## **The Federation of the Church Schools of Shalfleet and Yarmouth**

**Medium Term Plan:** **Class:** Shalfleet Year 4 **Term:** Autumn 2

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| **Title:** Wish you were here: Eco-Tourism & Conservation | **Timescale:** 7 Weeks |
| **Rationale:**  Within this topic, the children will explore the depths of the jungles of South America. They will carry out research about the animals that live there, the challenges the environment faces and the climate and atmosphere. They will also consider the famous city – Rio de Janeiro and look at Brazilian culture. Children will also touch upon the extreme riches and poverty of this area and begin to ask questions about what it would be like to live there, especially during ‘Carnival’. They will create a piece of music inspired by the music of the area, they will explore drumming, tempo and the different energy the music evokes. Children will carry out a comparison based on the differences in land use between the Palm plantations  Of Brazil and the local Tourism of Yarmouth. We will be exploring why the Land Use is different in these areas and what factors have influenced this.  As a class, we will explore the key issue of deforestation and sustainability. Investigation how demand and greed has led to the destruction of large areas of rainforest and the impact this has had on the local wildlife. We will be carrying out a class debate looking at both sides of the argument.  **Big Questions:** Where is Brazil on a map? What do you already know about South America? What is Carnival? What would you like to find out? What type of climate does it have? Which countries make up S.A? What is the largest rainforest called? What do you know about rainforests?  What is deforestation? How does the Land Use differ to that of Yarmouth? Why do you think the Land Use is different? What is sustainability? | |
| **Focus Curriculum Principle:** Broad, relevant and balanced - Local, Mainland, Global | |
| **Main Subjects Covered:** Geography, Music and Art | **PSHE/SMSC:** Challenges and Courage |
| **Maths:** Addition and Subtract, Perimeter and Area and Multiplication and Division. | **English:** Text Driver: The Great Kapok Tree  Form: Fact File, Letter & Poetry  Audience: Year 1, Yarmouth Town Council & Peers  Purpose: To inform and entertain |
| **Science:** Electricity and simple conductors. | **R.E:** Holy Mary Mother of God |
| **Global/Cultural Link:** Land Use and Deforestation. | **Trips/Events/Visitors/Risk Day:** Yarmouth (Focus on Local Land use). |
| **Optional Home Task:** Using recycled materials create a collage of a South American Animal. | **Homework:** Timetable Rock Stars, Focus on 3, 6 and 12x table. |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Science | Introduction to Electricity and simple conductors. | All about Electricity, Identifying key appliances that runs on electricity. | Introduction to a simple circuit, including a battery, wire and a lamp. | Circuit investigation. | Identify materials that will conduct electricity and materials that will not. | Electrical safety. | Assessment Week. |
| History |  |  |  |  | Change in Land Use in Yarmouth over time. |  |  |
| Geography | Introduction to Rainforest and focus on work on Google Earth. | Location of Equator, Continents and specific location of South-America and the Rainforests. | Rainforest investigation: Focus on basic features, flora, fauna, and Land use. Relate to text driver. | | Trip to Yarmouth to investigate local land use. | Debate and comparison of Land Use between the SA Rainforests and Yarmouth. | |
| Art |  | Research South American Animals | Using a range of pencil techniques draw an outline of a SA animal. | LR to photocopy original and children to explore using a range of pencil stokes to create shading and effect on their drawing. | Using the original children are to explore how colour can impact a painting. |  |  |
| Design and Technology |  |  |  | Research South American Carnival Masks | Design a range of carnival masks and explain features. | Using a range of materials create a carnival mask. | Take part in a mock Carnival scene. |
| Music | Focus on:  Local music from Rio de Janeiro - Samba/Carnival – | Play a range of South American music - What do the children notice?  Collate immediate responses about atmosphere created, instruments used, rhythm and tempo. What style of music is this? Listen to detail and different sounds | Explore the South American style music again. Listen to a range and ensure children are able to respond to the music.  Experiment with the South American music style. Create a drumming circle and introduce differences in the style and the sounds that can be created. Ensure the children are able to record their own compositions using this method. | Experimentation – Explain the task to the children – creating a South American piece of music  Time for the children to explore the instruments, arrange sounds and consider the atmosphere they want to create. Perhaps inspired by a word card depicting either weather or emotion | Improvise and compose music – Time for the groups to create their music piece, to create a staff for the music, atmosphere and improve and refine composition | Improvise and compose music – Time for the groups to create their music piece, to create a staff for the music, atmosphere and improve and refine composition |  |
| Computing | Digital Literacy: Private and Personal Information | Digital Literacy: Private and Personal Information | PowerPoint Project: Basics and getting started. | PowerPoint Project: Collecting research from numerous sources | PowerPoint Project: A Rainforest Animal | PowerPoint Project: A Rainforest Animal, Adding transitions and animations. | Present to class. |
| PE | Dance  Dodgeball | Dance  Dodgeball | Dance  Dodgeball | Dance  Dodgeball | Dance  Dodgeball | Dance  Dodgeball | Dance  Dodgeball |
| RE | Holy Mary mother of God | Holy Mary mother of God | Holy Mary mother of God | Holy Mary mother of God | Holy Mary mother of God | Holy Mary mother of God | Holy Mary mother of God |
| SMSC/PSHE | Challenges and courage | Challenges and courage | Challenges and courage | Challenges and courage | Challenges and courage | Challenges and courage | Challenges and courage |