and explore why organisms live in different habitats?  OL: can I group organisms according to their characteristics?  OL: Can I classify animals into specific groups according to their characteristics?  OL: can I use a classification key to identify animals?  OL: Can I To be able to identify vertebrates and invertebrates?  OL: Can I explain the role of bees and why they are important to plants and humans?  STEM links:   * Make an insect hotel (DT) | | * To ask simple questions and recognise that they can be answered in different ways. * To ask questions about the characteristics of animals and explain why they have certain adaptations. * Identify physical characteristics and explain how such features can be beneficial (i.e. colour helps it to hide etc.) | |

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| **Music – Rainforests** | | | |
| **Termly Focus**:  **Composer:**  **Instrument:**   * Body percussion | | **Key Vocabulary**:   * **Accelerando** gradually getting faster | |
| **NC Links** | **Knowledge** | | **Skills** |
| *Pupils should be taught to*  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations | **Learners will:**   * listen and   **Objectives:**  OL: Can | | * Know how to listen with attention to detail and recall sounds and rhythmic patterns * Listen with attention to detail and recall sounds with increasing aural memory * Learn the ability to bring various instruments and sound together to form a one unified song (or set of sounds) * To perform with confidence and professionalism. |

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| **Computing – Analysing Data** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * work with various forms of input * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | *In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals.* | **Objectives:**  OL: Can I explain that data gathered over time can be used to answer questions?  OL: Can I use a digital device to collect data automatically?  OL: Can I explain that a data logger collects ‘data points’ from sensors over time?  OL: Can I use data collected over a long duration to find information?  OL: Can I identify the data needed to answer questions? |
| **RE – Easter – salvation** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See RE guidance non-statutory 2010 | *Key Question: Is forgiveness always possible for Christians?*  **Objectives:**   * OL: Can I explain the concept of forgiveness and how I can use it in my own life? * OL: Can I explain the importance of the Last Supper to Christians and explain its meaning? * OL: Can I give advice to people who find it hard to forgive? * OL: Can I explain how Easter represents the ultimate forgiveness to Christians? * OL: Can I explain how different cultures celebrate Easter around the world? | * I can make links between my own belief and faith and those of others. * I am able to explain the story and discuss why people like to think about this story in the modern world. |

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| P**SHE – Healthy Me** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See non-statutory guidance NC | **Focus:**   * Be able to recognise peer pressure and its feelings * Understand what is right and wrong and can make informed decisions     **Vocabulary:**  peer pressure, anxiety, right, wrong, guilt, informed choice | **Objectives:**  OL: Can I recognise how different friendship groups are formed, how I fit into them and the friends I value the most?  OL: Do I understand that there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations?  OL: OL: Can I explain the impact of smoking and its effects on health, and also some of the reasons some people start to smoke?  OL: Do I understand facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol?  OL: OL: can I can recognise when people are putting me under pressure and can explain ways to resist this when I want? |

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| **Art – Printing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | **Problem:** *Homes in monsoon prone areas are having issues with waterproofing. In this unit the children will test different materials to use on a roof before designing a replica shelter that can survive monsoon rains and flooding in the tropics.*  **Focus:**   * Testing materials * generating scale models | * Discuss and work as a team * Plan in detail and make predictions * Work scientifically; if mistakes are made the children are able to learn from these. * Use equipment such as glue guns with care and attention. |

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| **PE – Dance (indoor) and Netball (games – outdoor)**  ***NB: Swimming x1 class per term*** | | |
| **NC Links** | **Knowledge** | **Skills** |
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| **NC: Swimming *(on rotation with one class termly)***  pupils should be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and * breaststroke] * perform safe self-rescue in different water-based situations. | | Objectives and skills covered by swimming coaches |

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| **Maths – Fractions and Decimals** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Fractions:**   * Recognise and show, using diagrams, families of common equivalent fractions * Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten * 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 * Add and subtract fractions with the same denominator   **Decimals:**   * Recognise and write decimal equivalents of any number of tenths or hundredths * 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 ones, tenths and hundredths * Solve simple measure and money problems involving fractions and decimals to two decimal * Convert between different units of measure [for example, kilometre to metre] | **Fractions:**   * Unit and non-unit fractions (recap) * Tenths * Equivalents (focus on half/quarter and thirds) * Varying equivalents using fractions wall * Fractions greater than one   **Decimals:**   * Tenths and hundredths * Divide by 10 and 100 (1 and 2 digit) * Hundredths a decimals (recognise, write and read) * Read and write numbers represented on a place value grid:      * Recognise a gatengo chart to solve specific problems e.g. | **Fractions:**  Can I identify unit and non-unit fractions and match them to equivalents?  Can I identify equivalent fractions and use fraction blocks or other pictures to represent them?  Can I recognise half/quarter and third when written or represented in varying ways? (e.g. 5/10=half)  Can I identify fractions greater than 1 and make links with real life i.e. 1 and half pizzas is equal to 15 tenths etc.  **Decimals:**  I can multiply and divide by 10 and 100 (ensure this is fluent in all children before continuing unit)  I can apply my knowledge of decimals to real life contexts:   * + Money   + Measure   + Temperature etc. |