Year 4

Summer Term

Brazil and the Amazon Rainforest

Launch pad: Living Rainforest

English

Summer 1 Learning Journey 1 Text: How to live forever.
Outcome: Quest narrative
Guided Reading Texts: Max and the Millions

Learning Journey 2 – Text: *Flood* by Alvaro Villa / *Window* by Jeannie Baker
Outcome: Persuasive leaflet
Guided Reading Texts: Persuasive texts about the Rainforest.

Summer 2: Learning Journey 1: Journey to the River Sea
Outcome: Amazon description, Diary entry, and Letter
Guided Reading Texts: As above

Maths

Summer 1
Review of fractions
Fractions greater than 1

Summer 2
Symmetry in 2d shapes,
Time,
Division with remainders

Geography

Brazil and the Amazon Rainforest

- **Locational knowledge**: I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- **Place knowledge**: I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America
- **Locate** the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).
- **Human and physical geography:** I can **describe** and understand key aspects of: physical geography, including: climate zones. Use and **explain** the term 'climate zone'.
- **Identify** the different climate zones. Ask questions and find out what affects the climate. Use maps to **identify** different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.
- **Geographical skills and fieldwork** I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in North and South America. I can use the eight points of a compass. Use locational language to describe the location of points on a map of the school/local area. I can use four and six-figure grid references, symbols and keys to build my knowledge of the wider world – North and South America.

Music

Musical performance of Save Our Tree
Listen with attention to detail and recall sounds with increasing aural memory
Sing, play and perform in solo and ensemble context, using voices and instruments musically, with increasing accuracy, fluency, control and expression in performance of Save Our Tree
improvise and compose music for a range of purposes using the inter-related dimensions of music – create a class rainforest soundscape using vocal sounds and body percussion

ICT

Information Technology – Drawing graphs using Google Sheets to collect, evaluate and present data.
Analyse information
Evaluate information Collect data
Present data

PE:

Summer 1: Net/wall games / Strike/field games

- Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. - Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly.
- Recognize and discuss how net games make the body work.

Summer 2: Invasion games / Athletics

- Play games with some fluency and accuracy, using a range of throwing and catching techniques.
- Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack
- Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner though short warm up routines
- Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better

Science

Summer 1: LIVING THINGS (7 sessions)

Discovering: Knowledge Block 1: Classifying living things

- Living things can be divided into groups based upon their characteristics. **Classification keys** help group, identify and name living things. Animals can be classified as **vertebrates** (having a spine) or **invertebrates** (lacking a spine). In any habitat there are **food chains** and webs where **nutrients** are passed from one **organism** to another when it is eaten. If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others

Knowledge Block 2: Life cycles

- Mammals, amphibians, insects and birds have different life cycles. Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always. All animal life cycles begin with growth and development followed by reproduction.

Knowledge Block 3: Environmental change

- **Environmental change** affects different habitats differently. Human activity significantly affects the environment. Different organisms are affected differently by environmental change

Summer 2: CURICUTS

Knowledge Block 1: Electricity as a power source

- Lots of **devices** are powered by **electricity**, **Electricity** comes from a source, There are two main sources- **batteries** and **mains**, Identify and name devices and justify if it is mains or battery powered and if battery powered, find it.

Knowledge Block 2: What batteries do

- A **battery** pushes **electricity** to the **device**. To be able to push **electricity** the **battery** must be connected to the **device** using **wires.** This is called a **circuit.**

Knowledge Block 3: Making devices work harder

- If there are more **batteries** added to a **circuit** this provides a bigger push on the **electricity**. This will make the **device** work harder e.g., brighter bulbs, faster spinning motor, louder buzzers. Introduce enquiry: **Does doubling the number of batteries in a circuit double the brightness of a bulb?**

DT

The Secret Garden: How can Mary and Dickon tell if anybody is coming into the garden? Design a device which will alert Mary and Dickon if anyone enters the garden. Make sure the device can not be seen by intruders.
Generate: Investigate and analyse a range of existing products.
Design/Make:: Develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.
Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Technical Knowledge: Choose components that can be controlled by switches or by ICT equipment. Understand and use electrical systems in their products (switches, bulbs and buzzers)

Art

Wire Animal sculpture
Form – plan and develop, experience surface patterns and textures, discuss own work and work of other sculptors.
Colour – To choose effective colourings linking to their animals
Texture – To manipulate wire and decoupage.

RE: Kingdom of God / Gospel

Summer 1: Concept: Kingdom of God
Context: When Jesus left, what was the impact of Pentecost **Contextualise**
Explain what Pentecost means to some Christians and how they celebrate it

Summer 2: Concept: Gospel
Context: What kind of world did Jesus want? **Explain and Apply** Explain what stories in the Gospels might teach us about how to life our lives today

PSHE (Jigsaw)

Summer 1: Relationships / Changing Me

Outcome: Using their drawings as guides, the children formed the wire around the lines, adding detail and features as they went.	**Trips:** **Launchpad – The living rainforest, Newbury.**	