



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Habitats</u>			Year group: 4 Term: Summer 2
Hook	Explore	Excite	Celebrate
Watch a tourist video on Germany or Italy. Pros and cons.	Visit a German or Italian restaurant	Cook recipes from Germany/Italy	Have a German/Italian day – food, clothing, sightseeing tour

Core subjects: Theme Content/ Foundation: Links to National Curriculum

By the end of this unit the children will be able to...

Science

Living things and their habitats

-identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups

-recognise that environments can change and that this can sometimes pose dangers to living things.

I can tell you about how different living things can be grouped together.

I can tell you about how environmental changes can affect living things.

I can show you how to use a classification key.

I can tell you about the lifecycle of a flowering plant.

Ask questions and conduct experiments to answer them.

Set up a fair practical experiment.

Take accurate measurements using:

Thermometers.

Data loggers.

Rulers.

Record what I have found out using scientific vocabulary.

Write what I have found out in a report.

Present what I have found to the class.

Use the results I have found to draw conclusions.

Tell you what is different, what has stayed the same and what has changed in an experiment.

Use the evidence from my own and other people's experiments to support what I have found.

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p><u>Growing and Changing RSE CWP</u></p> <p>1.To explore the human lifecycle Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up</p> <p>2. To identify some basic facts about puberty Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty</p> <p>3. To explore how puberty is linked to reproduction Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce</p>
Humanities	<p><u>European country study - Why is this place special?</u> <u>Compare a region of the UK with a region in Europe (either Germany/Italy)</u> <u>Locate the main countries of Europe inc.. Russia.</u> <u>capital cities of Europe</u></p> <p>Why is this place special? Where is this place? What do you expect this place to be like? What is this place actually like? What made this place as it is? (human and physical features) What journeys do people make here? Why do people visit this place? Who lives here and why? Can the environment be improved? How? What jobs do people do here? What do people do in their spare time? What links does this place have with other places? How is this place changing?</p> <p>I can name and locate countries and cities of the UK and their identifying human and physical aspects I can identify key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time I can compare and contrast the similarities and differences between different geographical locations or regions I can use books, pictures, DVDs and websites to find information about places and the people who live there. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</p>

	<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>I can explain my own views about locations and give reasons</p> <p>I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p>
RE	<p>What happens when we die?</p> <p>I can express and explore my own responses to ultimate questions</p> <p>I can link death/the soul with religious and non-religious beliefs</p> <p>I can explore and express how my own views may be similar/different to others</p> <p>I can explore what it means to emphasize with others</p> <p>I can explore what it means to be tolerant towards others</p> <p>I can explore how my values might have been influenced by others</p> <p>I can explore different views on burial and cremation and other actions for marking death</p> <p>I can identify similarities and differences in actions/rites for supporting mourners</p>
Arts– Drop Down	<p>Street Party – Opening ceremony The Olympics Tokyo Japan performance and art focus</p>
PE	<p>Striking and Fielding</p> <p>Cricket</p> <p>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>I can intercept and stop the ball with consistency, and return it quickly and accurately</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p> <p>I can choose where to stand as a fielder to make it hard for the batter</p> <p>I am familiar with and use the rules set, and keep games going without disputes</p> <p>I can identify parts of my performance that need improvement, and suggest how to achieve this</p> <p>Gymnastics</p> <p>Balance</p> <p>I can make similar or contrasting shapes on the floor and apparatus,</p> <p>I can combine actions and maintain the quality of performance when performing at the same time as my partner.</p> <p>I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>I can offer constructive ideas when working with a partner.</p>
Computing	<p>Purple Mash Unit 4.6 – Animation – Tourist animation for Germany/Italy</p> <p>To discuss what makes a good animated film or cartoon and what their favourites are.</p> <p>To learn how animations are created by hand.</p> <p>To find out how 2Animate can be created in a similar way using the computer.</p>

	<ul style="list-style-type: none"> • Children have put together a simple animation using paper to create a flick book. • Children have an understanding of animation ‘frames’. • Children have made a simple animation using 2Animate. <p>To learn about onion skinning in animation.</p> <p>To add backgrounds and sounds to animations.</p> <ul style="list-style-type: none"> • Children know what the Onion Skin tool does in animation. • Children can use the Onion Skin tool to create an animated image. • Children can use backgrounds and sounds to make more complex and imaginative animations. <p>To be introduced to stop motion animation.</p> <p>To share animation on the class display board and by blogging.</p> <ul style="list-style-type: none"> • Children know what stop motion animation is and how it is created. • Children have used ideas from existing stop motion films to recreate their own animation. • Children have shared their animations and commented on each other’s work using display boards and blogs in Purple Mash
MFL	<p>I know about Spanish fables.</p> <p>I can talk about the weather and report with temperatures.</p> <p>I can have a short conversation about clothing in Spanish.</p>