




Medium-Term Planning Format		
Cohort	Year 4	
Enquiry Question (QUESTIONING)	Who lives in a home like this?	
Enquiry Driver	Science	
Enquiry Enhancer	Art	
Main Enquiry Theme	Living things and their habitats	
National Curriculum Objective	<p><u>Science</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. Recognise that environments can change and that this can sometimes pose dangers to living things. <p><u>Art</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	
Key Knowledge and Skills (driver)	<p><u>Science</u></p> <ul style="list-style-type: none"> Can I use a classification key to group a variety of living things? (plants, vertebrates, invertebrates?) Can I compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Can I name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore). Do I recognise that environments can change and this can sometimes pose a danger to living things? 	
Key Knowledge and Skills (enhancer)	<p><u>Art</u></p> <ul style="list-style-type: none"> Can I use a range of sketching techniques, including hatching and cross-hatching to show tone and texture in my artwork? Can I use line, tone, shape and colour to represent figures and forms in movement? <p><i>(Children will sketch animal habitats and develop their artistry by learning how to draw animal parts and to show movement)</i></p>	

<p>Main Text</p>	<ul style="list-style-type: none"> • Butterfly Lion By Michael Morpurgo • Battle Bunny by Jon Scieszka & Mac Barnett • Animal Architects by Julio Antonio Blasco and Daniel Nassar • The Variety of Life by Nicola Davies and Lorna Scobie 													
<p>Main Writing Genre</p>	<p>Information text</p> <p>Narrative</p>	<p>The children will produce an information text about a chosen animal.</p> <p>Children will explore the book 'Battle Bunny' and they will rewrite their own versions of the story, making changes to the character, setting and events.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1029 862 1173 1064"> <p>KS2- NARRATIVE</p> <ul style="list-style-type: none"> Opening-Setting Build up Problem/dilemma Build up Problem/dilemma RESOLUTION CONCLUSION </div> <div data-bbox="1204 862 1348 1064"> <p>KS2- Information Text</p> <ul style="list-style-type: none"> HEADING Contents Sub-heading Original Evidence Sub-heading Original Evidence RESOLUTION Original Evidence/Original Evidence Index Glossary </div> </div>												
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Go on a habitat hunt around the school grounds.</p>													
<p>Subsidiary Enquiries</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">LC1</td> <td>What are the natural habitats for different species?</td> </tr> <tr> <td>LC2</td> <td>Why do animals live in specific habitats?</td> </tr> <tr> <td>LC3</td> <td>How can humans affect a habitat?</td> </tr> <tr> <td>LC4</td> <td>What is the difference between a predator and its prey?</td> </tr> <tr> <td>LC5</td> <td>Why do we need food chains?</td> </tr> <tr> <td>LC6</td> <td>How can I show movement in my sketches?</td> </tr> </table>		LC1	What are the natural habitats for different species?	LC2	Why do animals live in specific habitats?	LC3	How can humans affect a habitat?	LC4	What is the difference between a predator and its prey?	LC5	Why do we need food chains?	LC6	How can I show movement in my sketches?
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<p>Reflection of Learning (SHARING)</p>	<p>Children to stage an Art Gallery to display their animal images - parents to be invited to the event.</p>													
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • The largest vertebrate is the blue whale, which can grow to 25m long and weighs 140,000kg. • The smallest vertebrate is thought to be a tiny frog called the Paedophryne amauensis. It only grows to about 8mm in length. • An invertebrate is an animal that does not have a backbone. 97% of all animal species are invertebrates. 													

- Frogs can breathe through their skin.
- There are a wide variety of interesting ocean animals that are invertebrates. These include sponges, corals, jellyfish, anemones, and starfish.
- Animals, plants and all living things are adapted to life in their natural surroundings - these environments are called habitats.


Knowledge Organiser

Year 4 Knowledge Organiser (Summer 1): Who lives in a home like this?

Subject Specific Vocabulary		Sticky Knowledge about living things	Exciting Books
characteristics	A special quality or appearance that makes an individual or a group different from others physical characteristics.	The largest vertebrate is the blue whale, which can grow to 28m long and weigh 150,000kg.	
classification	To classify things means to place them in different categories, or groups. Scientists place living things in groups based on the features that the living things share.	The smallest vertebrate is thought to be a tiny frog called the <i>Pezomachus aeneus</i> . It only grows to about 8mm in length.	
habitat	A habitat is the home of an animal or a plant. Almost every place on Earth—from the hottest desert to the coldest ice peak—is a habitat for some kinds of animals and plants.	An invertebrate is an animal that does not have a backbone. 97% of all animal species are invertebrates.	
invertebrates	An invertebrate animal does not have a backbone and 97% of creatures belong to this group.	Frogs can breathe through their skin.	
life processes	The basic function performed by a living organism to maintain their life are called life processes. There are seven life processes common to plants and animals.	There are wide variety of interesting ocean animals that are invertebrates. These include sponges, corals, jellyfish, anemones, and starfish.	
organisms	An individual form of life, such as a plant, animal, bacterium, or fungus a body made up of organs, or other parts that work together to carry on the various processes of life.	Animals, plants and all living things are adapted to life in their natural surroundings. These environments are called habitats.	
species	A group of animals, plants or other living things that all share common characteristics and that are all classified as alike in some manner.		
vertebrates	A vertebrate animal is one that has a backbone.		

Other knowledge	Other knowledge	Other knowledge
A mammal is an animal that breathes air, has a backbone and gives their young young during its life. In addition, all female mammals have glands that can produce milk. Mammals are among the most intelligent of all living creatures. Mammals include a wide variety of animals, from cats to humans to whales.	MMS GO GO – a mnemonic to recall the life processes of any living thing. M ovement, R espiration, S ensitivity, G rowth, R eproduction, I nsertion and N utrition.	Plants and animals rely on their environment to give them everything they need. This means that when habitats change, it can be very dangerous to the plants and animals that live there.

ANIMAL CLASSIFICATION



Learning Challenges
LCL What are the natural habitats for different species?
LCE Why do animals live in specific habitats?
LCS How can humans affect a habitat?
LCA What is the difference between a predator and its prey?
LCS Why do we need food chains?
LCE How can I show movement in my sketches?

Other curriculum areas which are to be taught discretely:

Religious Education

How and why do some religions see life as a journey? Where does the journey of life lead?

- Can I describe the variety of practises and ways of life related to life’s journey and understand how these stem from and are closely connected with beliefs and teachings?
- Can I consider the similarities and differences between secular and religious ceremonies? (e.g. weddings, funerals etc.)
- Can I consider how these beliefs may affect life choices?
- Can I make connections between religions and beliefs?
- Can I consider my own journey of life and how religion may have an impact?

PSHCE

Understanding Me, Understanding Others

- What worries me in the world?
- What is discrimination?
- What does it mean to be antisocial?

(see Talking Points curriculum for the full programme breakdown)

Music

See The Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 5 - Blackbird

Physical Education	<p><u>Striking and Fielding e.g. rounders variations, softball, baseball and cricket.</u></p> <ul style="list-style-type: none"> • Can I stop/catch a ball with control? • Can I pass a ball to another person with some accuracy using both hands and feet? • Can I take part in opposed conditioned games using different tactics? • Can I use striking skills to improve my control and quality? • Can I select and apply appropriate skills and simple tactics in net and wall games? • Can I follow the rules of a net game and suggest how they can be adapted? 		
Computing	<p><i>See DB Primary Programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p><u>Unit 23: Computer Science, Programming and Information Technology</u></p>		
MFL	<p><i>See The Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Feeling unwell/jungle animals</p>		
Additional Links	British Values	Outdoor Learning	Community
		Animal and habitat hunts. Sketching living things outdoors.	
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
Be an adventurer- children will explore animals and habitats in the nearby/ surrounding area. Be an eco-warrior- children will learn about ways to care for the environment and to protect living things.		Create posters and leaflets about ways threats to animals and their habitats and suggest ways to protect them.	