



## Springdale First School – Medium Term Overview



# Year 4 - Our Planet: The Rainforests

Grab your passports and boarding passes because we will be flying to the Amazon Rainforest! David Attenborough will be our guide through his acclaimed TV series *Our Planet*. This half term is a very exciting time in Year Four as we begin our Topic, “Our Planet: The Rainforests”. We will become explorers and scientists as we navigate the extraordinary depths of the Amazon Rainforest; classifying the animals we discover and observing the significance of the rainforests’ distance from the Equator, Tropic of Cancer and Tropic of Capricorn. We will have a special visitor from Monkey World who will talk to us about the crisis facing Rainforests and the primates who live in them. We will close our learning with watching the animated film, ‘Rio’, which looks at the issues surrounding the illegal pet trade and deforestation that we have learnt about in this topic.

### ENQUIRY QUESTION: How can we save our planet?

Sparkly Starter: Fly to the Amazon Rainforest

Fab Finish: Watch the film, ‘Rio’.

English				Mathematics
Text	SPAG Focus	Spelling focus	Writing focus	Specific
The Great Kapok Tree  There's a Rang-Tan in my Bedroom  The Explorer	- Sentence types - Capital letters for proper nouns - Singular and plural possessive apostrophes  - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases - Link clauses with subordinating conjunctions	Word ending – ure Year 3 and 4 statutory words 'ch' for /sh/ 'ou' for /u/	> Poetry > Descriptive writing from different viewpoints > Suspense narrative > Persuasive letter	Place value Reading and writing 4-digit numbers 1, 10, 100 and 1000 more/less Comparing and ordering numbers Rounding to the nearest 10, 100 and 1000 Negative numbers
Topic objectives (Focus Subjects)				What do I already know about this subject? (Recall and Retrieve)
				Key Vocabulary

<p><b>Science focus: Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>➤ Recognise that living things can be grouped in a variety of ways.</li> <li>➤ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>➤ Recognise that environments can change and this can pose dangers to living things.</li> <li>➤ <b>Working Scientifically:</b></li> <li>➤ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>➤ Identify differences, similarities or changes related to simple scientific ideas and processes.</li> </ul>	<p>I know how to group different animals.</p> <p>I know what carnivores, herbivores and omnivores are.</p> <p>I know about the basic needs of animals and their environments.</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.</p>	<p><b>Classify</b></p> <p>Vertebrate</p> <p>Invertebrate</p> <p>Deforestation</p> <p>Population</p> <p>Environment</p> <p>Habitat</p> <p>Fish</p> <p>Amphibians</p> <p>Reptiles</p> <p>Birds</p> <p>Mammals</p> <p>Insects</p>
<p><b>Geography focus: Locational knowledge and human/ physical geography</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Continue to use letter/number coordinates to locate features on a map confidently</li> <li>- 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.</li> <li>- Physical geography, including: climate zones, biomes and vegetation belts.</li> <li>- Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</li> </ul>	<p>I know the world's seven continents and five oceans.</p> <p>I know the countries and capital cities of the UK.</p> <p>I know some human and physical geography.</p> <p>I know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I know how to use maps, atlases and globes.</p> <p>I know how to use a simple compass.</p> <p>I know how to construct basic symbols in a key.</p> <p>I know how to key the human and physical features of my school and surrounding area.</p>	<p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Arctic</p> <p>Antarctic Circle</p> <p>Prime/Greenwich Meridian</p> <p>Climate zones</p> <p>Biomes</p> <p>Vegetation belt</p> <p>Settlement</p>
<p><b>Other curriculum areas (Knowledge and skills understanding)</b></p>		
<p><b>Art - Collage</b></p> <p>Our main focus for this half term is collage. We will be selecting and combining different materials, focusing on colour and texture and how they can be arranged to create different effects.</p>	<p><b>PSHCE - Being Me in my World</b></p> <p>Our topic this half term will focus on the school community and inclusion. We will create our Class Charter and explore the roles and responsibilities of every member of our community.</p>	
<p><b>Music - Respond to own starting points.</b></p> <p>Compose music that combines several layers of sound.</p> <p>Show an awareness of the effect of several layers of sound in my composition.</p>	<p><b>Outdoor PE - Tennis</b></p> <p>We will play competitive games and develop technique and coordination.</p>	
<p><b>R.E. - We will be looking at Buddhism and exploring the story of the Buddha. We will be asking ourselves if it is possible for everyone to always be happy.</b></p>	<p><b>Indoor PE - Gymnastics</b></p> <p>We will be using different body parts to balance on and show specific planned body shapes. We will move into and from balances with control and accuracy before progressing to create balance sequences, which show variations in shape, speed and levels.</p>	
<p><b>French - All about me</b></p> <p>Give and respond to simple classroom vocabulary instructions appropriately</p> <ul style="list-style-type: none"> <li>• Name parts of the body from a song</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write simple words</li> <li>• Say that un/une relate to masculine &amp; feminine nouns</li> </ul>	

- Identify colours
- Name items of clothing
- Ask and answer questions using the topic

#### HOW CAN YOU HELP?

- Please practise each week's spellings and the homework that is sent home. It is also useful to look back at any spellings that may have been spelt incorrectly previously to ensure these are also learnt and retained.
- We hope you will find the following online math's games useful. Please see also keep going on Times table rock stars.
- Beatbox times tables: <https://www.nationwideeducation.co.uk/www/flash/bs0/bs0-flash/index.html>
- Daily 10, ten quick fire mental math's questions - <https://www.topmarks.co.uk/maths-games/daily10>
- Multiples - <https://www.topmarks.co.uk/times-tables/coconut-multiples>
- Hit the button timed times table game - <https://www.topmarks.co.uk/maths-games/hit-the-button>

