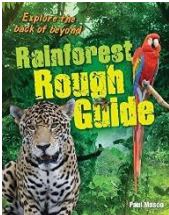
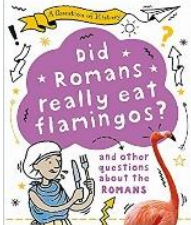


Woodlands Park Half Termly Overview

Year Group: Year 4

Term: Summer 1

Maths – Core Objectives / Components	English - Core Objectives / Components
<p><u>Money</u></p> <ul style="list-style-type: none"> Record and compare amounts of money. Round to the nearest pound Solve money problems. <p><u>Measurement – Mass, Volume and Length</u></p> <ul style="list-style-type: none"> Measure mass, volume, height and length. Convert units of mass, volume, height and length. Measure perimeter in centimetres and millimetres. To solve problems in measurement (reading scales). <p><u>Area</u></p> <ul style="list-style-type: none"> Find and measure the area of shapes 	<p>All reading, writing, spelling, grammar and handwriting objectives will be taught through the following sequences this half term:</p> <p><u>Rainforest – Rough Guide</u></p> <p>By Paul Mason</p>  <p>To create a class rough guide to a particular environment – real or imagined.</p> <p><u>A Question of history – Did Romans really eat flamingos?</u></p> <p>By Tim Cooke</p>  <p>To create questions and double page spread of information to answer them.</p>

Geography	Science	Art
<ul style="list-style-type: none"> Understand biomes and vegetation belts. Locate rainforests on a map. Identify the different layers of a rainforest. Identify and understand the significance of the Equator, hemispheres and tropics. Investigate and understand the climate zone of a rainforest. Locate and explore the Amazon Rainforest. Identify animals that live in the rainforest. Identify how land is used in the Amazon Rainforest. Understand why rainforests are under threat. Write an information text about the Amazon Rainforest. 	<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"> 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 collage (mixed media) based on a Rousseau painting. To develop their techniques of control and use of materials to learn about and demonstrate an understanding of perspective.



RE	PSHE	Music
<p>For Christians, what was the impact of Pentecost?</p> <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 	<p><u>Relationships</u></p> <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. 	<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

PE	Computing
<p><u>Tennis</u></p> <ul style="list-style-type: none"> • Control a tennis ball with a racket. • Forehand tennis shot with accuracy. • Backhand tennis shot with accuracy. • Serve in tennis with accuracy. • Compete against others in a tennis match Dance (Rainforests). • Develop a dance 'phrase' both individually and in small groups. • Create and perform a duet based on telling a story. • Link our ideas to a stimulus. • Practice and perform our dances to others. • Evaluate and comment on our dances and those from others. 	<p><u>Creating Media</u></p> <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.