



**SEAFORD PRIMARY SCHOOL**

Year 4 Term 5

<p>Topic Title- <b>The Rainforest</b></p>		
<p><b>H No specific History</b>  <b>Focus this term</b>  <u>Significant people-</u>   <u>Great events -</u></p>	<p><b>Geography – Knowledge</b>            To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America            To understand the effects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water  <b>Key Skills:</b>            To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.            To use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world  <b>Field Work</b>            ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p><b>Science-Plants</b>            Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.            (Unit on Sound also covered this term)  <b>Sound</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiry to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identifying differences, similarities and changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their finding</li> </ul>
<p><b>English</b>  <b>Text/Genres</b>  <i>'Running Wild'</i> by Michael Morpurgo            Non-chronological reports            Adventure Stories            Poetry (cinquain, tanka, haiku)  <b>Writing Opportunities</b>            Deforestation leaflets            Adventure story – 'Lost in the jungle'            Tyger Tyger            Letter of complaint</p>	<p><b>Maths (opportunities for maths links)</b></p> <ul style="list-style-type: none"> <li>Interpret charts</li> <li>Comparison, sum &amp; difference</li> <li>Introducing line graphs</li> <li>Line graph</li> </ul>	<p><b>Computing</b>  <b>E-Safety</b>            An e-safety lesson appropriate for your class  <b>Digital Literacy</b>            To discuss the video competition and the theme            To plan a storyboard            To write a script            To create props            To record a video            To edit a video</p>
<p><b>Design Technology-Rainforest Structures</b>  <u>Investigate</u>            To investigate a range of shelters to identify how they are structured/how they are reinforced.  <u>Design and Make</u></p>	<p><b>Art and Design-Henri Rousseau</b>  <b>Knowledge</b>            Learn about and describe some of the key ideas, techniques and working practices of a variety of artist, craft makers, architects and designers studied.  <b>Representations of trees/forests.</b></p>	<p><b>P.E</b>            This term the children will be completing indoor gymnastics and dance and outdoor striking and fielding games.  <u>Skilfulness</u></p>

<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria To select from and use a wide range of materials and components, including construction materials, according to their characteristics To apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>To be able to cut and join materials</i> Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Evaluation</u> To explore and evaluate a range of existing products evaluate their effectiveness. Evaluate the changes made to product throughout the design process.</p>	<p>Demonstrate how tools they have chosen to work with should be used effectively and with safety. Apply the technical skills they have learnt to improve the quality of their work. <u>Ideas</u> Gather information and ideas from varied sources, including the internet, photos, magazines etc. <b>Art uk/Tate etc.</b> Realise and record thoughts and ideas using varied techniques and media to express their moods and feelings. Make art for expression, imagination and pleasure. <u>Drawing Skills</u> Use a variety of drawing materials with confidence. <b>Mixed media tree paintings</b> Begin to shade flat areas in single tone from dark to light to show how light effects make objects appear solid. <b>Observational drawing</b> <u>Painting skills</u> Paint with sensitivity and control, carefully applying appropriate amounts of paint to the surface. <b>Tree painting</b> Mix secondary and tertiary colours easily and use colours to express purpose, moods and feelings. <b>Tree painting</b> Use mixed tints and shades with increased confidence e.g. using light and dark in a background. <b>Anglo Saxon brooch/shield – tree painting</b></p>	<p>To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy. <u>Condition, Health and Well-being</u> To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well. <u>Decision Making</u> <b>To come up with their own ideas for warming up and practising.</b> <b>To be able to identify skills, actions and parts of sequences that are good quality.</b> <b>To be able to describe the differences and similarities between sequences.</b></p>	
<p><b>PSHE</b> I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I know how to show love and appreciation to the people and animals who are special to me.</p>	<p><b><u>R.E. Worship, Pilgrimage and Sacred Places</u></b> Pupils describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat and how people treat animals. They express their own ideas. Pupils explore the lives of key leaders from Buddhist and Christian contemporary life, describing the challenges they have faced and the commitments by which they have lived Linking to citizenship education, pupils consider the Five Precepts (Buddhist) expressing their ideas about right and wrong in the light of their learning.</p>	<p><b><u>Music</u></b> <b><u>Composing</u></b> Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds. Explore and choose different movements to describe animals Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. Explore and perform different types of accompaniment. Explore and select different melodic patterns. Choose instruments on the basis of internalised sounds. <b><u>Pitch</u></b> Recognise and explore different combinations of pitch sounds..</p>	<p>French We will be extending sentence work by learning the construction for 3<sup>rd</sup> person plural so that we can write sentences using <i>they are</i>. In conversation we will be asking names in the 3<sup>rd</sup> person also so that we can use <b>"What is his/her name?"</b> and <b>"What are their names?"</b></p>
<p>Super Start – Turn the classroom into a rainforest. Mystic Middle – Trip to Friston Forest - parents drop off, minibus back. Epic End – Henri Rousseau collaborative art – parents in to complete a piece of art with children. Links to careers- Engineering (link to Strucutres) <a href="https://www.raeng.org.uk/">https://www.raeng.org.uk/</a></p>			