

Year group: 4

Term: Spring 1

Topic: Amazon Rainforest



Literacy

**Book talk**

**Book:** The Lost Rainforest, Mez's magic

**Author:** Eloit Schrefer

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads independently by predicting what might happen from details stated and implied.
- Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.
- Retrieve and record information from non-fiction over a wide range of subjects.

**Writing Genre:** Persuasive text

Immerse

- To use orally use persuasive vocabulary.
- To generate persuasive and emotive vocabulary.

#### Analysis

- To identify language and layout features of a persuasive text.

#### Skills

- To use prepositions to express time, place and cause.
- To use present verb forms correctly.
- To place possessive apostrophes accurately in words with regular plurals.

#### Plan

- To Draft and write a persuasive letter by organising paragraphs around a theme.

#### Write

- To write write an introduction for an persuasive letter that engages the reader.
- To write a persuasive letter featuring prepositions to express time, place and cause.
- To write a persuasive letter featuring present verb forms.
- To write a persuasive letter featuring accurate use of possessive apostrophes in words with regular plurals.

#### Edit and Review

- To assess the effectiveness of our own and others writing and suggesting improvements.

#### **Writing Genre: Adventure narrative**

#### Immerse

- To write a setting description using prepositional phrases to describe and specify.
- To write a character description using expanded noun phrases to describe and specify.

#### Analysis

- To identify language and layout features of an adventure narrative.

#### Skills

- To write in the past progressive tense.
- To use prepositional phrases to emphasise the adverbial.
- To use dialogue to convey character and advance the action.
- To use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.

### Plan

- To draft and write narratives, creating settings, characters and plots with consideration for the audience and purpose.

### Write

- To write the opening of an adventure narrative in the past progressive tense.
- To write the build-up of an adventure narrative featuring prepositional phrases to emphasise the adverbial.
- To write the problem of an adventure narrative featuring dialogue to convey character and advance the action.
- To write the resolution of an adventure narrative featuring prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.
- To write the ending of an adventure narrative with consideration for the audience.

### Edit and Review

- To proof read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and use of comma for fronted adverbials.

**Creative write:** historical narrative

**Creative write:** adventure narrative

**Assessed write:** persuasive letter

## Maths

### **Calculating with multiplication and division**

Pupils will learn:

- To explore division by partitioning.
- To use short division to divide a 2-digit number by a 1-digit number
- To use short division to divide a 3-digit number by a 1-digit number, with multiple regrouping.
- To solve problems using the four operations.

### **Fractions**

Pupils will learn:

- To recognise fractions as different representations
- To identify and find fractions of quantities
- To recognise equivalent fractions
- To recognise equivalent fractions
- To calculate non-unit fractions of quantities.
- To find equivalent fractions using multiplication and division.
- To solve problems involving fractions and division.
- To compare and order fractions,

	<ul style="list-style-type: none"> <li>• To recognise and write mixed numbers.</li> <li>• To recognise and write improper fractions.</li> <li>• To convert mixed numbers to improper fractions.</li> <li>• To add fractions within one.</li> <li>• To subtract fractions less than one whole.</li> <li>• To add fractions that sum to greater than one.</li> <li>• To subtract fractions including fractions greater than one.</li> <li>• To calculate unit fractions of quantities.</li> <li>• To calculate non-unit fractions of quantities.</li> <li>• To compare non-unit fractions of quantities.</li> </ul>
Science	<p><b><u>Classification and environments</u></b></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> <li>• A habitat is the natural home of an organism.</li> <li>• All living organisms display the seven characteristics of life organisms within a habitat or ecosystem are interdependent.</li> <li>• The relationships between organisms can be represented by food chains and food webs.</li> <li>• The difference between a vertebrate and an invertebrate.</li> <li>• Vertebrates can be classified into five different groups</li> <li>• Invertebrates can be classified into seven different groups characteristics of animals supports us with classification.</li> <li>• We can use a key to identify and classify animals.</li> <li>• Plants can be classified as flowering or non-flowering.</li> <li>• Non-flowering plants can be classified into three groups who Libbie Hyman was and why she is considered significant.</li> <li>• That environments can change due to natural causes and through the actions of humans and that these changes can be both positive and negative.</li> <li>• The organisms and habitats found within their own local environment and how these are changing.</li> </ul> <p><b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• What is a living thing?</li> <li>• What is a habitat?</li> <li>• What are food chains and food webs?</li> <li>• What is a vertebrate?</li> <li>• What is an invertebrate?</li> </ul>
History	

## Geography

### **Amazon: Rivers and Rainforests**

Pupils will know and understand:

- identify South America on maps and on a globe
- know the 13 countries which make up South America (including French Guiana)
- understand the key human features of South America – countries, major cities, population and languages • identify and locate the key physical features of South America – including the Amazon River and Rainforest
- understand how and why the climate differs across South America
- investigate what life is like in Brazil
- discover what a rainforest is and where in the world tropical rainforests are located
- know that rainforests have different layers and that each layer has certain characteristics
- investigate who lives in the Amazon Rainforest – animals, plants and people
- discover what is happening to the Amazon Rainforest
- understand what a river is and where in the world different major rivers are located
- understand and identify the features of rivers
- discover how rivers shape the land
- understand how the Amazon and other rivers are used both positively and negatively
- discover what happens when a river floods

### **Pupils will learn:**

- What are the key physical features of South America?
- What are the key human features of South America?
- What are tropical rainforests and where are they found?
- What is it like inside a tropical rainforest?
- Which animals live in a tropical rainforest?

## Art

### **Painting and mixed media: light and dark**

Pupils will know and understand:

#### **Generating ideas:**

- Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

#### **Using sketchbooks:**

- Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process.

	<p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.</li> <li>• Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Use subject vocabulary confidently to describe and compare creative works.</li> <li>• Understand how artists use art to convey messages through the choices they make.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Use more complex vocabulary when discussing their own and others' art.</li> <li>• Discuss art, considering how it can affect the lives of the viewers or users of the piece.</li> <li>• Evaluate their work more regularly and independently during the planning and making process.</li> </ul> <p><b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• To investigate different ways of applying paint. To mix tints and shades of a colour.</li> <li>• To use tints and shades to give a three-dimensional effect when painting.</li> <li>• To explore how paint can create very different effects.</li> <li>• To consider proportion and composition when planning a still-life painting.</li> <li>• To apply knowledge of colour mixing and painting techniques to create a finished piece.</li> </ul>
Design Technology	
Computing	<p><b><u>isafe</u></b></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> <li>• Distinguish between personal information, which is safe to share online, and private information which is unsafe to share.</li> <li>• Use keyboards in search engines to refine online searches.</li> <li>• Understand when it is acceptable to use the work of others.</li> <li>• Use strong passwords.</li> <li>• Explore strategies for safely managing spam.</li> <li>• Analyse why private information should not be shared without permission.</li> <li>• Identify strategies for dealing responsibly with cyberbullying.</li> </ul>

	<p><b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• To distinguish between personal information, which is safe to share online, and private information, which is unsafe to share.</li> <li>• To generate solutions for dealing with cyberbullying</li> <li>• To experiment with different keyword searches and compare their results</li> <li>• To understand plagiarism and its consequences</li> <li>• To identify the characteristics of strong passwords</li> <li>• To explore strategies for safely managing unwanted messages</li> <li>• To analyse why private information should not be given to anyone online without the permission of a trusted adult</li> <li>• To identify strategies for dealing responsibly with cyberbullying</li> </ul>
PE	<p><b><u>Gymnastics</u></b></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> <li>• Create individual and partner balances.</li> <li>• Perform rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge and shoulder stand.</li> <li>• Work safely</li> <li>• Observe and provide feedback, select and apply actions and evaluate and improve.</li> </ul> <p><b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• To develop individual and partner balances.</li> <li>• To develop control in performing and landing rotation jumps.</li> <li>• To develop the straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt.</li> <li>• To develop strength in inverted movements.</li> <li>• To create a great partner sequence to include the skills I have learnt and apparatus.</li> </ul>
French	<p><b><u>French numbers, calendars and birthdays</u></b></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> <li>• To know numbers 1- 31 and using to solve maths calculations.</li> <li>• To know the days of the week, months of the year and the vocabulary for yesterday, today and tomorrow.</li> <li>• To know and write French cursive handwriting.</li> <li>• To know written dates from English to French.</li> <li>• To recognise the similarities and differences between French and English birthday celebrations</li> </ul>

	<p><b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• To recall and use numbers 1 to 31 in French.</li> <li>• To say the days of the week in French.</li> <li>• To say the months of the year.</li> <li>• To select vocabulary to discuss the date in French.</li> <li>• To compare similarities and differences between traditional birthday celebrations in France and England</li> </ul>
Music	<p><b><u>Body and tuned percussion</u></b></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> <li>• Identify the structure of a piece of music.</li> <li>• Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>• Play a sequence in the correct order in time with their partner.</li> <li>• Have two contrasting rhythms being played together.</li> <li>• Have two different melodies being played together.</li> <li>• Have a complete piece of music with four different layers with an appropriate structure.</li> </ul> <p><b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• To identify structure and texture in music.</li> <li>• To use body percussion.</li> <li>• To create musical rhythms using body percussion.</li> <li>• To create simple tunes.</li> <li>• To build and improve a composition.</li> </ul>
RSE	<p><u>Emotional well-being</u></p> <p><b><u>Pupils will understand learn:</u></b></p> <ul style="list-style-type: none"> <li>• What am I feeling?</li> <li>• What am I looking at?</li> <li>• I am Thankful!</li> </ul> <p><u>Life Cycles</u></p> <p><b><u>Pupils will understand learn:</u></b></p> <ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents</li> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</li> <li>• How conception and life in the womb fits into the cycle of life</li> </ul>

Immesive  
Events/Visits/Vistors  
etc

Class debate- deforestation  
Immersive rainforest classroom