

Y4 Topic Overview Summer 2022



FANTASTIC BEASTS

AND WHERE TO FIND THEM



Purpose and Aims

- **Children will develop an understanding of the world around them.**
- **Children will develop an understanding of animals and their habitats around the world.**
- **Children will be able to create, perform and**

Oracy Outcomes:

Present their work to the class in a confident and clear way
Take part in a debate, adding own ideas and building in the ideas of others

Independent Writing opportunity (from previous unit)

- Diary Entry – Explore entering a new Habitat
- Non-Chronological Report – Information text on animal of choice
- Instructions – How to look after an animal/fantastic beast

Sequence of learning

- **Habitats and the animals that live in them**
- **Changing habitats and how we can help**
- **Exploring Mythical/magical creatures and their links to nature**

Summer 1

English/Text type/writing outcomes

Non-Chronological report – Information text on animals from different habitats

Diary entry – An explorer visiting a new habitat

Hook: Children come in dressed as explorers. Using forest school area children to use natural resources to create animals, Pond dipping and developing the environment for the local wildlife.

1. Exploring Desert Habitats and its animals. Art Outcome
2. Exploring Polar Habitats and its animals – Computing Outcome
3. Residential – Local environment study

Trips/visitors

Residential trip – stream study.

NC requirements

Science:

Living things and their habitats:

Recognise that living things can be grouped in a variety of ways ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Animals including humans:

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Geography: Locational Knowledge:

<p>Presentation – PowerPoint and script for presentation on Polar Habitat</p>	<ol style="list-style-type: none"> 4. Exploring Grassland Habitats and its animals. Looking at food chains. Writing outcome. 5. Exploring Ocean habitats and its animals. Art Outcome. 		<ul style="list-style-type: none"> ♣ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Music:</p> <ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Art:</p> <ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Computing:</p> <ul style="list-style-type: none"> ♣ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
---	--	--	--

Summer 2			
<p>English/Text type/writing outcomes</p> <p>Persuasive writing – to write a letter to Boris Johnston – persuading him to do more to help the environment.</p> <p>Narrative – Write own adventure story.</p> <p>Descriptive writing – creating a class book of own mythical creatures</p> <p>Instruction text – how to look after mythical creatures</p>	<ol style="list-style-type: none"> 1. What is climate change, how is it effecting habitats and what is causing it. 2. How we can help the environment? 3. Humans – Teeth and the digestive system compared to animals 4. Why are there Mythical creatures and where have come from? 5. Deigning and creating own mythical creatures 6. Putting together class mythical creature's book. Incudes art pieces and descriptive writing 7. Creating own stop frame animation using own mythical creatures. 	<p>Trips/visitors</p> <p>Cotswold Wildlife Park</p>	<p>NC requirements</p> <p>Science</p> <ul style="list-style-type: none"> ♣ recognise that environments can change and that this can sometimes pose dangers to living things ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions <p>Music:</p> <ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>DT:</p> <ul style="list-style-type: none"> ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Art:</p> <ul style="list-style-type: none"> ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ μο to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]