

Year group: 4

Term: Spring 2

Topic: The Amazon Rainforest



Literacy

Book talk

Book: Journey to the river sea

Author: Eva Ibbotson

- 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: Non-chronological report

Immerse

- To research and present facts about the Amazon Rainforest.
- To take part in a debate about whether the Amazon Rainforest should be protected or not.

Analysis

- To identify layout and language features of a non-chronological report.

Skills

- To use expanded noun phrases to describe and specify
- To add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- To develop ideas into paragraphs.

Plan

- To draft and write by organising paragraphs around a theme.

Write

- To write an introductory paragraph for a non-chronological report that engages the reader.
- To write a non-chronological report by organising ideas into paragraphs around a theme.
- To write a non-chronological report using expanded noun phrase to describe and specify.
- To write a non-chronological report in the perfect present tense.

Edit and Review

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

Writing Genre: Haiku poetry

Immerse

- To perform haiku poetry.

Analysis

- To identify layout and language features of a haiku poem.

	<p><u>Skills</u></p> <ul style="list-style-type: none"> • To understand and use syllables. • To use similies describe and specify. • To add the suffix -ous to a root word and apply to words ending in e, y and our. <p><u>Plan</u></p> <ul style="list-style-type: none"> • To draft and write by organising paragraphs around a theme. <p><u>Write</u></p> <ul style="list-style-type: none"> • To write a haiku poem with consideration with the correct number of syllables in each line. <p><u>Edit and Review</u></p> <ul style="list-style-type: none"> • To assess the effectiveness of our own and others writing and suggesting improvements. <p>Assessed writng opportunity – non-chronological report</p> <p>Creative writing opportunity – adventure narrative & Lenten reflection.</p>
Maths	<p><u>Time</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To read, write and convert time between analogue and 12-hour digital clocks • To read, write and convert time between analogue and 24-hour digital clocks • To convert time between hours, minutes and seconds • To convert time between years and months, and weeks and days • To solve problems involving time <p><u>Decimals</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise and write decimal equivalent of any number of tenths. • To recognise quantities as decimal tenths. • To compare numbers with one decimal place. • To round decimals with one decimal place to the nearest whole number. • To round decimals to the nearest whole number in order to investigate a problem. • To find number bonds using numbers with one decimal place. • To mentally add and subtract numbers with one decimal place. • To recognise and write decimal equivalent of any number of hundredths. • To recognise and write decimal equivalent of any number of hundredths.

- To recognise and write decimal equivalents to one quarter, one half and three quarters.
- To order numbers with up to two decimal places.
- To multiply and divide by 10 with decimals.
- To multiply and divide by 10, including decimals.
- To multiply and divide by 100, including decimals.
- To find the effect of dividing or multiplying by 100, including decimals with one decimal place

Area and perimeter

Pupils will learn:

- To measure and calculate perimeters of rectangles in cm and mm
- To draw 2-D shapes with differing perimeters in cm
- To calculate perimeters of rectangles in m and cm
- To measure and calculate perimeters of composite rectilinear shapes in cm and mm
- To measure and calculate perimeters of composite rectilinear shapes in m and cm
- To understand that area is a measure of surface, measured in square units
- To find the areas of rectangles using multiplication or counting
- To calculate and compare the areas of rectangles including squares, using square centimetres (cm²)
- To calculate and compare the areas of rectangles including squares, using square metres (m²)
- To investigate the relationship between area and perimeter

Science

Classification and environments

Pupils will know and understand:

- A habitat is the natural home of an organism.
- All living organisms display the seven characteristics of life organisms within a habitat or ecosystem are interdependent.
- The relationships between organisms can be represented by food chains and food webs.
- The difference between a vertebrate and an invertebrate.
- Vertebrates can be classified into five different groups
- Invertebrates can be classified into seven different groups characteristics of animals supports us with classification.
- We can use a key to identify and classify animals.
- Plants can be classified as flowering or non-flowering.
- Non-flowering plants can be classified into three groups who Libbie Hyman was and why she is considered significant.
- That environments can change due to natural causes and through the actions of humans and that these changes can be both positive and negative.
- The organisms and habitats found within their own local environment and how these are changing.

Pupils will learn:

	<ul style="list-style-type: none"> • To understand classification keys. • To understand and explain how to use classification keys. • To explain how and why the environment changes. • To explain what climate change is and how we can prevent environmental change. • To investigate how we are affecting our local environment.
History	
Geography	<p><u>Amazon: Rivers and Rainforests</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • 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 <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To explain how people survive and live in the Amazon Rainforest. • To investigate what is happening to the Amazon Rainforest. • To explain what the features of a river are and where the major rivers are. • To explain how the Amazon River has shaped the land. • To explain how rivers are used.

Art	
Design Technology	<p><u>Digital World: mindful moments</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To understand what variables are in programming. • To know some of the features of a micro:bit. • To know that an algorithm is a set of instructions to be followed by the computer. • To know that it is important to check code for errors (bugs). • To know that a simulator can be used as a way of checking code works before installing it onto an electronic device. • To understand the terms 'ergonomic' and 'aesthetic'. • To know that a prototype is a 3D model made out of cheap materials, that allows us to test design ideas and make better decisions about size, shape and materials. • To know that an exhibition is a way for companies to showcase products, meet potential new customers and gather feedback from users. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To evaluate existing products. • To develop design criteria. • To program and control a product. • To develop and communicate ideas. • To develop ideas through computer-aided design. • To consider feedback and evaluate. <p>Other crafts:</p> <ul style="list-style-type: none"> • Craft and design: photography - Mother's Day cards • Craft and design: felting - Easter Cards
Computing	<p><u>iData</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Know that information can be entered and stored in a computer. • Collect data in appropriate fields of a database. • Carry searches including more than one condition to find answers to a variety of questions. • Create own questions to be answered by searching a database.

	<ul style="list-style-type: none"> • Use the sort facility of a database to answer questions. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand that computers represent data as numbers and count using switches of 'on' an 'off' (0 and 1) • To sort record cards using field names. • To understand that storing information in an organised way helps answer questions. • To search a database to answer questions. • To use the information in a database to create a simple chart.
PE	<p><u>Striking and fielding- Rounders</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Throw underarm, overarm, catch, • Bowl, track a ball, field and retrieve a ball • bat <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To develop throwing and catching with accuracy and apply these to a striking and fielding game. • To develop bowling and learn the rules of the skill within this game. • To develop batting technique and understand where to hit the ball. • To develop fielding techniques and apply them to game situations. • To play different roles in a game and begin to think tactically about each role. • To apply skills and knowledge to compete in a tournament.
French	<p><u>French weather and the water cycle</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • To identify sounds created by linking some of the key phonemes: in , ou, on, en, eau, eu, ez. • To recognise and begin to predict key words patterns and spellings. • Comparing weather between France and the UK. • To know that in France the temperature is measured in Celsius. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To learn weather phrases. • To repeat short phrases accurately. • To describe the weather using points of the compass.

	<ul style="list-style-type: none"> • To recognise the French written words for multiples of ten. • To understand the water cycle in French.
Music	<p><u>Changes in pitch, tempo and dynamics</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Sing without accompaniment it is called 'a cappella.' • Harmony means playing two notes at the same time that usually sound good together. • An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. • 'Performance directions' are words added to musical notation to tell the performers how to play. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To sing in two parts using expression and dynamics. • To recognise key elements of music • To perform a vocal ostinato • To create and perform an ostinato • To improve and perform a piece of music based around ostinatos
RSE	<p><u>Religious understanding</u></p> <ul style="list-style-type: none"> ➤ Jesus, My Friend. ➤ Friends, Family and Others. ➤ When Things Feel Bad. <p><u>Jesus, my friend</u></p> <p>That God loves, embraces, guides, forgives and reconciles us with him and one another.</p> <ul style="list-style-type: none"> • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. • That relationships take time and effort to sustain. • We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. <p><u>Personal relationships</u></p> <p>Session 1- Family, friends and others</p> <ul style="list-style-type: none"> • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; • That there are different types of relationships including those between acquaintances, friends, relatives and family; • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; • The difference between a group of friends and a 'clique'.

	<p><u>Session 2- When things feel bad</u></p> <ul style="list-style-type: none"> • Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; • Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. <p>Big Talk session</p>
<p>Immersive Events/Visits/Vistors etc</p>	<p>Lent Big Walk The Last Supper liturgy and reflection Immersive classroom</p>