

**Rainforest  
Lower Juniors  
  
Summer Term 1**

**English:**

**Genre: Newspaper. Purpose: To inform and recount.**

**Unit: The Creature**

Our children are very aware of topical issues such as the impact of climate change, pollution and deforestation. We think they will be empowered by this unit. We begin by learning the features of a newspaper and write a whole class report about animals dying due to litter. Children learn to use an apostrophe for plural possession and use a comma after a fronted adverbial. They will then research an endangered rainforest species and write an article on the impact of deforestation.

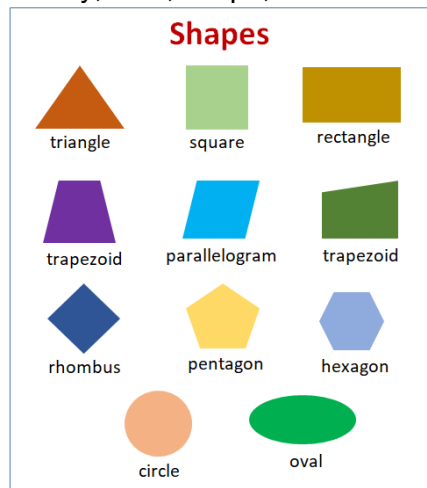
**Genre: Narrative mystery. Purpose: To intrigue and entertain.**

**Unit: The Great Chocoplot.**

Now we have learnt about the effects of deforestation on animals in the rainforest, we turn our heads to chocolate...what if the chocolate ran out? Through studying the hilarious text 'The Great Chocoplot' by Chris Callaghan we investigate the chocopocalypse. We use fronted adverbials, noun phrases and really focus on perfecting the punctuation within direct speech. We then combine all our learning with a retelling of the story from the viewpoint of a different character.

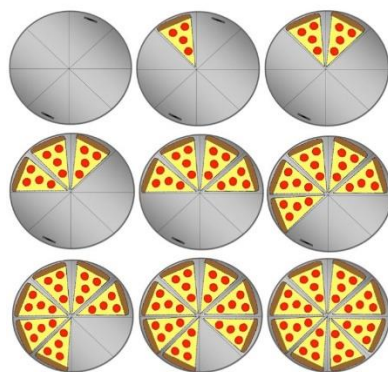
**Maths (Year 3):**

Following the White Rose Scheme of Work for year 3, the children will study: fractions; money; time; shape; statistics



**Maths (Year 4):**

Following the White Rose Scheme of Work for year 4, the children will study: fractions, decimals; money; time; shape; statistics; position & direction



**Science:**

**Plants**

Children will be able to name and identify the functions of the parts of flowering plants. They will be able to identify what a plant needs to grow healthily and that flowering plants have a life cycle and that seeds/pollination play a part in this.

In this final term, children will focus on the skills of interpreting, reporting and evaluating. They will be able to look for patterns in their results, whilst identifying similarities, differences and changes. They will be able to use their findings to make new predictions and generate new scientific questions using precise vocabulary.

<p><b>PSHE:</b> In this puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the 'Solve it together' technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p>	<p><b>Computing:</b> Pupils will:</p> <ul style="list-style-type: none"> <li>• use Logo to develop their understanding of directional coding</li> <li>• be familiar with the language of Logo</li> <li>• input directional coding as an algorithm and debug where required</li> <li>• join commands to create a procedure in Logo</li> <li>• know the difference between animation and stop animation</li> <li>• recognise the benefits of using computer animation</li> <li>• Create stop motion animations using 'onion skinning'</li> <li>• know the difference between hardware and software and give examples of each</li> <li>• give examples of output, input devices and component parts</li> <li>• recognise peripherals</li> </ul> <div data-bbox="673 905 922 1171" data-label="Image"> </div> <p>Logo</p>	<p><b>Music:</b> This term we will be using our music programme, Charanga, to focus on the units: Blackbird in the style of The Beatles/Pop and Reflect, Rewind and Replay in the style of Classical.</p>
<p><b>Geography:</b> This term, pupils will look at rainforests, where they will locate rainforests on a world map in relation to the equator and Tropics of Cancer and Capricorn. They will locate and understand different biomes across the world before focusing on rainforests. They will understand the layers of the rainforest and what the climate is like in each layer along with the animals. Further, they will look at deforestation and the impact of it.</p>	<p><b>RE:</b> During this unit, pupils will be building on the previous knowledge of Buddhism starting with the Buddha's story – exploring how the Eightfold path could help lead to enlightenment.</p> <div data-bbox="683 1507 906 1726" data-label="Image"> </div>	<p><b>French Year 3:</b> <u>Portraits – Portraits</u> In this unit, children will understand, name and write colours and parts of the body. They will start to identify nouns and adjectives as well as explore masculine and feminine. They will describe facial features in first and third person.</p>
<p><b>PE:</b> In the summer term, the focus will shift to athletics and striking and fielding games. During the athletics unit, pupils will have the opportunity to recap all the skills and knowledge they have acquired previously and try all three aspects of athletics. However, they will focus heavily on the jumping aspect developing their technique across speed bounce, standing long jump, high jump and standing triple jump.</p>		



### Art Pattern

During this unit, the children will complete an artist study on William Morris and his use of nature patterns in his art. The children will explore and recreate patterns found in nature identifying how pattern can be used and allowing the children the opportunity to design their own wallpaper. They will experiment with a variety of media before choosing their preferred one for a final piece.

### French Year 4:

#### Vive le sport! - Our sporting lives

In this unit, children talk about sports, choosing the correct verb. They learn the names of foods and write sentences about things that are good and bad for health. They extend their sentences on healthy lifestyles.



### Other Key Information:

#### Homework:

We ask that your child reads every day at home for at least 5 minutes. In addition, we ask that your child practices their times tables on Times Table Rockstars for at least 5 minutes per day. We have found that children progress more when they read and practice a little bit every day rather than for a long time all at once.



#### Boom Reader:

Please ensure you are logging all of your child's reading on Boom Reader. If you need any help with this, please let us know. In order for your child to make as much progress as possible, we expect them to read every day. It is better to read little and often rather than rarely and at length.



#### PE kit and Uniform:

We ask that the children's PE kits are brought in school on a Monday, and we will send them home on a Friday for them to be cleaned over the weekend.

The PE kit should contain the following items: navy shorts, Speenhamland PE t-shirt, navy trousers, navy jumper and trainers. Also spare socks, hairbands and earring tape.

Please ensure everything is very clearly named so nothing goes missing.