

Geography: Rainforests

Locational Knowledge:

- Recognise the different shapes of continents
- Demonstrate knowledge of features about places around him/her and beyond the UK
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn
- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Recognise that people have differing qualities of life living in different locations and environments
- Know how the locality is set within a wider geographical context

Geographical Skills and Fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use four points of the compass to build knowledge of the wider world
- Use symbols and a key to build knowledge of the wider world
- 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
- Ask and respond to geographical questions
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why

Place Knowledge:

- Understand why there are differences and similarities between places

Human and Physical:

- Describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, water cycle)
- Explore weather patterns around parts of the world
- Explain about natural resources (rainforest - timber, minerals)
- Describe how people have been affected by changes in their environment

Computing: Networks

- Understand what services are and how they provide services to a network.

Design Technology: Mechanisms - Rainforest pop-up book

- investigate similar products to the one to be made to give starting points for a design
- consider how the finished product might be improved and how well it meets the needs of the user
- join and combine materials and components accurately in temporary and permanent way

Rainforests

Spring 1 2022

Year 4



Value: Focus

PE: Monday pm (coach) Badminton Wednesday Dance

Dance: Animal movements

- Practise actions and patterns from style, improvise own moves typical of the style, create short motif that fits to music, create partner and solo dance, Perform to each other.

Net and Wall Games: Badminton

- Develop comfortable hold of badminton racket and shuttle cock, get the shuttle cock into play, accurately serve underarm, build up a rally-focusing on accuracy of strokes, learn a variety of shots to use in game situation and when to use them effectively, play a competitive tennis

RE:

- Describe the meaning of myth
- Describe the ways in which myths reveal the beliefs and values of the religions studied
- Evaluate the concept myth by describing the value of myth to believers and by describing an issue raised
- Describe their own responses to myth
- Describe how their responses to myth can be applied in their own and others' lives.

Art:

- draws familiar objects with correct proportions
- describe some of the key ideas, techniques and working practices of artists, architects and designers who he / she has studied experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques

French:

- Understand an increasing amount of familiar spoken phrases
- Answer simple questions and give basic information
- Spell some common words correctly
- Write one or two short sentences with support.
- Understand some familiar written phrases.

Science: Mixtures and separating them

To know what mixtures are.

To know that a substance is an object with the same properties throughout.

Know a mixture is when more than one substance is present in the same container.

To know what dissolving is. To understand what a solution is and how it is made.

To know that not every substance can be dissolved in water.

Identify differences, similarities and changes related to simple scientific ideas and processes.

To set up simple practical inquiries, comparative and fair tests.

Music: Percussion - Layering sounds and exploring structure

- Perform simple melodic and rhythmic parts with awareness of others.
- Improvise repeated patterns growing in sophistication.
- Maintain a simple part within a group.
- Recognise and create repeated patterns with a range of instruments.
- Compose music that combines several layers of sound.
- Awareness of the effect of several layers of sound.