



Geography

The Amazon rainforest

By the end of this topic, I will know...

1. The key physical and human features of South America.
2. What a rainforest is and their features.
3. What animals are found in the rainforest.
4. Whether humans are found in the Amazon Rainforest.
5. What is happening to the Amazon Rainforest and what we can do to protect it.

DT – Structure: Pavilions

Throughout this unit, pupils will:

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.

RE

What or who is God and how is the divine understood in theistic worldviews??

Pupils:

- understand the roles beliefs and faith might play in worldviews- Pupils know that sacred texts are interpreted by individuals and communities

- know that sacred texts contain ideas about God/the Divine that are often hard

for those outside of the faith community to understand

• know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art

• know that the reasons for belief in God and the supernatural can vary

- are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean.

• are able to make links between different passages within a sacred

Literacy

Focus on Deforestation in the Amazon Rainforest.

Children will a persuasive article using appropriate layout features.

-The article will service its intended purpose – to make someone want to buy a product / do something.

-The present tense will be accurate and maintained throughout.

-Children will create a persuasive article using some of the following devices: repeat key phrases, questions, influence the reader's decision by telling them a viewpoint, alliteration, power of three sentences and exaggerated language.

PSHE – Dreams and Goals

PSHE –

During this unit of work, I will learn about ...

1. Hopes and dreams.
2. Broken dreams.
3. Overcoming disappointment.
4. Creating new dreams.
5. Achieving goals.

French

In French I will be learning how to say what I and others do. I will also learn how to describe things.

PE

Indoor – Dance. By the end of this unit, I will understand how to create characters and narrative through movement and gesture. I will use a range of stimuli individually, in pairs and in groups to communicate and develop confidence in performing.
Outdoor - Tennis. By the end of this unit, I will develop the key skills required for tennis, such as returning the ball using forehand, develop a backhand hold and keep a continuous rally.

The Amazon

Year 4 – Spring 1

Maths

Times Tables - I will continue to practise my times tables in preparation for the multiplication check in June.

Multiplication and Division – I will begin to learn how to times and divide numbers by 10 and 100. I will also learn what factor pairs are and be able to identify them for a given number.

Fractions – I will be learning how to convert between mixed numbers and improper fractions. I will also be learning how add and subtract mixed numbers, proper fractions and improper fractions.

Length and perimeter – I will understand measuring in metres and kilometres, and I will be able to work out the perimeter of different shapes.

SCIENCE

By the end of this unit of work, I will know...

- 1) The definition of a habitat and a living thing and what living things need to survive.
- 2) How an ecosystem works and how environments can change.
- 3) How to use an organism's characteristics to classify types of animals and plants.
- 4) What habitats and ecosystems are in our local environment and how we have an impact on our them.

MUSIC – Stop! Writing a song linked to a theme

- 1) I can understand a variety of musician options.
- 2) I can listen and respond to music.
- 3) I can learn to sing a song.
- 4) I can play instruments that accompany the song.
- 5) I can compose, improvise, and perform the music.