



# Amazing Americas



## MATHEMATICS

- Multiplication and Division (Y3&4)
- Length and Perimeter (Y3&4)
- Fractions (Y3&4)
- Mass and capacity (Y3 only)
- Decimals (Y4 only)

## ENGLISH

We will be writing in a range of styles whilst focusing on spelling, grammar and punctuation:

- Poetry focus —Our Magic Box—free verse poem about the Amazon forest
- Diary writing using 'The Great Kapok Tree'
- To debate and develop persuasive arguments
- Non chronological report writing
- Guided Reading — 'Jake Atlas and the Hunt for the Feathered God' by Rob Lloyd Jones and topic related non-fiction texts. Children will complete a range of reading tasks including comprehensions.

## GEOGRAPHY

**Locational Knowledge**— locate and name countries in North and South America; identify famous landmarks; plot Tropics of Cancer and Capricorn, lines of longitude and latitude and the Equator

**Place Knowledge** - compare the Amazon rainforest to Tilgate Park forest

**Human and Physical Geography** - describe layers of the rainforest and the animals that live there; learn about the benefits of the rainforest and look at deforestation— discuss its wider impact on the world;

**Geographical Skills** - use maps, atlases, Google Maps to investigate how rainforests have diminished over years and locate places studied

## HISTORY—Mayan Civilisation

**Chronological Understanding** - ordering key Mayan Dates and key events

**Historical Knowledge** - asking key questions about Mayan civilisation; recording key facts

**Interpretations of History** - information books, evidence packs

**Historical Enquiry** - exploring Mayan number system; finding out about their religion (Mayan gods); labelling map of Mayan cities; asking questions and researching Mayan society; investigating Mayan lives, sports, food, gods, numbers, clothes and cities

**Organisation and Communication** - recalling, selecting and organising historical information in written form; using different genres of writing; communicating ideas about the past; drawing diagrams

## SCIENCE

**Animals, including humans**

- Observing our teeth and their functions
- Understanding why we need to care for our teeth - egg experiment
- Investigating the journey of Colin the Cracker through the human digestive system
- Understanding the function of parts in the digestive system - what do we need to be healthy? (the Eatwell food plate)
- British and rainforest animals - exploring food chains (producers, predators and prey)

**Living things and their habitats**

- How many animals and plants can we find in the wildlife area?
- How can we classify and identify these?
- Research - how are these animals/plants suited to their environment? (visit from Zoolab, link to Rainforest)
- How threats to environments affect the habitats and food chains of animals

## ART

- To explore the work of the artist Henri Rousseau
- To use different effects and textures, blocking in colour, washes, thickened paint creating textural effects; colour mixing - know which primary colours make secondary colours, using specific colour language to mix tints and shades
- To produce pop art featuring North and South American landmarks using digital media

## TECHNOLOGY

**Design** - to investigate Aztec patterns and designing patterns to go onto a tunic

**Make** - to plan a step by step guide to making the tunics and using various sewing and stitching techniques to sew hems and embroidery

**Evaluate** - investigate a range of relevant 3D textile products; take into account others' views

**Technical knowledge** - understand how to securely join two pieces of fabric together; understand the need for patterns and seam allowances; know and use relevant technical vocabulary

## COMPUTING

Write and test algorithms in text-based languages

Identify patterns in a sequence

Change values within a controlled loop

Use procedures in programming

Debug a program I have created

## FRENCH

**Listening, Speaking, Reading and Writing**

- To investigate human and physical geography of France
- To learn key words associated with colours, the family and clothes

**Grammar**

- Verbs – 1st, 2nd person; past, future tenses
- Gender – masculine, feminine nouns
- Pronouns and word order of adjectives

## PE

- Develop skills needed to play hockey and benchball as well as the tactics needed to play small sided games
- Gymnastics: looking at ways of travelling

## R.E.

- Could Jesus really heal people? Were these miracles or is there some other explanation?
- Visit from Peter Butchers to discuss miracles
- Studying the key events of Easter

## PSHE

- **Dreams and Goals**— New Year resolutions; what is ambition?; my achievements and strengths; obstacles to achieving; dream catchers
- **Healthy Me** - sun safety; food choices (teeth); my feelings; what is healthy eating?; risks, dangers and hazards; fire safety

## MUSIC

- Cross curricular performing and composition skills
- Listening and appraising music
- Rhythm games to develop sense of pulse and rhythm
- Samba music