



Tenterden Primary Federation

Year 4 Term 1



Geography - Why are rainforests important to us?

I can describe a biome and give an example.
I can state the location and some key features of the Amazon rainforest.
I can name and describe the four layers of tropical rainforest and give an example.
I can define the world indigenous and give an example of how indigenous people use the Amazon's resources.
I can name one way in which the Amazon is changing.
I can articulate why the Amazon rainforest is important.
I can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
I can use a variety of data collection methods with support.
I can summarise how the local woodland is used and suggest changes to improve the area.

Science - Living things and their habitats

I can recognise that living things can be groups in a variety of ways.
I can explore and use classification keys to help groups, identify and name a variety of living things in their local and wider environment.
I can recognise that environments can change and that this can sometimes pose dangers to living things.

Art- A tiger in a tropical storm

I can describe objects, images and sounds with relevant subject vocabulary.
I can create drawings that replicate a selected image.
I can select imagery and colours to create a mood board with a defined theme and colour palette.
I can complete four drawings, created with confident use of materials and tools to add colour.
I can understand the work of Henri Rousseau, using subject vocabulary to describe his work and style.
I can create a pattern using my drawing, taking inspiration from mood boards and initial research to develop it.
I can identify and explain where a pattern repeats.
I can follow instructions to create a repeating pattern, adding extra detail.
I can understand different methods of creating printed fabric in creative industries.
I can use sketchbooks to evaluate patterns.
I can produce ideas to illustrate products using their designs.

Music- Body and Tuned percussion (Rainforest)

I can identify the structure of a piece of music.
I can have an idea as to when there is one layer in a piece of music and when there are two.
I can play a sequence in the correct order in time with their partner.
I can have two contrasting rhythms being played together.
I can have two different melodies being played together.
I can have a complete piece of music with four different layers with an appropriate structure.

Computing- The internet

I can describe how networks physically connect to other networks.
I can recognise how networked devices make up the internet.
I can outline how websites can be shared via the World Wide Web.
I can describe how content can be added and accessed on the World Wide Web.
I can recognise how the content of the World Wide Web is created by people.
I can evaluate the consequences of unreliable content.

PSHE - Family and Relationships

I can understand that manners vary in different situations.
I can understand boundaries in friendships, including physical boundaries and expectations.
I can understand that what they do and say affects other people.
I can understand the impact of bullying and the role bystanders can take.
I can recognise male and female stereotyped characters.
I can understand that stereotypes about disabilities are usually untrue.
I can understand that families are all different and they offer each other support but sometimes they can experience problems.
I know what bereavement is and how to support someone who has experienced a bereavement.

RE – Creation: What do Christians learn from the Creation story?

I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
I can make clear links between Genesis 1 and what Christians believe about God and Creation.
I can describe what Christians do because they believe God is the creator.
I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

PE – Netball

I can develop passing and moving and play within the footwork rule.
I can use a variety of passes to move towards a goal.
I can develop movement skills to lose a defender.
I can defend an opponent and try to win the ball.
I can develop the shooting action.

French: Portraits

I can understand that adjectives change depending on whether they are describing a boy or girl.
I can correctly identify a person from a description of their hair and eye colour.
I can place word cards in the correct order, with the adjectives following the noun.
I can give a spoken sentence to describe a friend.
I can write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

British Values Focus: Respect