

St Dennis Primary Academy

Year: 4

Term: Summer 1

Curriculum Drivers

Big Question: How does the Amazon Rainforest matter to us?

Stunning Start: What would you need to survive in the rainforest?

Fabulous Finish: Make a survival guide for living in the rainforest with their adults

Real life experiences

Visit to The Eden Project



English



Storytelling Text: The Great Kapok Tree

Imitation: Read The Great Kapok Tree and learn the text through drama techniques (Role on the wall)

Spelling, Punctuation and Grammar: Use adverbial phrases that begin with an -ing verb, prepositional phrases and speech punctuated using inverted commas and a reporting clause

Innovation: Change the characters and dialogue.

Invention: Create and write a 'character flaw' story

Wider Curriculum Writing: Non chronological report about rainforest creatures (Geography)

Book/Novel Study Text: The Explorer by Katherine Rundell

Assembly Theme: Friendship

Emotional Literacy: The toolbox / When to use yellow zone tools/ Stop and use a tool

Wellbeing

Daily mile running to the Eden Project.

Managing feelings

Breaths: Reacher upper, press and pull and alphabet trace



Mathematics:



White Rose Units:

Number: Fractions

Number: Decimals

Measurement: Length and perimeter

Measurement: Money

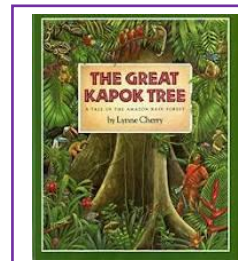
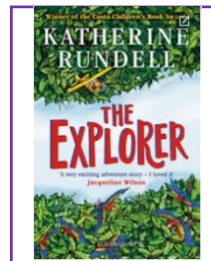
Oracy

Physical: To consider how tone, volume and pace influence meaning when discussing deforestation in Geography.

Linguistic: To use specialist vocabulary when discussing how to make a mechanical toy car kit in DT.

Cognitive: To ask probing questions when learning about the states of matter in science.





Social and Emotional: To consider the impact of their words on others when giving feedback.











Environment and Community

What are the effects of deforestation? Class visit to the Eden Project



	Science 	Geography 	RE 	Computing 
Unit title:	Subject: Chemistry Unit: States of matter	Themes: Location, Physical Processes, Physical Features, Human Processes, Diversity, Techniques Unit: Rainforests	Theme: Christianity – Kingdom of God Unit: When Jesus left what was the impact of Pentecost? (Unit 26)	Area: Data and information Unit: Data logging Natterhub: Think it
Builds On:	Year: 3 Term: Autumn 2 Unit: Rocks	Year: 3 Term: Summer 1 Unit: The Rockies	Year: 4 Term: Spring 2 Unit: Why do Christians call the day Jesus died 'Good Friday'? (Unit 28) (Salvation)	Year: 3 Term: Autumn 1 Unit: Data and information – Branching databases
Memory Master:	Revisit types of rocks and their properties using vocabulary: permeable, impermeable, sedimentary, metamorphic, igneous.	Locate the Rockies and describe climate in the Mountain Range and how this affects human activity. Describe the climate at different times of year and how this affects human activity	Discuss the moment that they think is the most important in the story of Easter and why they think this.	Revisit vocabulary: attribute, value, table, objects, branching database, selecting, information, decision tree
Lesson Sequence:	I can identify solids, liquids and gases.	I can describe climatic conditions associated with tropical rainforests.	What can you remember about the story of Easter?	I can explain that data gathered over time can be used to answer questions.
	I can take accurate measurements using thermometers (different places in school).	I can identify and describe the way in which plants are naturally arranged in the tropical rainforest.	What were the main events in the story and how were the disciples feeling?	I can use a digital device to collect data automatically.
	I can observe that some materials change state when they are heated or cooled.	I can explain what deforestation means and how it affects the Amazon Rainforest.	For Christians what is the most important thing about Pentecost? Why?	I can explain that a data logger collects 'data points' from sensors over time.
	I can identify the part played by evaporation and condensation in the water cycle.	I can describe some possible consequences of deforestation. Show what you know.	In the Bible, what did the Holy Spirit enable the disciples to do? What do many Christians today believe the Holy Spirit enables them to do?	I can recognise how a computer can help us analyse data.
	I can plan and carry out a fair test (evaporation from water in on clothes) I can associate the rate of evaporation with temperature. Show what you know.		What is the trinity? What would the world be like if everything in the Lord's Prayer came to be?	I can identify the data needed to answer questions.
Composite:	Carry out a fair test to investigate how temperature affects evaporation rate of water.	Locate Amazon rainforest on world map, label the layers in rainforest and give reasons and consequences for deforestation.	When Jesus left what was the impact of Pentecost? Show what you know	I can use data from sensors to answer questions.
			Children answer research questions on the Lord's prayer, focussing on the good news Christians believe Jesus brings.	Children explore data collection, sensors, and how computers monitor the environment. They collect and analyse data, review data sets, and use data loggers to answer questions.
Impact:	Children can group materials according to whether they are solids, liquids or gases. They know that some materials change state when they are heated or cooled and can name these processes as melting, freezing, evaporating or condensing. They can identify the part played by evaporation and condensation in the water cycle. They start to associate the rate of evaporation with temperature.	Children understand key aspects of a rainforest: rainforest biome has four main characteristics: high annual rainfall, high average temperatures, nutrient-poor soil and high levels of biodiversity. They can explain reasons and consequences for deforestation giving opinions. They can name and locate the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn. They describe how rainforests are found near the Equator.	Children can make links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. They can make suggestions about what the events of Pentecost in Acts 2 might mean. They can give examples of what Pentecost means to some Christians now and make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship.	Children can suggest questions that require data from at least one sensor to answer them or that require data to be collected over time to answer them. They can identify a suitable time frame to collect data to answer their question, where the data logger needs to be placed to answer their question and which sensor needs to be used to answer their question. They can make statements about what their data shows.

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Artist: Henri Rousseau Technique: Painting	Learning focus: Physical Unit: REAL Gym (Unit 2)	Unit: Tennis	Area: Mechanical systems Unit: Mechanical toy car kits
Builds On:	Year: 3 Term: Spring 1	Year: 4 Term: Autumn 2 Unit: REL Gym (Unit 1)	Year: 3 Term: Summer 1 Unit: Tennis	Year: 3 Term: Autumn 2 Unit: Pneumatic toys
Memory Master:	New curriculum this year	N/A	N/A	Quiz on Pneumatic Toys Unit
Lesson Sequence:	Artist - I can recall the key features of Henri Rousseau's artwork	Warm up games Skipping Stepping stones Fundamental Movement Skills Flight (floor work) Flight (Hand apparatus) Travel (Floor work) Travel (Low apparatus) Travel (Large apparatus) Skills Application Rope tricks Pass it on Rhythmic sequences Apparatus circuit Chance choreography	I can watch, track, and catch a tennis ball successfully	Research - I can research the key design improvements in the history of the automobile. I can research how different mechanical systems can power a car Skill - I can make prototype chassis for different mechanical systems. Design - I can design a mechanical toy car kit Make - I can make a mechanical toy car kit Evaluate - I can evaluate a mechanical toy car kit by following the instructions to make it.
	Imitate - I can paint in the style of Rousseau maintaining control over my lines		I can move effectively to get in a good position	
	Experiment - I can create shades and tones of one colour. I can experiment with depth and scale in a composition.		I can perform a basic forehand action with increasing accuracy	
	Plan - I can plan my Henri Rousseau inspired painting		I can perform a basic backhand shot with increasing accuracy	
	Create - I can create my Henri Rousseau inspired painting		I can hit a tennis ball into space (at different speeds and heights) to try beat an opponent	
	Evaluate - I can review and revisit my creation		I can keep a rally going using a range of shots	
Composite:	Painting in the style of Henri Roisseau	Children develop and apply flight and travel on the floor; with hand apparatus and on apparatus.	I v I game with the aim scoring points by throwing a ball into the opponent's court area and making it bounce twice.	Design, make and evaluate a mechanical toy car kit.
Impact:	Children begin to mix shades and tints knowing that you add white to make tints and black to make shades. They demonstrate increasing control over the types of marks with different effects.	REAL PE - Physical Cog Children can select and apply a range of skills with good control and consistency.	Children can perform a forehand action with control and accuracy. Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. They can keep a rally going using a range of shots.	Children will understand the need for clear instructions when making products so they can make somebody else's kit. They will understand the importance of making prototypes to test models.

	PSHE 	PSHE 	PSHE (Environment Week) 	Music 
Unit title:	Brook Learn 1 Unit: Understanding that not everyone is who they say they are online	Brook Learn 2 Unit: Managing Feelings	Theme: Bees	Unit: Blackbird
Builds On:	Year: 4 Term: Spring 2 Unit: Keeping Personal Information Safe and Private Online	Year: 3 Term: Summer 1 Unit: Expressing Feelings	Year: 3 Term: Summer 1 Unit: Transport	Year: 3 Term: Spring 1 Unit: Glockenspiel 2
Memory Master:	Identify different adults and services that can support us with online safety.	Create a whole class scale to show the intensity of different emotions.	Name environmentally friendly ways to travel.	Play different sequences of notes using D, E, F
Lesson Sequence:	I can identify different tactics someone might use to manipulate another person online.	I can explain how feelings and emotions can influence actions and behaviour.	I can explain why bees are so important for the environment.	I can confidently identify and move with the pulse.
	I can explain what to do if someone tries to pressure or manipulate them.	I can identify ways of coping with feelings in different situations.	I can explain how we can help bees to thrive.	I can talk about music and how it makes me feel.
	I can share ideas about how technology can be used positively.	I can explain why it is important to talk about feelings and describe how this can feel.		I can sing a melody hitting notes accurately.
		I can recognise that help, advice and support about feelings comes from different sources.		I can sing in unison and in simple two-parts.
Composite:	Match tactics to messages that people may send online.	Role play different scenarios where emotions are heightened and the solution.	Create a bee friendly area in the school grounds.	Sing Blackbird accurately as part of a group.
Impact:	Children will be aware that people may not have honest intentions when online and will have strategies to identify and prevent this impacting them.	Children will be more able to identify their emotions and regulate themselves, using strategies experienced during role play.	Children will understand the impact the bees have on the environment and will choose to help bees thrive.	Pupils understand the importance of The Beatles in musical history and can sing one of their songs.