


Stephenson Memorial Primary School - Project Medium Term Planning

Term : Autumn (Precision - Science)		Project Question: Are all animals born to hunt?		Year group: 4	
<p>Summary of the project:</p> <p>Children learn about animals (and groups of animals) and what animals need to survive. They will learn about food chains and animals as ‘hunters’ and ‘hunted’. Children will investigate which animals are successful hunters.</p>					
What do we want children to know by the end of this project?					
<p>Science <u>Living things and habitats:</u></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, 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>Animals including humans</u></p> <ul style="list-style-type: none"> 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. Construct and interpret a variety of food chains, identifying producers, predators and prey. 			<p>Art</p> <p>Use ipads to research spiders. Draw freehand using increasing detail and observational skills. Consider size and proportion. Consider scale and proportion. To be able to decide on the most appropriate colours. To be able to attach wire through twisting. To be able to construct a 3D form that is free standing.</p> 		<p>DT</p> <p>Use research to develop design criteria to inform the design of 3D sculptors, fit for purpose. Make labelled drawings from different views, showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes. Evaluate products and identify criteria that can be used for their design. Select appropriate tools and techniques for making their product. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways.</p>
<p>Famous Scientist - Jacques Cousteau - Living things and their Habitats Joseph Lister - Animals including humans.</p>			<p>Artist - Focus on the artist and sculptor: Louise Bourgeois and her sculptor: ‘Maman’. Chn will create a 3D sculptor of Maman using wire.</p>		
<p>Music</p> <p>Learn to sing partner songs. Perform simple call and response songs. Rejoin the song if lost. Talk about how the music makes you feel. Song: Lean On Me sung by Bill Withers</p>	<p>Computing</p> <p>To be able to collaborate using a range of systems. To be aware that not everything you read online is true. Pros and cons of using the internet. To know cyber bullying is wrong.</p>	<p>French Autumn 1 Children will learn how to: Ask who someone is. Ask someone’s age. Have you...? I have... Say numbers to 30. Classroom objects. Autumn 2 Where is...? Here is... Left, right, straight ahead. There is, there are.</p>	<p>RE Autumn 1 What do we know about the Bible and why is it important to Christianity? Autumn 2 Why do Christians call Jesus ‘The Light of the World’?</p>	<p>PE Autumn 1 Basketball HiiT training Autumn 2 Agility, balance and coordination. Hockey</p>	

Which words and phrases do we want children to recall and define by the end of this project

Science	Art	Music	D&T	Computing	RE
<p>Classification key, birds, fish, mammals, reptiles, amphibians, feathers, wings, gills, fish, hair, fur, scales, cold blooded, charts, labels, diagrams, graphs.</p> <p>Digestive system, digestion, mouth, tongue, saliva, oesophagus, stomach, large intestine, small intestine, rectum, anus, functions of parts of digestive system.</p> <p>Incisor, canine, premolars, molars, explore eating different types of food to identify which teeth are used for what purpose. Classify teeth according to shape/function.</p> <p>Food chain, producer, predator, prey, classify, herbivores, carnivores, omnivores, explore.</p>	<p>Texture, research, observe, shape, contrast, explore, size, scale, proportion, layout.</p>	<p>Expressive voice, perform, listen, attention to detail, aural memory.</p>	<p>Design, criteria, develop, model, equipment, cutting, shaping, joining, finishing, structure, stronger, stiffer, construction materials, investigate, reinforce, monitor.</p>	<p>Pages, keynote, numbers, collaborate, acceptable behaviour, responsible, search engines, URL, browser, HTML</p>	<p>Religious education, religion, Christians, Christianity, the light of the world.</p>

In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?

<p>Science</p> <ul style="list-style-type: none"> Recap meaning of carnivores, herbivores and omnivores. (Y1 - Animals, including humans) What do animals need for survival (water, food and air). (Y2 - Animals, including humans) Recap the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans) Recap types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3 - Animals, including humans) Recap basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) Recap common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) Recap compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans) Recap by identifying and naming a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) 			<p>Art</p> <p>Recap of year 3: drawing, colour, texture, pattern, 3Dwork, vocabulary.</p>	<p>DT</p> <p>To know the stages of design and how to critique and redraft, to improve on their designs.</p>
<p>Music</p> <p>Sing in unison and in 2 simple parts. Follow a leader when singing. Sing with awareness of being in tune.</p>	<p>Computing</p> <p>Use of ipads on a daily basis , including apps, including pages, numbers and keynote. Knowing how to stay safe online.</p>	<p>French</p> <p>We have decided to revisit the year 3 curriculum within French to help build the foundational blocks needed to teach the year 4 curriculum.</p>	<p>RE</p> <p>Knowing what a religion is Knowing that there are other religions Knowing the importance of respecting the beliefs of others</p>	<p>PE</p> <p>Build on skills taught in year 3. Recap correct terminology. Test post summer fitness levels.</p>

Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

Trip to the beach
The Great north Museum.

Which **books** will help the children secure and think more deeply about the knowledge in this project?

Reading Spine

Autumn 1	Autumn 2
The Queen's Nose	The Firework Maker's Daughter

Driving Texts

Fiction	Non Fiction	Poetry
The Whale by Ethan and Vita Murrow - narrative focus.	The Whale by Ethan and Vita Murrow - newspaper report.	WAGOLL's of Haiku's based on animals. Selection of poetry books from local library.

How will we exhibit our learning? How will we present our learning from each subject?

Children are to produce fiction stories/ newspaper reports for our own classroom library and to read to reception/ year 1 children. Children to showcase their Art/DT work in classroom.