

## Year 4 - The Rainforest.

<p><b>Art:</b> Henri Rousseau - study of his work and create artwork using Rousseau as a stimulus. Leaf printing</p>	<p><b>Key Questions:</b> * What are Rainforests and where in the world are they found? * What is the Rainforest environment like and what lives there? * What is a Rainforest climate like and how does it compare to our own climate in the UK? * Are the Rainforests inhabited? * What is deforestation and what are its consequences and effects?</p>	<p><b>Geography:</b> Locate the continents of the world. Locate the tropics of Capricorn and Cancer. Know which continents and countries have areas of rainforest. Be able to describe the different layers of a rainforest environment and identify animals that live there. Develop an understanding of the word climate and describe the climate of a rainforest, comparing it to Stafford/UK. Know that there are indigenous groups who live in the rainforests and learn about their way of life. Know that rainforests are under threat and give reasons about why they are being destroyed. Describe ways in which rainforests can be protected.</p>	<p><b>Geography Targets:</b> I can carry out research to discover features of villages, towns or cities. I can plan a journey to a place in England. I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another. I can locate the Tropic of Cancer and Tropic of Capricorn. I can explain the difference between the British Isles, Great Britain and the United Kingdom. I know the countries that make up the European Union. I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p> <p><b>Science: All Living Things.</b> *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.</p>
<p><b>Design Technology:</b> Design and make a habitat for a rainforest creature. Use a mechanical winding system to help the creature 'climb' the trees. Design and make a bean-bag poison dart frog.</p>	<p><b>English:</b> We will be reading a range of texts linked to our study of the Rainforest, including 'The Great Kapok Tree', 'The Vanishing Rainforest' and 'The Shaman's Apprentice'. In addition to our ongoing grammar work, writing opportunities will include writing to inform such as recounts of trips and visits, persuasive writing linked to moral issues involving the rainforests and endangered animals and writing to entertain (fiction writing).</p>		
<p><b>SMSC:</b> Learn about deforestation and the impact that this is having on the lives of indigenous tribes, as well as the habitats of plants and animals.</p>			
<p><b>Cross-Curricular Maths:</b> Temperature and capacity measures linked to our work on climate. Using place value in larger numbers to compare the sizes of different rainforests in the world.</p>			
<p><b>Computing:</b> Use programming tools to debug and create a game linked to the Rainforest creatures. We will use a range of software including Comic life and Audacity as a presentation tool for aspects of our English work.</p>			

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