

Year 4  
Chestnut Class

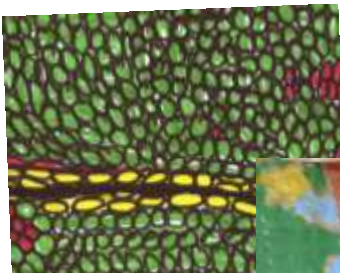


Medstead CE Primary School  
Curriculum Evaluation Booklet  
Spring 2011

# The Amazon



Chestnut Class agree that learning about the Amazon Rainforest has been one of the most exciting topics ever! We went to Wisley gardens where we looked at the plants and butterflies that live in tropical climates. These inspired lots of amazing artwork when we got back to school! We painted pictures of the rainforest in the style of the famous artist Henri Rousseau, we made clay tiles inlaid with lizards and frogs and we made batik images of animals skins focussing on the patterns and textures they have.



## DEFORESTATION

They are cutting down the forest to make and to use the products made like below.

- They use trees to make (convert) furniture when people move and more.
- They need to cut down trees for farmland
- They cut down the trees to plant more for the garment store
- The others cut down the trees so they can use for the services made like



## Deforestation

Logging- Includes cutting tree for sale timber or pulp.  
Timber is used to make houses and furniture.  
Pulp is used to make paper.  
Mining- This is the removal of minerals and metal, gold, silver and diamonds.  
Mining makes money!  
Cattle ranching- farmers don't have enough land, cut down tree in the rainforest, so the cows can graze.



We learned about animal habitats and how animals have adapted to live in particular environments. We went on to explore how the destruction of the rainforest is destroying the habitats of many animals and how many are facing extinction. We looked at the reason for the deforestation and how man's impact in the Amazon can have consequences globally..

Did you know that around 50 animal and plant species are becoming extinct every day?



Our medicine, 'Bites are Bad', is for curing horrible insect bites!

We learned how many rainforest plants have medicinal properties and as we were doing capacity in maths at the same time we put the two together and made some remedies of our own! We had to calculate and carefully measure each ingredient and then we created our own **TV adverts to market our produce! We don't really think Capybara spit or Tree Frog blood would heal much but we had fun!**

# Literacy

Dear Diary,  
 I'm going to the Amazon! And we got a family. I've overjoyed having a home but it's in the Amazon. Dad is scared and excited at the same time. Mr Murray let me know I wanted a proper home with my proper family. It will be 6 whole weeks to get there, it makes me a lot better than 2 on a train.

In the morning I did my geography lesson. It was boring and tiring and our teacher is very bossy. I felt alone but happy because my teacher was coming with some news for me.

Later I was in the office with Mr Murray and my guardian with some news to share with me. First I thought I was good news but when I heard I was going to live in the Amazon; I was shocked! The good news was that I have some family with me but not my age. Beatrice and wandeline what nice names.

My friends told me that there are beautiful butterflies, beautiful taking parrots and fabulous fish in the river but also there is a big snake that rip you to pieces and that will properly kill you.

Wow! I can't believe I have had a day like this. I have good and bad news today, what did it have to happen to me? Mr Murray said they had found my family but they were living in the Amazon. I was overjoyed until they mentioned the Amazon. First time into the Amazon do people survive in the Amazon? Or I have to go why me?

1:30pm - I was in my geography lesson when I got called to the headmistress's office so my guardian Mr Murray could tell me my future.

1:35pm - I was in the headmistress's office and Mr Murray told me my future. They had found me some relatives for me to live with. They had children the same age as me. I was exhilarated and overjoyed.

2:15pm - I went back to the classroom and my friends asked me how it went. I said that I would be living in the Amazon. I had some relatives. I will be leaving tomorrow.

5:00pm - I am all packed ready to go on the 7 week journey to the Amazon. I have said goodbye to my grandparents and I am ready to leave.

Our Rainforest topic gave us lots of opportunities to develop our creative writing. We read 'Journey to the River Sea' by Eva Ibbotson and imagined we were Maia receiving news that we were to travel to the Amazon to live with relatives. Like Maia we were not sure we would really want to!

We felt really sorry for Maia when her friends scared her with stories of dangerous animals.

CANOPY EXPEDITION LOCATES NEW SPECIES

Scientists have located new animals.

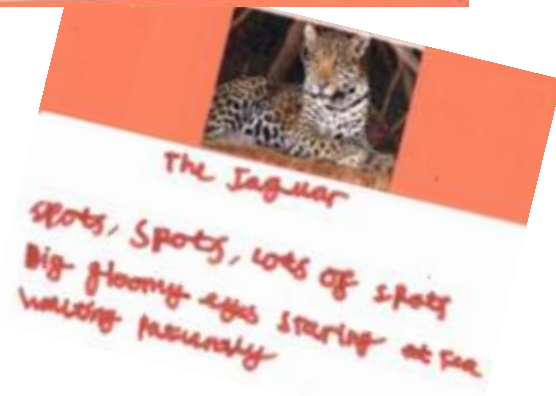
Recently Scientists Explored the canopy in the Amazon. All ready the birds animals and insects live in the Amazon. Scientist Freya Kedge went under the heat said, "I am glad that there are more species but they might be destroyed that these species are." With Will took as the lab. Chloe Matthews received a message from the team in the Amazon saying "We're surprising these animals we don't know about? We interviewed a local man, Ella Yoprum, he says how she talks about this discovery. "It's very exciting because these findings are that people animals people have never seen before." We just hope that this discovery isn't destroyed by deforestation.

PALM OIL PLANTATIONS NO SUBSTITUTE FOR RAINFOREST

Last week dozens started to cut down 15,000 acres of land of the Amazon. At lunch time they cut down huge trees to start plantations of palm trees. Yesterday an ecologist pointed out - or put - called said "I think that think they should not cut down the trees because there are a start of a food chain which will keep animals alive." Scientist Holly Carter said "It is a bad idea because the humans and vehicles will frighten the animals and it will kill the animals that people use for palm oil for cooking."

We also looked at newspaper headlines about issues affecting the rainforest and wrote our own versions of the stories. This was a great way to apply our reporting skills!

Early in the term we learned about the traditional Japanese poem, the Haiku. We had to use the correct number of syllables in each line and the theme is inspired by something in nature. The rainforest gave us lots of inspiration and we created some fantastic Haikus of our own.



Received  
Post box  
G134 5PT  
Maidstone  
Kent  
Thursday 17th

Dear Mr Bennett

I am David Bishop the forest ranger for children part weeks  
The reason I am writing to you because I do not want you  
to cut the area of trees down.

You workers will cut the wood and they will destroy the  
the habitat area. Despite there is only a little bit of wood  
and history in that part. It is the area where some woodpeckers  
live.

Furthermore the animals will not only be made scared and  
frightened, some animals will be killed. The underground  
animals will be able to get back in. However the animals  
feeding their babies will not be able to eat the food  
that they need. Although you might not get all the  
animals out of the area.

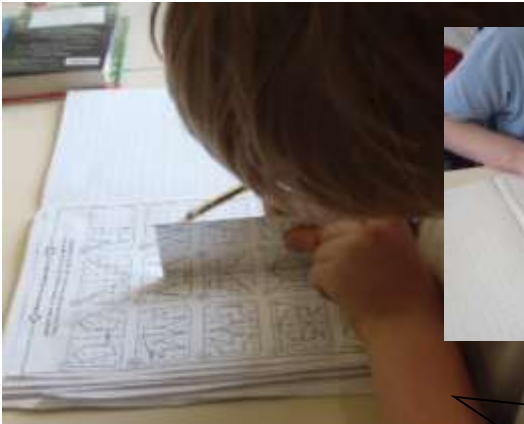
Perhaps that might be very old and could be displayed  
in a museum. It could actually show how  
interesting it is and it will make the people interested  
obviously the trees might be rejected by jays  
and jesses. Surely do you know how you going  
to sort out if they catch any diseases.

I am not a jester of you cutting down the  
area because I still don't want you to cut the  
area of trees yours faithfully David Bishop

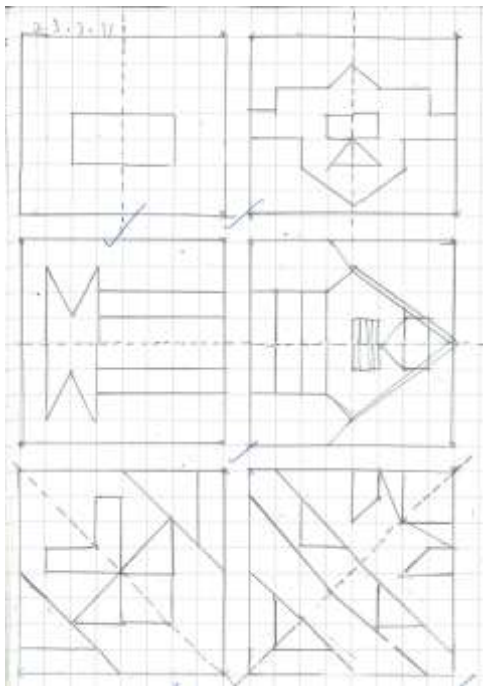
The role play and debate was great fun. **I really didn't want the trees to be cut down and I'm glad our letters persuaded the council not to!**

To help us understand the affects humans can have on a landscape we pretended that a company wanted to purchase an area of local woodland to clear and replant with selected trees for furniture manufacture. We visited the site to see what impact this would have and then we each took on roles to consider all the different opinions that might be expressed in such circumstances. We held a very lively debate where we shared our views and listened to those of others and we then wrote to the council to put these views in to letters of support or opposition. They were very persuasive letters!

# Numeracy



The mirrors helped us to see what the reflection needed to look like but reflecting in an oblique mirror line was really difficult!



In maths we learned how to reflect shapes vertically, horizontally and obliquely.

We used coordinates to plot points on a grid and then translate them to new coordinates.

We even related this to our rainforest work as we found lots of symmetry in butterflies!



# Music



The ukulele is great fun but it does hurt my fingers when we do lots of strumming!



Chestnut Class are lucky enough to benefit from specialist music teaching **this year from the 'Listen2Me' team.**

In the autumn term we learned to play the violin and cello and this term we are learning the ukulele!



We have to concentrate very hard but we have made fantastic progress; we can pluck and strum, play ostinato and 4 different chords and we can sing along to tunes as we play!

I have learned lots about reading music and playing chords this term. I think the ukulele sounds lovely when we all play together.



Medstead School

