



The Fall of the Forest

Year 4 Summer 1

What is the destiny of our rainforests? Who decides?

Values [RESPECT](#) | [EMPATHY](#) | [COURAGE](#) | [GRATITUDE](#) | [TRUST](#)

Overview Children will enquire into the functions, parts and needs of plants and forests. Outside visitors will join the children in planting seeds and considering the requirements of seeds for germination and growth. Through independent research, video stimuli, and a series of rich texts classes will learn to appreciate the inherent value of nature and their environment. They will develop an understanding of key rainforests habitats, flora and fauna and a wider overview of climate zones and biomes. Children will consider the impact of deforestation on all life and become ambassadors for rainforest conservation and sustainable living.

Engagement Children will have a 'planting day' where a parent gardener will be invited to sow seeds so that each child has a plant to take responsibility for. They will also enjoy a visit from a parent who will discuss life as an explorer, survival in the rainforest, and historical artefacts essential for jungle life.

Celebration Children will publish their adventure stories and will share these with others in the school and with their families.

Curriculum Spotlight

Focus Texts: *The Vanishing Rainforest, The Explorer*

[Place & Time](#)

Geography^a: **GKS2.3a**

History: Not specified

[Citizenship & Ethics](#)

PSHE^a«: Jigsaw - Relationships

[Arts & Creativities](#)

Art«: Drawing **AKS2.1b, AKS2.1c**

Music««: Musicianship **MSK2.1a, 1b**

D&T: Not specified

[Physical & Emotional Health](#)

PE«: Rounders, Tennis, Cricket and Athletics

[Faith & Belief](#)

RE«: Not Specified

[Language, Literacy and Oracy](#)

Writing«: Adventure Stories

[Science & Technology](#)

Science^a: **SY3.1a, 1b, 1c,**

Computing: iMovie Documentaries

Habits of Mind

Mindful: feelings of others, reciprocal: collaborative learning, autonomous: social, resourceful: asks questions, reflective: learning process

Oracy & Dialogue

Exploratory talk, oracy skills (presenting and communicating to international school), stable grouping collaborative project

Playful Enquiry

Functional: planting

Visitors

Parent Visitors

Educational Visits / Enrichment Day

Not Specified

Learning Street

Measurement station, music and poetry station, rainforest layers craft, rainforest documentary station, research station, Minecraft projects.

Topic Display

Rainforest themed

Subject		Learning Journey				
		Week 1	Week 2	Week 3	Week 4	Week 5
Arts & Creativities	Art	«	«	Rousseau (French)	Rousseau (French)	Rousseau (French)
	Design & Technology	«	«	«	«	«
	Music		Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Play and perform in solo and ensemble contexts using voices and playing musical instruments with increasing accuracy, fluency, control and expression		
Language, Literacy & Oracy	Oracy	Active Storytelling	Freeze framing & Thought Tapping	Peer Discussion of Plots		Sharing Stories
	Key texts	The Vanishing Rainforest	The Explorer			
	Writing	Dialogue	Adventure stories			
	Grammar	Direct speech Inverted commas	Exclamations	Subordinate clauses	Vern inflections	Review grammar
	Spelling	Speech Verbs	Rainforest Vocabulary			
Mathematics	Maths	Fractions	Fractions	Fractions	Fractions	Measurement
Science & Technology	Science	3.1a• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 3.1b• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. 3.1c• Investigate the way in which water is transported within plants. 3.1d• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal				
	Computing	CKS2/1.4 Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration CKS2/1.5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content CKS2/1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. CKS2/1.7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				
Place & Time	Geography	Introduction to rainforests and the threats they face.	Locating rainforests, including climate zones and biomes.	★	Rainforest Layers, including microclimates and biodiversity.	Biodiversity.

	History					
Physical &	PE	Athletics Cricket	Athletics Cricket	Athletics Cricket	Athletics Cricket	Athletics Cricket
Citizenship	PSHE	Family Roles and Responsibilities	Friendship	Keeping Myself Safe	Being a Global Citizen	Being a Global Citizen Celebrating My Web of Relationships
Faith &	RE	Exploration: The Eightfold Path	Exploration: The Eightfold Path	Exploration: The Eightfold Path Continued	Evaluation and Assessment	Expression: Create own guidance that people might live by

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression' This can be met through the performance of the composed pieces and groups/individuals performing songs in the warm up. This is also supported by LAMDA

'Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians:' Build this in through teaching history of music and throughout teaching the other objectives.

* MSK2.1a use their voices expressively and creatively by singing songs and speaking chants and rhymes – There was no time for this because of the Y4 trip and the Learning Street Garage Band focus.

*1c, investigate the way in which water is transported within plants – There was no time for this

*Keeping myself safe/Being a Global Citizen/Celebrating My Web of Relationships – There was no time for this

This topic is continued for two more weeks in Summer 2