

Topic	The Rainforest
Class	Zebras
Year group	4
Term	Spring 1 and 2

# Topic overview

		Areas of learning	Key skills
	<p><b>As Geographers we will investigate and learn from the following questions:</b></p> <p>What are rainforests?            Where are rainforests in the world?            What are rainforests like?            What is life like in the rainforest?            How is a rainforest similar or different to life in the UK?            What are the layers in the rainforest?            What plants and animals live in the rainforests?            How is the rainforest under threat?            Which animals in the rainforest are endangered?</p> <p><b>As Historians we will investigate and learn from the following questions:</b></p> <p>Who were the Mayans?            When were they living and where did they live?            How do we know about their past?            What did they eat?</p> <p><b>As scientists we will:</b></p> <p>learn about living things in the rainforest and their habitats            learn about the digestive system and food chains</p> <p><b>As Design Technologists we will:</b></p> <p>Use sewing and joining skills to design and make our own money containers</p> <p><b>As Artists we will:</b></p> <p>Use drawing and painting skills to create rainforest scenes inspired by Henri Rousseau.</p> <p><b>In Literacy we will</b> explore dilemmas through the text 'The Great Kapok Tree' and write our own stories with a rainforest issue.</p> <p><b>Use of ICT:</b> We will use coding to create our own games. We will also be using branching databases to classify living things as well as using search engines to research information about animals and the rainforest.</p>		<p>Geography: Investigating, Analysing, Interpreting, comparing, communicating, considering, responding</p> <p>DT: Developing ideas and planning, working with tools and equipment, evaluating</p> <p>Art: Exploring and Developing Ideas            Investigating and Making            Evaluating</p> <p>Literacy: Developing and describing characters and settings, expressive language, continued use of paragraphs, complex sentence structures; use of descriptive devices</p> <p>ICT: Communicating information            Handling information</p>
	Enquiring and creative individuals	Responsible citizens	
Enquiring minds	Creativity	Responsibility	Values
<p>As people keen to enquire and find out we will...            Raise our own questions about the rainforest and use research or interviews to answer them.            Use drama techniques such as role play to understand what life is like for people living in different settings to ourselves.            Consider what will happen if deforestation is not dealt with</p>	<p>As creative people we will...            Use drama and role play to imagine life of people living in the rainforest.            Create our own rainforest art work inspired by Henri Rousseau.            Construct diagrams of the different layers of the rainforest</p>	<p>As responsible learners and citizens we will...            Learn about how issues across the world impact on our lives today – for example, the effect of deforestation on us.            Learn about how we can inadvertently contribute to problems on the other side of the globe e.g. use of paper.            Consider the consequences of people's choices and actions on the environment in relation to deforestation.            Consider how we would feel if we were faced with the challenges that people in the rainforest are faced with.</p>	<p>As people who believe that values are important we will consider the following questions:</p> <p><u>Friendship</u>            Recognise how if people work together, a real positive effect can be made on problems on the other side of the world (such as deforestation)</p> <p><u>Service</u>            Learning about the work that Action Aid does to highlight problems regarding deforestation.</p> <p><u>Thankfulness</u>            Considering the beauty of the rainforest, the variety of plant and animal life and being thankful for what we have.</p>

Literacy	<ul style="list-style-type: none"> <li>• Narrative: reading and writing a story with an issue or dilemma</li> <li>• Reading and writing poems of different forms</li> <li>• Non-fiction: writing information texts</li> <li>• Writing persuasively</li> </ul> <p>Work on spelling, handwriting and grammar</p>
Maths	<ul style="list-style-type: none"> <li>• Revision of skills from term 1: place value, multiplication and division, rounding, addition and subtraction</li> <li>• Times tables</li> <li>• Multiplying 3 numbers</li> <li>• Factors</li> <li>• Written methods for multiplication and division</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Living things and their habitats</li> </ul> <p>Key skills: classifying and comparing, drawing conclusions, recording and presenting data, explaining, use evidence to answer questions</p> <ul style="list-style-type: none"> <li>• Animals including humans</li> </ul> <p>Key skills: describing and identifying, interpreting, using secondary sources, recording</p>
RE	<p>Unit: Understanding Christianity – Gospel</p> <p>Key skills: Interpretation, empathy, investigation, reflection, evaluation, expression, self-awareness</p> <p>Unit: Understanding Christianity – Salvation</p> <p>Key skills: interpretation, reflection, investigation, expression, application</p>
Music	<ul style="list-style-type: none"> <li>• Environment</li> <li>• Food and drink</li> </ul> <p>Skills: exploring, performing, creating, improvising, evaluating</p>
PE	<ul style="list-style-type: none"> <li>• Net, court and wall games</li> </ul> <p>Key skills – consolidate their striking skills and improve control and quality, vary shots and employ them appropriately, recognise what they do well and what needs improving, adapt rules of net games</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul> <p>Key skills – consolidate the range of techniques used for particular activities, develop their ability to use simple tactics, know and describe short term effects of exercise on the body, describe and evaluate performance</p> <ul style="list-style-type: none"> <li>• Hockey – With Premier Sports</li> </ul> <p>Key skills – improving control, passing skills, use of space and tactics, developing team work skills</p> <ul style="list-style-type: none"> <li>• Gymnastics – receiving body weight</li> </ul> <p>Key skills – understand how different body parts are capable of receiving and transferring body weight, move into and from a range of skills with control and accuracy, create sequences showing contrasts in shape, speed and level</p>
PSHE	<p>Wiltshire Learn 4 Life scheme:</p> <p>Looking forward – setting personal goals; rights and responsibilities, fair trade and global trade; co-operation and enterprise</p> <p>My friends and family – taking responsibility; growing and changing; keeping clean; emotional and physical changes</p>