



**The London  
Acorn School** 

Curriculum Plan  
Hazel – Spring 1

# Programmes of Study

**Class 3 (Year 4) Term: Spring First half term**

**Unit Title: RAINFORESTS**

## Literacy Genres

Fantasy Stories: Arthur and the Golden Rope [Focus], *Joe Todd Stanton* (3 weeks) Reports: Rainforest Rough Guide [Babcock], *Paul Mason* (2 weeks)

## Reading Enhancements

The Great Kapok Tree, Lynn Cherry

### Literacy

#### Grammar

To use commas to mark grammatical boundaries within sentences.

Link this to work on editing and revising own writing.

To use apostrophes to mark possession through:

-Identifying possessive apostrophes in reading and to whom or what they refer

-Understanding the basic rules for apostrophising singular nouns, e.g., the man's hat; for plural nouns ending in "s", e.g., The doctors' surgery and for irregular plural nouns e.g., children's playground

-Distinguishing between uses of the apostrophe for contraction and possession

To begin to use the apostrophe appropriately in their own writing.

#### Writing to entertain:

Stories – Myths & legends

Descriptive Poetry and Narrative Poetry

Characters/Settings

#### Writing to inform:

Recounts, Letters. Biographies, Newspaper Articles and Explanations

#### Writing to persuade:

Advertising – leaflets & brochures

Letters and Posters

#### Progression in Reading Comprehension

Vocabulary /Inference/ predict/ explain/ retrieve/ summarise

### Maths

#### Number and place value

- Place 4-digit numbers on landmarked lines
- 0–10000 and 1000–2000
- round 4-digit numbers to the nearest 10, 100 and 1000
- mentally add and subtract to/from 4-digit and 3-digit numbers using place-value
- Count on and back in multiples of 10, 100 and 1000
- Count on in multiples of 25 and 50
- Understand place value in 4-digit numbers
- Partition 4-digit numbers

#### Decimals

- Recognise, use, compare and order decimal numbers
- Understand place value in decimal numbers
- Recognise that decimals are tenths
- Round decimals to the nearest whole number
- Divide 2-digit numbers by ten to get decimal numbers
- Divide 3-digit numbers by 100 to get decimal numbers

#### Addition and subtraction

- add and subtract multiples of 10 and 100 to/from 4-digit numbers
- Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one 'exchange'); use expanded column
- 2-digit numbers from 3-digit numbers (one 'carry')
- use Frog to find change from £10, £20 and £50
- add 4-digit numbers using written method with answers greater than 10000

#### Problem solving, reasoning and algebra

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| <p><b>Art</b></p> | <p><b>PAINTING-CONTRAST</b></p> <ul style="list-style-type: none"> <li>-Study the art work of Oenone Hammersley and identify the characteristics of her work</li> <li>-Know how to use light and dark to create a contrast</li> <li>-Understand the term 'contrast' and use it with colour</li> <li>-strengthen the main subject and bring it into focus</li> <li>-Understand the terms 'proportion and scale' and use them to create a main subject within a setting</li> <li>-Create a painting in the style of Oenone Hammersley</li> </ul> | <p><b>Humanities<br/>(Geography)</b></p> | <p><b>SOUTH AMERICA</b></p> <ul style="list-style-type: none"> <li>-Defining rainforests and locate them on a world map- the Amazon</li> <li>-Identifying the equator and Tropics of Cancer and Capricorn</li> <li>-Using maps to identify continents and countries where the Amazon is located</li> <li>-Learning that the hot, humid climate of rainforests make them perfect for plant growth</li> <li>-Identifying the 4 main layers of vegetation in a tropical rainforest: emergent layer, canopy, under storey and forest floor</li> <li>-Defining 'climate' and discussing the local climate, including changes in seasons</li> <li>-Use charts and graphs to explore the climate of tropical rainforests, including heat and rainfall</li> <li>-Exploring the part the rainforests play in the water cycle (briefly Y5 topic)</li> <li>-Exploring the way of life of the Yanomami tribe, including housing, clothing, hunting, traditions, etc.</li> <li>-Comparing the lives of indigenous rainforest tribes with life in modern society</li> <li>-Exploring some of the reasons for deforestation</li> </ul> |

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|   |  |                      | <p>-Investigating the impact of deforestation on plants, animals and humans in the rainforest and around the world</p> <p>-Identifying ways we can help save the rainforests</p>   |
| <b>Relationships and Health</b>         | <p>HEALTHY LIFESTYLES<br/>healthy Eating Health and Prevention Physical Health and Fitness<br/>Children will learn:</p> <ul style="list-style-type: none"> <li>•about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>•about what good physical health means and how to recognise early signs of physical illness</li> <li>•how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedsg</li> </ul> <p>Children should:</p> <ul style="list-style-type: none"> <li>•be able to design a series of healthy menus and compare these with each other and the food offered in school</li> <li>•be able to name some of the early signs of physical illnesssg</li> <li>•have some basic knowledge about immunisations and allergiessg</li> <li>•know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their healthsg</li> </ul> | <b>Forest School</b> | <p>Gather nettles, learn uses for humans and non-humans.<br/>Observe flowering of small and large plants in spring. Relate to pollination. 'ice windows' plant sculptures at imbolc. Eggs made in ground art. Food web game including spider/crustacean/insect categories.</p>   |
| <b>Design and technology / Woodwork</b> | <p>Wood work projects connected to Main lesson themes in addition to projects derived from pupil interests</p>   | <b>Science</b>       | <p><b>BIOLOGY – LIVING THINGS AND THEIR HABITATS</b></p> <p>-Use classification keys to group living things in a variety of ways.</p> <p>-Put vertebrate and invertebrate animals into groups (inc snails, slugs, spiders, worms and insects).</p> <p>-Recognise that environments can change and the impact this can have on living things and habitats.</p>  |
| <b>Religious Studies</b>                | <p><b>CHRISTIANITY (COMMUNITY)</b></p> <p>-Find out about the range of church buildings in Merton, and the development of the denominations they represent.</p> <p>-Find out and debate the purposes and functions of key artefacts, places, symbols and symbolic language associated with Christianity</p>  | <b>PE</b>            | <p><b>ATHLETICS</b></p> <p>-Can apply variety of speeds for different running lengths and review own performance.</p> <p>-Can perform different types of jumps with standing and running take off to land with balance and control.</p> <p>-Can send different objects correctly to gain distance, accuracy and improve performance, taking measurements and recording.</p> <p><b>SPORTSMANSHIP &amp; INVASION</b></p> |

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|                      | <p>-Know the nature of the Bible: that it includes the Old Testament, the New Testament, and the Apocrypha (in some traditions); that it comprises different types of writing such as history, law and the Gospels; that it is translated into many languages, including different English translations</p> <p>-Explore the ways in Lent, Holy Week, Easter, Ascension and Pentecost are celebrated in this country, and in different parts of the world and understand their significance</p> <p>-Know that Christians try to follow the teachings of Jesus, especially on love and forgiveness; following Jesus has changed them and continues to change people's lives</p> |                     | <p>-Send a ball for a team member to receive and travel into another space to make forward progress.</p> <p>-Participate and co-operate in small, sided games against an opponent with rule understanding, whilst applying skills -Receive a ball and incorporate sending to a team member or shoot at a target.</p> <p>-Apply attacking and defending principles simple strategies and tactics.</p> <p>-Work in a small team to apply FSS's and SSS's in game play.</p>  |
| <p><b>French</b></p> | <p>To explore the names of rooms in the house to label our homes</p> <p>Learn verbs associated with the home</p> <p>To link family members and numbers to the home</p> <p>Learn how to give an opinion on a hobby</p> <p>To re-cap what has been learned</p>  | <p><b>Music</b></p> | <p>-Pupils will develop their performing, composing and listening skills</p> <p>-Pupils will learn about the interrelated dimensions of music</p> <p>-Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.</p> <p>-Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.</p> <p>-Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.</p> |

**Trips and or events**