

## Science – Living things in their habitats

### TASC – Create a shoebox habitat for a chosen animal, providing shelter and food sources

- 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

## French

tbc

## Music

Taught through peripatetic recorder sessions:

- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations

## Art

### TASC – Create a piece of artwork in the style of a British landscape artist/Environmental issues sculpture

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Learn about great artists, architects and designers in history

#### Additional Information

- Using 'clean' rubbish, children will create a piece of artwork depicting an environmental issue (e.g. recycling)

## Numeracy

- Statistics - data linked to animal populations in different UK habitats, e.g. no. of rare birds sighted etc, Venn diagrams, Carroll diagrams to sort information linked to Science
- Addition and subtraction - use statistics linked to topic.
- Written multiplication - link word problems to statistics

Year 4  
Spring 2

location  
location  
location



## PSHE and SEAL

tbc

## R.E

Sikhism

## Computing

### TASC – Present data based on animal populations in the UK

- Select, use and combine a variety of software 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

## Literacy

### Discussion (3 weeks)

Airport extension (building on local fields) argument

### Poetry - Vocabulary Building (2 weeks)

Environmental poetry

### Take One Book

'Dear Greenpeace'

## PE – Gymnastics

- Develop flexibility, strength, technique, control and balance
- Compare routines with previous ones and demonstrate improvement to achieve their personal best

## Geography

### TASC – Write a persuasive letter to Manchester Council asking them not to pass planning permission for building on local fields

- Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns, and understand how some of these aspects have changed over time
- Understand geographical similarities through the study of human and physical geography of a region of the UK
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

#### Additional Information

- Investigate the fields adjacent to the school playground and discuss land use/habitat etc.
- Persuade the council to avoid building on the school field
- Longley Lane Recycling Centre - Persuade the public to recycle and look after the environment/habitats etc by looking at land fill sites in UK and Manchester