

Project Summary:	Project Launch:	Essential Question:	SOLE Questions:
Chn will explore the struggles to preserve nature in a thoughtless, destructive society, using the book 'Varmints'. Chn will write a newspaper report in Literacy.	Tidy the area around the staff room and plant seeds to encourage wildlife, especially bees. (Links to Varmints).	How important is nature's battle to survive in a man-made world?	Questions derived from children's interests.
Industry Experts:	Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
Forest school - Mrs Elliott Twitter links RSPB Gardeners World video clip.	Forest school - Mrs Elliott	R.E. - How and why do people show care for each other?	Science Teachers, Geography Teachers, Gardeners, Environmental Health Officers, Environmental Engineers.

**Mini Outcome 1: Literacy / Science - (12.04.2021 - 23.04.2021)**

Curriculum Areas:	Living Things and their Habitats	Peer Critique & Multiple Drafting:	Draft and redraft in order to complete a double page spread.
Link to the Varmints by exploring living things and their habitats. Chn will understand how their local area is a habitat for a range of different living things. They will learn that environments can change and that this can sometimes pose dangers to living things.			

**Mini Outcome 2: Art - (26.03.2021 - 28.05.2021)**

Curriculum Areas:	Literacy / Art / Maths	Peer Critique & Multiple Drafting:	Evaluate their work both during and at the end of the assignment.
Chn to be taught elements of the skills of Texture, Pattern and 3D Work to create 3 piece series of artwork that represents the book Varmints.			

## Literacy

<p><b>Genre:</b> Story writing - wishing tale. <b>Weeks:</b> 3  <b>Opening:</b> main character wants something badly.  <b>Build up:</b> main character tries to get it.  <b>Problem:</b> main character prevented by some sort of difficulty.  <b>Resolution:</b> main character overcomes difficulty  <b>Ending:</b> main character gets what they want, hints and questions left for reader about whether it was worth it.</p>	<p>Starting Piece stimulus/purpose:  Independent Piece stimulus/purpose: <a href="#">To write a wishing tale based on Varmints taking over the wilderness And the wish to have 'only the sound of bees and the wind in the wiry grass'.</a>  WAGOLL(s) theme/topic: <a href="#">Nature/Science/Geography</a></p>
<p><u>Key vocabulary for the unit</u>  Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time.  <b>Lighthouse words:</b> <a href="#">discovered, characteristics, simple, complicated, at this stage, moments later, compared too, however, explore.</a></p> <p>Project/unit/theme specific: nature, destroying the environment...</p>	<p><u>Key texts to be used</u>  The Varmints</p>
<p><u>Reading Skills to focus on during the unit:</u>  Whole school focus skill:  <a href="#">VIP words, Breakdown and Repair, Inference, Background knowledge, I wonder.</a>  Additional skills identified from assessments (PIRAs, formative assessment etc):  Making inferences including predictions.</p> <p>Reading strategies to focus on: <a href="#">VIP words, Breakdown and Repair, Inference, Background knowledge, I wonder.</a></p>	<p><u>Guided Reading</u>  Week number, genre and text to be used: <a href="#">see weekly plan</a></p>
	<p><u>Spelling rules/patterns taught during the unit</u>  See spelling lists.</p>

# Story - A 'wishing' tale - {Varmints}

## Ingredients/Success criteria

<sup>Expanded</sup>  
Sentence structure

(main clauses, subordinate clauses)

Paragraphs: cohesion  
between paragraphs

### Effect on the reader

Find it  
interesting

Gain more  
knowledge of  
effects of humans  
on the world.

Pictures

### Purpose and Reader

A story about  
'Varmints' being a  
threat in the calm,  
peaceful world.

Reader: other chn / authors

Expanded  
noun  
phrases

Thoughtful  
adjectives

To feel sympathy  
for the mole

Emotive language

Understand  
the characters

Show, not  
tell

He s  
there,

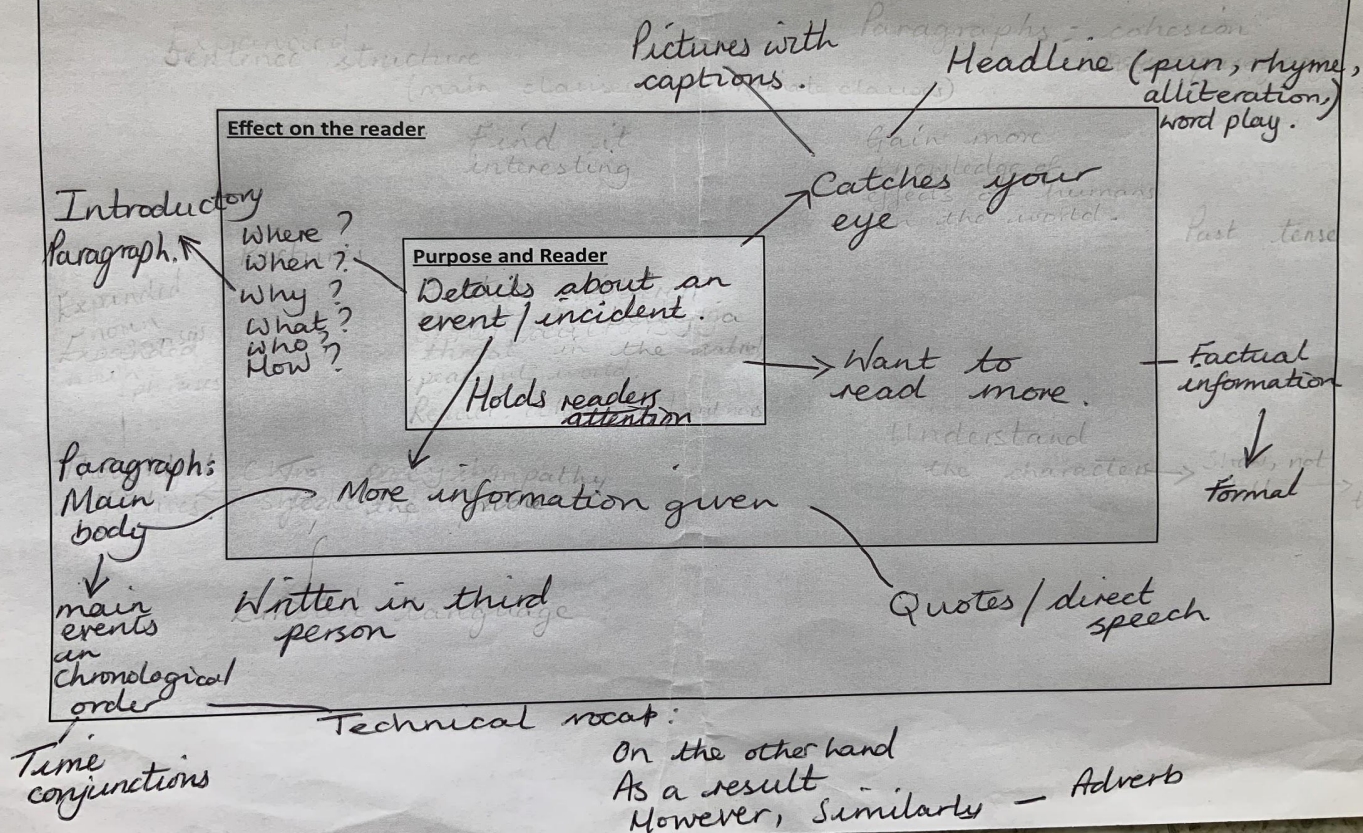
Past tense

## Literacy

<p><b>Genre: Newspaper - based on event from Varmints story.</b>  <b>Weeks: 3</b></p>	<p>Starting Piece stimulus/purpose: Examples of real newspaper articles based on the environment.          Independent Piece stimulus/purpose: <a href="#">To write an article that reports on the Varmints taking over the wilderness.</a>          WAGOLL(s) theme/topic: <a href="#">Nature</a></p>
<p><u>Key vocabulary for the unit</u>          Vocabulary to be explicitly taught throughout the unit in Literacy/basic skills time.  <a href="#">Lighthouse words: nonsense; rhyme, syllable</a></p> <p>Project/unit/theme specific:</p>	<p><u>Key texts to be used</u>          The Varmints          Range of example limericks.</p>
<p><u>Reading Skills to focus on during the unit:</u>          Whole school focus skill:  <a href="#">VIP words, Breakdown and Repair, Inference, Background knowledge, I wonder.</a>          Additional skills identified from assessments (PIRAs, formative assessment etc):          Making inferences including predictions.</p> <p>Reading strategies to focus on: <a href="#">VIP words, Breakdown and Repair, Inference, Background knowledge, I wonder.</a></p>	<p><u>Guided Reading</u>          Week number, genre and text to be used: <a href="#">see weekly plan</a></p>
	<p><u>Spelling rules/patterns taught during the unit</u>          See spelling lists.</p>

# Newspaper Reports - {Varmints}

## Ingredients/Success criteria





**What's the big picture?** Recap prior knowledge from Year 2 unit - children to generate own questions for investigation *"I know how to ask simple scientific questions"*

**Prior learning:**

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)

Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)

Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)

Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

National Curriculum Principles	Objectives	Knowledge and key Vocabulary	Reading opportunities	Technology
Recognise that living things can be grouped in a variety of ways	I can group living things in different ways	Children to use <b>classification key</b> to identify whether animals are <b>birds, fish, reptiles, amphibians or mammals</b>	There's a Rang Tan in my bedroom (James Sellick)	
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	I can use classification keys to group, identify and name living things	To identify features of different groups of animals: Birds - have <b>feathers</b> , have <b>wings</b> , lay eggs Fish - <b>gills, fins</b> Mammals - have <b>hair/fur</b> , live young Reptiles - <b>scales, cold blooded</b> , usually lay eggs Amphibians - Moist skin, cold blooded, usually lay eggs. Live in water and on land <b>Observe plants and animals in different habitats throughout the year and keep a record of things found.</b>	The Vanishing Rainforest (Richard Platt)  The Morning I Met a Whale (Michael Morpurgo)	
	I can create classification keys to group, identify and name living things (for others to use)	Children to build their own <b>classification key</b> using liquorice all sorts  Children to build their own key linked to project  Use <b>classification keys</b> to name unknown living things.	Journey to the River Sea (Eva Ibbotson)	
Recognise that environments can change and that this can sometimes pose dangers to living things	I know how changes to an environment could endanger living things	Use secondary sources to explore how environments change naturally. Use secondary sources to find out about human impact e.g. plastic pollution ( <b>use charts, tables, diagrams, graphs</b> ). Links to project - oral and written presentation <b>Complete a double page spread</b>		

<u>Comparative tests</u>	<u>Identify and classify</u>	<u>Observations over time</u>	<u>Pattern seeking</u>	<u>Research</u>
Does the amount of light affect how many woodlice move around?	Can we use the classification keys to identify the minibeasts in our Forest school?	How does the variety of invertebrates on the school field change over the year?		Why are people cutting down the rainforest and what effect does that have?

### Famous scientists

Jacques Cousteau - marine biology

Some children may think:

- the death of one of the parts of a food chain or web has no or limited consequences on the rest of the chain
- there is always plenty of food for wild animals

### Common misconceptions

- animals are only land-living creatures
- animals and plants can adapt to their habitats, however they change
- all changes to habitats are negative.

### Enquiry ideas





Project Summary:	Project Launch:	Essential Question:	SOLE Questions:
		How explosive and powerful are volcanoes?	
Industry Experts:	Outdoor Learning Links:	Culture & Diversity:	Career/ Entrepreneurial Opportunities:
		Why do people visit a Cathedral today?	

**Mini Outcome 3: Science - Electricity**

Curriculum Areas:	Science	Peer Critique & Multiple Drafting:	Robot design/ wiring design.
Chn to make a robot that can draw / create artwork.			

**Mini Outcome 4: (26.03.2021 - 28.05.2021)**

Curriculum Areas:	Geography - Italy / Literacy / Maths	Peer Critique & Multiple Drafting:	
To investigate and research Italy, studying Rome, coastlines and Naples. Look at similarities and differences. Move onto looking at volcanoes and study Mount Vesuvius. Capture learning through a scrapbook and double page spreads.			

**What's the big picture?** Big Picture - electricity is a vital part of modern life - children to generate own questions to investigate - *"I know how to ask simple scientific questions"*

**Prior learning:**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Ch know that sound and light sources sometimes need electricity to work

National Curriculum Principles	Objectives	Knowledge and key Vocabulary	Reading opportunities	Technology
To identify common appliances that run on electricity.	Identify common appliances that run on electricity.	Children to sort <b>appliances</b> by whether they run on <b>mains electricity</b> or <b>battery</b> or no electricity.	Until I Met Dudley (Roger McGough)	
To construct a simple series circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers	To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	To construct a simple circuit using <b>battery, wires, bulbs, crocodile clips</b> and other <b>components</b> and name each part. Talk through vocabulary - <b>positive, negative, terminal</b>  Change circuit to include a <b>buzzer</b> .	Oscar and the Bird: A Book about Electricity (Geoff Waring)	
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	Know that a <b>circuit</b> must have 2 things to work a) a <b>power source</b> , b) be complete Use this information to identify if a circuit will work. <b>Build a squishy circuit using conductive and non conductive play dough.</b>		
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Add a switch to a circuit and explain how it works and whether a <b>bulb</b> in a simple circuit will light when it is open and closed.  <b>Explore how to conduct different switches and investigate how they function.</b>  <b>Children to build their own circuit switch and add it to the circuit. - vocabulary (open/closed)</b>		
Recognise some common conductors and insulators, and associate metals with being good conductors	Recognise some common conductors and insulators and associate metals with being good conductors	Know what a <b>conductor</b> and <b>insulator</b> are - <b>test materials to find out if they are conductors or insulators.</b> Name materials that are good insulators and conductors <b>Classify materials according to if they are good conductors or not</b>		

<u>Comparative tests</u>	<u>Identify and classify</u>	<u>Observations over time</u>	<u>Pattern seeking</u>	<u>Research</u>
How does the thickness of a wire affect how bright the lamp is?	Group these electrical devices based on where the electricity comes from.	Use data loggers to measure how the strength of light from a battery operated torch changes over time.	Which room has the most electrical socket in the house?	How has electricity changed the way we live?
Which metal is the best conductor of electricity?				How does a lightbulb work?

### Famous scientists

Michael Faraday - discovered relationship between electricity and magnets

### Common misconceptions

Some children may think:

- electricity flows to bulbs, not through them
- electricity flows out of both ends of a battery
- electricity works by simply coming out of one end of a battery into the component.

### Enquiry ideas

Year 4  
Summer 2021



The enquiry question we are trying to answer is: **How does a person develop a sense of belonging?**

Here are your homework challenges for this term. Each task will help you to develop different skills and learn new knowledge which will help you answer the 'big question'.

Please choose 1 activity per week, be as creative as possible!

Basic Skills Practice:	Reading book, spellings, times tables.					
Homework Grid						
Remember to upload your work to Seesaw!						