

**Year 4 Spring 2**  
**I'm a celebrity, get me outta here!**

**Hook (curiosity):** Bush tucker trials

**Text (Reading, language, communication):**  
Non-fiction texts on the Amazon rainforest

**End product (engagement):**  
Delight art gallery

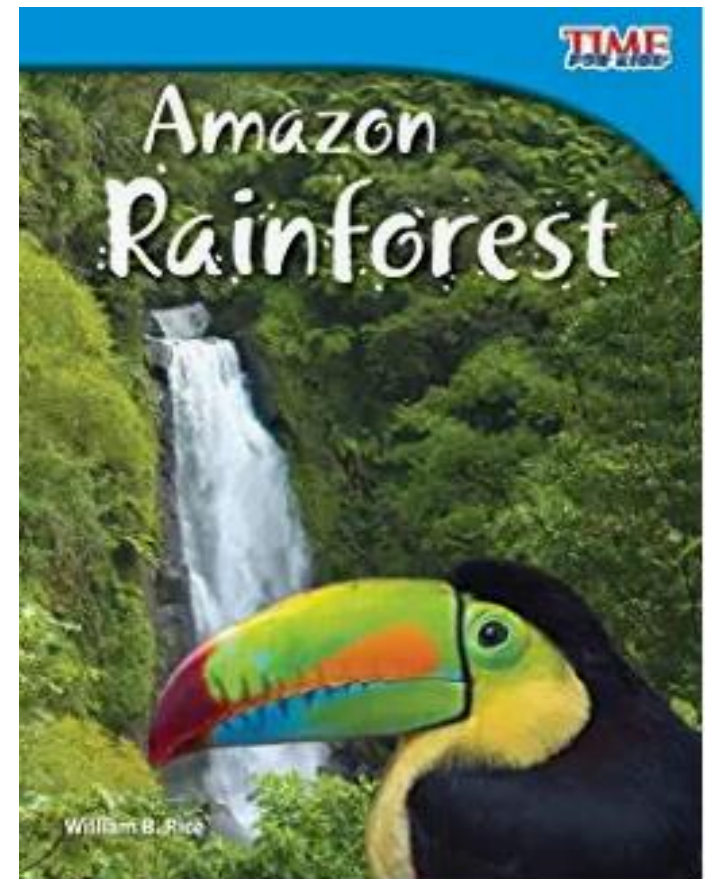
**Vocab (Reading, language, communication):**  
Climate zone, vegetation, biome, species, expedition

**Sticky knowledge (Learning that sticks):**

1. The Amazon Rainforest is in the country of Brazil.
2. Brazil is in the continent of South America.
3. There are four different layers in the rainforest.
4. Brazil is not just made up of the rainforest, it is made up of different landscapes.
5. Some parts of Brazil are very rich, some parts are very poor.

**Driver:** Geography/art

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## Computing

See summer 1 and 2

## Geography (Rainforests/South America)

### **National Curriculum links:**

- To describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers and the water cycle
- To understand geographical similarities and differences of South America

### **Progression of skills objectives:**

- **Location/ Place knowledge**
- Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.
- Identify the position and significance of latitude/longitude and the Greenwich Meridian (linking with science, time zones, night and day).
- **Human and physical geography**
- Describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts
- **Geographical skills and fieldwork**
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

## History

See summer 1 and 2

### **Extra history link –**

- To understand how the rainforest has changed over time and how climate change and humans have contributed to this

## Music (Rainforests)

***Easter service rehearsals and performance***

## PSHE

### **National Curriculum links:**

#### **Safety**

Basic first aid, privacy and secrecy, online safety

#### **Progression of skills:**

Learning how to help someone who is having an asthma attack

Learning about the benefits and risks of sharing information online.

Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable

## Design technology

***No Design and Technology this half term***

## Religious Education

See summer 1 and 2

## Art and Design

- Delight project

### **National Curriculum links and PoS:**

#### **Painting**

- a use varied brush techniques to create shapes, textures, patterns and lines;
  - b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
  - c create different textures and effects with paint;
- use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

## BSL

### **National Curriculum Links:**

Asking and responding to questions: Where, when, who, what, how old, name

### **Progression of skills:**

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

## PE

### **National Curriculum links:**

See whole school scheme

### **Progression of skills objectives:**

#### **Acquiring and developing skills.**

Pupils link skills, techniques and ideas and apply them appropriately. Their performance shows control and fluency.

#### **Selecting and applying skills, tactics and compositional ideas.**

Their performance shows that they understand tactics and composition. They vary their responses appropriately.

#### **Evaluating and improving performance.**

They compare and comment on skills, techniques and ideas used in their own and others' work, and use their understanding to improve their performance.

#### **Knowledge and understanding of fitness and health.**

They give reasons why warming up before and activity is important. They can explain the effects exercise has on their bodies and why it is valuable to their health.

## Science (Living things)

### **National Curriculum Links:**

Pupils should be taught to:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

### **Progression of skills:**

- Raise their own relevant questions about the world around them
- Talk about criteria for grouping, sorting and classifying; and use simple keys
- Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them
- Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions
- Should be given a range of scientific experiences including different types of science enquiries to answer questions