



Year 4 Topic: Into the Jungle

Term: Summer 1

Topic Length: 5 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours				Disciplinary Knowledge			Substantive Knowledge					
Attitudes and attributes for learning and life				Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge					
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habits	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To explore the animal kingdom and the habitats of the rainforest										
		Hook: Painting 'Surprised! Tiger in a tropical storm'					Celebration: Trip to Eden					
	Main Subjects	Science				Music			Art			
	Key Performance Indicators	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Record findings using simple scientific language, drawings, labelled diagrams and keys. Identify differences, similarities or changes related to simple scientific ideas and processes. 				<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations 			<ul style="list-style-type: none"> Learn about great artists, architects and designers in history. Focus on Henri Rousseau and his painting 'Surprised! Tiger in a tropical storm' Improve their mastery of art and design techniques, including drawing, painting and sculpture (mixed media) with collage through creation of diaramas based on a Rousseau painting. To develop their techniques of control and use of materials to learn about and demonstrate an understanding of perspective. 			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy		Being Healthy/ Active		Equity of Education	Developing Learning Behaviours	Fluency		



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Subject	Key Performance Indicators
Computing	Creating Media <ul style="list-style-type: none"> • To evaluate how changes can improve an image • To change the composition of an image • To recognise that not all images are real
PE	Dartmoor 3 ball <ul style="list-style-type: none"> • Develop more accuracy in individual skills, using space and working as a team in small sided games keeping to rules given
PSHE	Relationships <ul style="list-style-type: none"> • I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see
RE	For Christians, what was the impact of Pentecost? <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now

Key Objective Progression

Prior Knowledge	Year 4 – Into the Jungle - Key Objective	Future Learning
<p><u>Y1 – Animals including humans</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammal.</p>	<p><u>Science</u> – Recognise that living things can be grouped in a variety of ways.</p>	<p><u>Y5 – Living Things</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>
<p><u>Y2 – Living things</u> Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p><u>Science</u> – Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><u>Y5 – Living Things</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>
<p><u>Y2 – Living things</u> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p>	<p><u>Science</u> – Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>Y6 – Evolution and Inheritance</u> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<p><u>KS1 (WS)</u> Gather and record data to help in answer questions.</p>	<p><u>Science (WS)</u> – Record findings using simple scientific language, drawings, labelled diagrams and keys.</p>	<p><u>Y5 (WS)</u> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>
<p><u>KS1 (WS)</u> Identify and classify.</p>	<p><u>Science (WS)</u> – Identify differences, similarities or changes related to simple scientific ideas and processes.</p>	<p><u>Y5 (WS)</u> Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
<p><u>Y2 - Harvest</u> Tap or shake 4/4 pulse beat and repeat Play simple rhythms to include rests</p> <p><u>Y3- In the Snow</u> Learn and Perform Snow wolf song</p>	<p><u>Music</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><u>Y5 - WWII</u> To perform WWII song in Remembrance Service, To perform a Big band piece – C Jam Blues using tuned percussion</p> <p><u>Y6 Perform French songs</u> Following notations with Chime bar Accompaniments</p>
<p><u>Y3 - In the Snow</u> Listen to Sisu’s Winter soundscape piece, identify instruments and analyse sound effects using a musical vocabulary (pitch, dynamics, timbre, tempo)</p>	<p><u>Music</u> - Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p><u>Y5 - WWII</u> To listen, analyse and identify instruments of the Big Band</p>



<p><u>Y3 - In the Snow</u> Perform a winter soundscape using tuned and untuned percussion following graphic notations</p>	<p><u>Music</u> - Use and understand staff and other musical notations</p>	<p><u>Y6 - Chocolate</u> To record using correct musical notation on a graphic score <u>Y6 Victorian Street Cries</u> To read and follow simple musical notations Play and repeat melodies on ukulele, recorder and chime bars</p>
<p><u>Y3 – Vikings</u> Listen and play Viking saga songs on the ukulele</p>	<p><u>Music</u> - Develop an understanding of the history of music.</p>	<p><u>Y6 - Ancient Egyptians</u> To learn facts about Ancient Egyptian instruments and music</p>
<p><u>Y3 – Where do we go from here? -</u> To be taught about great artists – local artists – Fanny Abrahams-Thompson.</p>	<p><u>Art</u> - Learn about great artists, architects and designers in history. Focus on Henri Rousseau and his painting ‘Surprised! Tiger in a tropical storm’</p>	<p><u>Y6 – Vile Victorians</u> To know about great artists and designers in history – William Morris, noticing patterns and themes within artwork</p>
<p><u>Y4 Greeks -</u> To improve their mastery of art and design techniques focusing on form</p>	<p><u>Art</u> - Improve their mastery of art and design techniques, including drawing, painting and sculpture (mixed media) with collage through creation of diaramas based on a Rousseau painting.</p>	<p><u>Y5 (Make Do & Mend)</u> - Explore ‘mark making’ and be able to understand and use a variety of different mark making to show three dimension.</p>
<p><u>Y3 - Plants</u> To improve their mastery of art and design techniques</p>	<p><u>Art</u> - To develop their techniques of control and use of materials to learn about and demonstrate an understanding of perspective.</p>	<p><u>Y5 - Egyptians</u> To improve their mastery of sculptural techniques by adapting and modifying work including using relief to create form</p>