

Year 4

| Radiant Rainforests | | |
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| Subject | Skills and objectives | Combined outcome(s) |
| Science Developing Experts | Living things and their habitats – Conservation- Recognise that environments can change and that this can sometimes pose dangers to living things. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | To begin this unit, the children will recap their learning of the continent and oceans of the world before zooming in on the Tropics of Capricorn and Cancer. They will consider the vegetation belts that run through these areas. They will study the features and structure of a tropical rainforest, investigate how humans have impacted on these area. They will use Virtual Reality to take a trip to a logging site in the Amazon and the impact this has had so far on the biodiversity of the rainforest, drawing on their Science unit of work to help them. The children will then follow a line of enquiry, researching and presenting their findings in a range of informative ways. Following this the children will become artists, exploring the work of two artists - Oenone Hammersley and Helen Cowcher. They will make initial response to their work, exploring their style and colour |
| Teach Computing | Creating Media – Photo Editing- To explain that digital images can be changed. To change the composition of an image. To describe how images can be changed for different uses. To make good choices when selecting different tools. To recognise that not all images are real. To evaluate how changes can improve an image. | |
| Art | Drawing- <i>Recap Y3 - To know that cross hatching and hatching can be used to show areas of light and dark.</i> To draw simple objects, and use marks and lines to produce texture. To use line, tone, shape and colour to draw objects that are correctly sized in comparison. To explain why they have chosen specific materials to draw with. | |
| | Collage- To create multimedia pieces, applying a range of craft techniques and materials based on their properties. Mixing textures with increasing skill (rough and smooth, plain and patterned). Combine techniques such as coiling, overlapping, tessellation, mosaic and montage with increasing skill, application and finish. Sketchbook- | |

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| | <p>To know the vocabulary for types of shading: hatching, cross-hatching, scribbling, contour, stippling, blending, smudging.</p> <p>To know which pencils they must use based on their properties. E.g. 2B pencil would be appropriate for mid to dark tones.</p> <p>Painting-</p> <p><i>Recap Y3 - To know where each of the primary and secondary colours sits on the colour wheel</i></p> <p><i>Recap Y3 - To create a background using a wash</i></p> <p>To begin to explore texture in an artwork using different techniques such as layering, differing brush strokes or varying equipment such as a sponge or palette knife.</p> <p>To mix primary colours confidently to create secondary colour and create tertiary colours from primary and secondary colours.</p> | <p>To express their feelings about various subjects and outline likes and dislikes with more justification.</p> <p>To collect notes, examples and resources</p> <p>To produce a montage expressing ideas for an intended design.</p> <p>To adapt and improve their original ideas.</p> <p>To keep notes about their work, adaptations and refinements.</p> <p>Print-</p> <p><i>Recap Y1 - To design their own printing block</i></p> <p><i>Recap Y1 - To create a repeating pattern</i></p> <p>To talk about the process used when making a print.</p> <p>To make a printing block.</p> <p>To make a 2 colour print.</p> <p>To create an accurate print design.</p> | <p>choices. They will then recap their learning on the primary and secondary colours before learning about tertiary colours. Their sketching skills will be refined as they learn about a range of shading techniques before moving on to creating a printing block of a leaf, creating repeating patterns with these. The blocks will then be added to a background painting of the rainforest. To draw the unit to a close, the children will create a multi-media piece reflecting their knowledge of the rainforest.</p> |
| Geography | <p>Locational knowledge-</p> <p><i>Recap Y2 - To name the continents of the world and find them in an atlas.</i></p> <p><i>Recap Y2 - To name the world's oceans and find them in an atlas.</i></p> <p>To locate the Tropic of Cancer and the Tropic of Capricorn.</p> <p>Human Geography-</p> <p>To find different views about an environmental issues caused by people and share their view.</p> <p>Physical Geography –</p> <p>To describe and understand biomes and vegetation belts, rivers, mountains (<i>UK focus</i>) and the water cycle.</p> | <p>Map and atlas work – using-</p> <p>To understand the terms longitude and latitude on a map.</p> <p>Fieldwork-</p> <p><i>Recap Y3 - Collect data using a tally survey (such as how many volcanoes are in XXX?).</i></p> <p><i>Recap Y3 - Draw an annotated sketch from an observation including descriptive labels indicating position and human/physical features.</i></p> <p>Draw an annotated sketch from an observation including explanatory labels with human/physical features accurately in relation to one another.</p> <p>To collect data using a range of techniques [<i>tally, line (rainfall), tables (population), charts (average temp)</i>].</p> | |