

Y4 Curriculum Summer Sequence



Why are rainforests important to us?

| History | Geography | Science | Computing | Art | PE |
|---------------------------|---|---|---|--|--|
| Not taught this half term | Why are rainforests so important to us? | Living things and their habitat | Images | Batik and pattern making | Physical—Select and Apply This unit focuses on developing every child's ability to successfully select and apply different skills with control and consistency. |
| Sequence of lessons: | Sequence of lessons: 1) Where in the world are rainforests located? (Place) 2) Where is the Amazon Rainforest? (Location) 3) What are the layers in a rainforest? 4) Who lives in a rainforest? 5) Who are rainforests under threat from and how are they changing? 6) What role can we play in protecting our forests? | Sequence of lessons: 1) How do scientists group all living things? 2) How do scientists identify vertebrates? 3) How can we identify and name invertebrates we find? 4) How do we create a classification key? 5) What are the dangers to wildlife in the local environment? 6) What are environmental dangers to endangered species? | Sequence of lessons: 1) Changing digital images—explore and edit digital images. 2) Recolouring — Apply filters to recolour images. 3) Cloning—Use cloning tools for retouching 4) Combining—Combine images using selection tools. 5) Creating — create a new edited image. 6) Evaluating—evaluate and improve final image. | Sequence of lessons: 1) What are the starting points for artists in a design process? 2) How do artists explore techniques to develop imagery? 3) How do we explore using a textile technique to develop pattern? 4) How can we create a repeating pattern? 5) How is art made for different purposes? 6) Evaluate | Sequence of lessons: <u>Emerging</u> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. <u>Expected</u> I can select and apply a range of skills with good control and accuracy. I can perform and repeat longer sequences with clear shapes and controlled movement. <u>Exceeding</u> I can perform a variety of movements and skills with good body tension. |
| Composite/Outcome | Composite/Outcome Children to use their knowledge to write about why rainforests are important to us. | Composite/Outcome | Composite/Outcome | Composite/Outcome Children create a batik textile using a repeating pattern on a rainforest theme. | Composite/Outcome Children can explain the benefits exercise has on the physical and mental well-being. |

Y5 Curriculum Summer Sequence



Why are rainforests so important to us?

| PSHE | DT | Music | RE |
|--|-----------------------------|--|---|
| Respect | Not taught this half term | Stop! Children will learn about the interrelated dimensions of music through games, singing and composing. | Kingdom of God When Jesus left, what was the impact of Pentecost? |
| Sequence of lessons: 1) Respect — Why respecting others is important 2) Respect — How can we show our respect to others? 3) Being responsible — How to be responsible 4) Being responsible — The importance of responsibility 5) Leadership — What makes a good leader? 6) Autism / Asperger's — Playing nicely with everyone | Sequence of lessons: | Sequence of lessons: 1) Listen and appraise (Grime) 2) Listen and appraise (Hip hop) 3) Listen and appraise (classical march) 4) Listen and appraise (soul, funk & disco) 5) Listen and appraise (Libertango) 6) Listen and appraise (Mas Que Nada) | Sequence of lessons: 1) order Creation and Fall, Incarnation, Gospel, Salvation & Kingdom of God within a timeline of the Bible's 'Big Story'. 2) make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. 3) offer suggestions about what the description of Pentecost in Acts 2 might mean. 4) give examples of what Pentecost means to some Christians now. 5) make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. 6) make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. |
| Composite/Outcome Children develop are able to talk about and show empathy towards others. | Composite/Outcome | Composite/Outcome Children listen, appraise and perform selected pieces of music | Composite/Outcome Chd are able to write & talk about the significant of Pentecost to Christians. |

Our Books this term:

Linked to our rainforest theme, we will be reading two books during our Whole Class Reading lessons to develop comprehension skills.

'The Great Kapok Tree' by Lynn Cherry



One day, a man exhausts himself trying to chop down a giant kapok tree. While he sleeps, the forest's residents, including a child from the Yanomamo tribe, whisper in his ear about the importance of trees and how "all living things depend on one another" . . . and it works.

'The Explorer'

by Katherine Rundell

Four children crash-land into the Amazon rain forest. Utterly alone, they quickly learn that in order to survive, they must work together and trust each other.



