

BIG Question: What are the similarities and differences between the UK and South America?

In this topic, the children will begin to understand geographical similarities and differences through the study of human and physical, geography of a region within South America.

Children will describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle while considering human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Practise at Home:

Children are expected to read **EVERY** night. They are now expected to know their times tables up to 12 – if they don't they must continue to practise. Children are expected to practice this **EVERY** night.

They will have weekly homework set on Mondays to be completed by the following Monday. They will have a weekly spelling test on Fridays.

Year group: 4 Term: Summer 1

Focus Subject: Geography

Key Vocabulary:

Life, good news, Resurrection, Pentecost, Holy Spirit, fellowship, structure, determination, inventiveness, sculpture, line, shape, form, balance, attract, repel, positive, negative, balance, unbalanced, circuit, component, electricity, diagram, electricity, conductor, ammeter, voltmeter, battery, appliance, mains, continents, South America, North America, Asia, Africa, Europe, culture, festivals, physical, human features, cities, similar, different, countries.

Relationships and Health Education:

Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation. Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

RE: as theologians, we will:

Be able to ask and respond to questions about our own and others' experiences of good news bringing life, be able to ask questions about what they and others wonder about how good news brings life and happiness. We will be able to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. We will be able to compare their own and other people's ideas about how good news brings life. We will be able to retell some special stories about the religious events and people connected with Pentecost. Be able to use religious words and phrases to describe the events of Pentecost. Be able to describe some ways in which the apostles spread the Good News through the power of the Holy Spirit. We will be able to give reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul. We will be able to make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.



Art: As artists, we will:

Explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but we will also just as importantly explore how it *feels* to make art. We will explore how we can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or "wrong or right".

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Practise at Home:

Times Table Rockstars
Topic Homework Grid
IXL

As Musicians, we will: N/A

Science: As scientists, we will:

Identify common appliances that run on electricity
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and Buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
Use recognised symbols when representing a simple circuit in a diagram.



PE: As athletes, we will:

Demonstrate good techniques to increase distance when jumping, demonstrate an understanding of different throwing techniques and use them to hit targets at long distances, develop the skills to sprint in a straight line and on a curve during a baton relay and use hop skip and jump techniques to extend their jumping distances. We will demonstrate our skills of jumping, throwing and sprinting within an athletics competition.

Maths: As mathematicians, we will:

Develop our understanding of tenths and dividing by tenths. We will also develop our knowledge of hundredths as decimals, dividing by hundred and dividing by ten and hundred. We will begin to use decimals to make a whole and we will compare, order decimals and using halves and quarters. We will then use these skills to answer problem solving questions. We will begin to investigate money, order, round and estimate monetary values. The children will then use these skills to problem solve monetary problems. We will finish this half term by learning about time and using the skills learnt to answer problem solving questions.

Geography: As geographers, we will:

Understand geographical similarities and differences through the study of human and physical geography of a region within South America.
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Enable Support
Prepare Nurture



Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

DT: As designers, we will:

Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment how mechanical systems such as levers and linkages or pneumatic systems create movement whether products can be recycled or reused. Generate realistic ideas, focusing on the needs of the user share and clarify ideas through discussion. Measure, mark out, cut and shape materials and components with some accuracy assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, including those from art and design, with some accuracy.


English: As readers and writers, we will:

We will be extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using conjunctions, adverbs and prepositions to express time and cause and we will use fronted adverbials. We will learn to use commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns and to use and punctuating direct speech accurately. We will develop our understanding of wishing tales using the talk for writing method. Throughout this sequence we will: discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discuss and recording ideas, assess the effectiveness of our own and others' writing and suggesting improvements, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences and proof read our work for spelling and punctuation errors.

History: As historians, we will: N/A

Computing: As programmers, we will

Improve an image by rotating it, explain why I might crop an image, use photo editing software to crop an image, explain that different colour effects make you think and feel different things, experiment with different colour effects, explain why I chose certain colour effects add to the composition of an image by cloning, identify how a photo edit can be improved and remove parts of an image using cloning.

<p align="center"><u>Create!</u></p> <p>Animal Creation Combine the features of two animals from the rainforest to create your own new animal. What name would you give it? Which features did you choose and why?</p>	<p align="center"><u>Design</u></p> <p>Model-Making Design and make a rainforest model. What could you use from our natural environment? How tall do the trees need to be?</p>	<p align="center"><u>Let's get Poetic!</u></p> <p>Write a poem about the rainforest or an animal found in the rainforest. It could be a rhyming poem, acrostic or haiku.</p>
<p align="center"><u>Story Time</u></p> <p>Write an imaginative story about the life of a child surviving in the rainforest. How did they get there? Where will they end up? What will they see? Who or what might they be afraid of?</p>	<p align="center"><u>What are the similarities and differences between the UK and South America?</u></p> 	<p align="center"><u>Countries and Capitals</u></p> <p>Can you learn the names of the countries in South America and label them on a map? Bonus points if you can learn the capital city for each country too!</p>
<p align="center"><u>Take a Trip</u></p> <p>Write a brochure/travel guide for a South American country of your choice. Include pictures so it will be eye-catching</p>	<p align="center"><u>Let's get Cooking!</u></p> <p>Research South American recipes and create one of them to try at home!</p>	<p align="center"><u>Learn a Language!</u></p> <p>Can you research a language from a country in South America and learn some key phrases? Write them down and read them to the class!</p>