

	Year group	4	Academic year	2022-23	Term	Autumn 1	Duration	7		
	Half-term topic knowledge Organiser									
	Topic Title	Save the Rainforest!								

Topic Overview

	<u>Key Questions</u>	<u>Key events</u>	<u>PSHE, SMSC and British Values</u>	<u>Opportunities for 6 Rs</u>
	<ul style="list-style-type: none"> • Where is the Amazon Rainforest? South America, most parts are in Brazil, but it is also in Peru, Colombia, Ecuador, Bolivia, Venezuela, Guyana, Suriname, and French Guiana. • What is the environment like? Hot, damp, and humid. Perfect for plants to grow which brings an abundance of different types of animals to live there. • Which tribes live in the Amazon? There are up to 400 different tribes of people living in the Amazon rainforest. We focus on the Yanomami tribe. • What is deforestation and how does it impact the rainforest? Animals' homes destroyed and tribes are forced to live elsewhere. 	<ul style="list-style-type: none"> • Zoo Lab • Author visit 	<p>Celebrating difference.</p> <ul style="list-style-type: none"> • What is it like to live in the rainforest? Do they have different values to us? • How can we care for and protect the rainforests? • How can we care for our environment at home? • Mutual respect for people from other cultures and the environment. • Reflections of individual liberty in relation to finding out about tribes in the rainforest. 	<ul style="list-style-type: none"> • Resourceful – Which materials can you use to make your mask? • Respectful – How should we treat the people and animals in the rainforest? • Reflective – What impact does deforestation have? • Responsible – What can we do to 'Save the Rainforest'? • Ready – How can we prepare our assembly so we can best share our message?

<u>Summary</u>	<u>Vocabulary (tier 3)</u>	<u>Key dates</u>	<u>Prep/ homework task</u>
Children will learn all about the Amazon Rainforest and the animals and plants that live there. They will find out about the layers of the rainforest and its unique environment. They will use classification keys to group and sort and will also find out about food chains .	<ul style="list-style-type: none"> • (Words related to topic) - Rainforest, vine, canopy, understory, biome, manatee, forest floor, Amazon, equator, tropical, deforestation, liana, mammal, tribe, emergent, colony, Yanomami. 	Zoo Lab – 13th September 2022 Author visit – 12th September 2022 Open evening – 5 th October Inset day: school closed to pupils - 6 th October Harvest festival – 10 th October Parents' evening – 18 th and 20 th October NB: More information of the above dates with timings and details to follow soon.	<ul style="list-style-type: none"> • Weekly Maths and English

<u>Key English stimulus</u>	<u>Computing</u>	<u>Music</u>	<u>Spanish</u>	<u>RE</u>	<u>Maths</u>
 <p>Children will use information texts to write a non -chronological report</p>	<ul style="list-style-type: none"> • Internet safety • Logging into the network and saving files 	<ul style="list-style-type: none"> • Keeping rhythm and timings • Sounds of the rain forest 	Greetings in Spanish and asking how you and others are	Creation – looking at creation of the earth and life from different perspectives	<ul style="list-style-type: none"> • Place value. • Adding and subtracting two- and three-digit numbers.

<u>History / Geography National Curriculum Objectives</u>	<u>Science National Curriculum Objectives</u>	<u>Art / Design technology National Curriculum Objectives</u>
<ul style="list-style-type: none"> ▪ I can carry out research to discover features of villages, towns, or cities. ▪ I can locate the tropic of cancer and Capricorn. ▪ I can use maps to locate countries and describe their features. 	<ul style="list-style-type: none"> ▪ Living Things and their Habitats: <ul style="list-style-type: none"> ▪ I can group living things in different ways. ▪ I can use classification keys to group, identify and name living things. ▪ I can create classification keys to group, identify and name living things (for other to use). ▪ I can describe how changes to an environment could endanger living things. ▪ Animals Including Humans: <ul style="list-style-type: none"> ▪ I can identify and name the parts of the digestive system. 	<ul style="list-style-type: none"> ▪ I can use marks and lines to show texture in my art. ▪ I can use line, tone, shape, and colour to represent figure and forms in movement. ▪ I can print onto different materials using at least four different colours. ▪ I can experiment with the styles used by other artists.

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| | <ul style="list-style-type: none">▪ I can describe the functions of the organs in the human digestive system.▪ I can identify and describe the different types of teeth in humans.▪ I can describe the functions of different human teeth.▪ I can use food chains to identify producers, predators and prey.▪ I can construct food chains to identify producers, predators and prey. | |
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