

Year group: 4 Term: Spring 2

Topic: Amazon: Rivers and Rainforests



Literacy

Journey 1 – Diary Writing (Character Perspective – Maia)

Purpose: To reflect and recount.

Audience: School pupils, Adults.

- **Immerse-** Read key extracts describing Maia’s journey from England to the Amazon; explore feelings, setting and first impressions. Drama activities (conscience alley as Maia).
- **Analyse-** Identify features of diary writing (first person, past tense, informal tone, thoughts and feelings, rhetorical questions, time conjunctions).
- **Skills-** Standard English forms for verb inflections and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- **Plan** – Plan a diary entry from Maia’s first night at the Carter household.
- **Draft-** Write paragraphs based on arrival and first impressions, reflections and hopes.
- **Edit and Revise–** Edit for tense consistency, vocabulary choices and punctuation.
- **Publish and Share–** Publish final diary entry (handwritten in diary format) and peer share.

Journey 2 – Narrative Writing (Build-Up)

Purpose: To entertain.

Audience: Story readers.

- **Immerse** – Read and explore the build-up to a key tension point and create a picture map of the journey.
- **Analysis**– Identify features of a build-up (atmospheric description, short sentences for tension, varied sentence lengths, figurative language).
- **Skills**– Creating atmosphere through setting description (figurative language, personification of the rainforest). Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- **Plan**– Plan a new build-up scene where Maia ventures alone into a dangerous part of the rainforest.
- **Draft**- Write the opening of the build-up focusing on setting and mood, develop rising tension and end on a cliffhanger.
- **Edit and Revise Session** – Improve vocabulary choices, check cohesion and enhance suspense techniques.
- **Publish and Share**– Publish and perform to class using dramatic reading to emphasise tension.

Journey 3 – Persuasive Writing (Letter to an Organisation to Protect the Amazon)

Purpose: To persuade.

Audience: Company or decision-maker.

- **Immerse**– Explore themes of conservation and respect for the rainforest from a video and create a poster based upon this.
- **Analysis**- Identify features of persuasive letters (formal tone, rhetorical questions, emotive language, facts, clear paragraphs).
- **Skills** - Using persuasive devices (rhetorical questions, repetition, emotive vocabulary). Structuring arguments into clear paragraphs with conjunctions (therefore, furthermore, however). Use of inverted commas and other punctuation to indicate direct speech.
- **Plan** - Plan a persuasive letter from Maia to a company planning to damage part of the rainforest.
- **Draft** - Write the introduction, the main arguments and conclusion.
- **Edit and Revise** - Edit for persuasive impact, punctuation and formal tone.
- **Publish and Share** - Publish final letter and present key arguments orally to the class.

Maths

Time:

Pupils will be able to:

- Convert between different units of measure [for example, hour to minute]

- Problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- write and convert time between analogue and digital 12- and 24-hour clocks

Decimals:

Pupils will be able to:

- Decimal equivalents to tenths, quarters and halves.
- Compare and order numbers with same number of decimal places.
- Multiply and divide by 10 and 100 including decimals

Area and perimeter:

Pupils will be able to:

- Perimeter of rectangles and rectilinear shapes.
- Area of rectangles and rectilinear shapes.
- Investigate area and perimeter

Science

Living things and Environments:

Pupils will be able to:

- What are classification keys?
- How do classification keys work?
- How can environments change?
- What is climate change and how can we prevent environmental change?
- How are we affecting our local environment?

Pupils will acquire the following scientific knowledge throughout this unit of work:

- a habitat is the natural home of an organism and all living organisms display the seven characteristics of life.
- organisms within a habitat or ecosystem are interdependent.
- the relationships between organisms can be represented by food chains and food webs.
- the difference between a vertebrate and an invertebrate.
- vertebrates can be classified into five different groups.
- invertebrates can be classified into seven different groups.
- characteristics of animals supports us with classification and we can use a key to identify and classify animals.
- plants can be classified as flowering or non-flowering.
- non-flowering plants can be classified into three groups.

	<ul style="list-style-type: none"> • who Libbie Hyman was and why she is considered significant. • that environments can change due to natural causes and through the actions of humans and that these changes can be both positive and negative <p>the organisms and habitats found within their own local environment and how these are changing.</p>
History	N/A This half term
Geography	<p><u>The Amazon: Rivers and Rainforests</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Do people live in the Amazon? • What is happening to the Amazon rainforest? • What are the features of a river and where are major rivers found? • How has the Amazon river shaped the land? • How are rivers used? <p><u>National Curriculum Aims</u></p> <ul style="list-style-type: none"> • South America is a continent located in the Southern Hemisphere. • There are many different climate zones across the continent with different physical features. • South America is a diverse continent which is made up of 12 independent countries and 1 territory. • There are various religions, languages, and currencies across South America. • Different industries export different products to different countries around the world. • Tropical rainforests are located along the Equator and have hot temperatures and high amounts of rainfall all year round. • The Amazon Rainforest is the largest tropical rainforest in the world and contains a diverse range of trees, plants, and animals. • Tropical Rainforests have four different layers; emergent, canopy, understory, and forest floor layers. • Each layer has distinct characteristics and have access to different amounts of rainfall and sunlight. • Tropical rainforests are home to many animals. These animals have adapted to live in different layers of the rainforest, as such, their characteristics are also different. Some animals move between different rainforest layers. • The Amazon rainforest is home to many different indigenous people. These indigenous tribes live a traditional way of life. Some remain isolated and uncontacted. • The Yanomami tribe is the largest Amazon tribe. There are similarities and differences between different tribes.

	<ul style="list-style-type: none"> • The Amazon Rainforest is the largest remaining tropical forest. Large areas of land are being cleared for different uses. • Many species of plants and animals as well as indigenous people are losing their homes. We can do more to protect the rainforest. • A river is a body of water that flows across the land. Rivers have a source, course, and a mouth. • Rivers can be different lengths and carry different volumes of water. • The water cycle is an important part of making sure there is water in our rivers. • Rivers do not travel in straight lines. They meander across the land. • Rivers cause erosion of the land and deposit rock and soil along the course of the river. • Erosion and deposition create the meanders of a river and can eventually form ox bow lakes. • Rivers are a natural habitat for plants and animals. • Humans use rivers in different ways. Their impact on this use can be positive or negative. • The use of a river can have later consequences, which may not be immediately obvious.
Art	N/A This half term
Design Technology	<p><u>Mechanical systems: Making a slingshot car:</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Work independently to produce an accurate, functioning car chassis. • Design a shape that is suitable for the project. • Attempt to reduce air resistance through the design of the shape. • Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Construct car bodies effectively. • Conduct a trial accurately and draw conclusions and improvements from the results.
Computing	<p><u>iAnimate:</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • To understand what an animation is. • To create a scene of an animation. • To understand that animations can be created using digital tools. • To create an animated scene. • To storyboard and create a short animation.
PE	<p><u>Rounders:</u></p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • I know how to throw a ball. • I know the rules of rounders.

	<ul style="list-style-type: none"> • I know the tactics of rounders. • I know what a base is. • I know how to strike a ball. • I know how to bowl underarm.
RE	<p><u>Desert to Garden:</u> Pupils will be able to:</p> <ul style="list-style-type: none"> • To understand the importance of Ash Wednesday Mass. • Make links between a variety of Ash Wednesday scriptures. • Make links between sin and the 10 commandments. • Use specialist vocabulary to describe 'conscience,' • Understand catholic beliefs around death, judgement, heaven and hell. • Understand the importance of the rosary prayer. • Discuss if all points of view are equally valid. • Explore the temptations Jesus faced in the wilderness. • Begin examining their own conscience and their own actions. • Reflect on what they have learnt in their own lives and its importance.
Spanish	<p><u>In the classroom:</u> Pupils will be able to:</p> <ul style="list-style-type: none"> • Recall and spell six different items within the classroom. • Recall and spell and additional six different items within a classroom. • To ask 'what is in your pencil case?' • Revisit and apply possessive adjective to the twelve classroom items. • Revisit negative structures to say what they do not have in their pencil case. • To revise, consolidate and assess and the end of the unit.
Music	<p><u>Samba carnival sounds and instruments:</u> Pupils will be able to:</p> <ul style="list-style-type: none"> • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. • Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). • Play their break in time with the rest of their group and play in the correct place in the piece. • Play in time and with confidence; accurately playing their break.

RSE	<u>Jesus, My Friend.</u> <u>Friends, Family and Others.</u> <u>When Things Feel Bad.</u>
Immersive Events/Visits/Vistors etc	N/A