



Literacy Genres

Traditional stories.

Poetry.

Non-chronological report.

Focus from School Improvement Plan

- Writing.



Numeracy

- Measurement.
- Shape and space.
- Data handling.



Reading

Themes: Non-fiction and poetry.

CLASS: 4 YEAR GROUPS: 4/5

MEDIUM TERM PLANNING OVERVIEW

TERM: Spring 2

NUMBER OF WEEKS: 7

THEME: Living Planet.

FABULOUS

FINALE:

Parents' Stay, Share and Learn

WOW STARTER!

Twycross Zoo visit.

LINKS TO BRITISH VALUES

Democracy: How can we vote for a better planet? Is it right to protest?

Rule of Law: What laws do we have which govern animals and our planet?

Individual Liberty: Do we have the right to use the planet in the way we want: eg leisure, resources etc?

Consequences.

Mutual Respect / Tolerance:

: understand how people from different parts of the world or social groups treat the plants and animals around them eg whaling, fox hunting etc.

ASSEMBLY THEMES

Language of The Month:

Albanian

Spanish

DISPLAY IDEAS:

Artwork and data presentation on animals and plants.

Social Development: understand the issues and contradictions between what we need and what we want from our world.

Moral Development: understand our responsibility to the planet.

Spiritual Development / Cultural Development: understand how different religious groups / cultures see the world around them.

| EYFS CURRICULUM AREA | | YEAR GROUP 4 and 4 THEME The Living Planet |
|--|---|---|
| Personal, Social & Emotional Development |  Citizenship | Caring for animals and the world around us. |
| Physical Development |  PE | See PE plans from individual coaches. |
| Understanding The World |  Science | Take weather measurements and display in various forms (eg graphs and databases etc); compare classifications of common animals to zoo animals / prehistoric animals etc and explain why similarities might exist eg horns; understand how animals become endangered / extinct due to environmental change and how we can affect this for better and worse; investigate life cycles of various zoo animals such as insects, mammals, reptiles, fish, amphibians and birds; understand the life cycle of plants and humans; learn about the work of some famous naturalists; understand some of the natural forces that exist around us such as gravity and friction, how they affect us or can be used and study some of the scientists who discovered or studied them. |
| |  Geography/History | Place countries from maps on a globe and explain why animals which live there are adapted to the environment you would find there; accurately collect and measure rainfall, windspeed etc; identify environmental issues; understand where our water comes from and how the water cycle works; grid references of resources on a map - discussions of whether to take / use these or leave them because of environmental issues (individual liberty). |
| |  RE | Understand how some animals are sacred to certain religions; listen to and understand different creation stories, seeing connections and differences. |
| |  ICT | Databases of animals; computer factfiles of animals using copy, paste, spellchecks etc. |

| | | |
|--|--|--|
| <p>Exoressive Arts & Design</p> | <p> Art/DT</p> | <p>Complete and test wind-powered cars; Use painting and drawing skills to improve line-drawing, colouring, shading; choose appropriate materials for a representation of animals / plants; examine reflections and create mood boards for artwork. Look at the work of some famous wildlife artists for inspiration such as: David Shepherd, Arthur Harry Church; look at identification guides.</p> <div data-bbox="842 300 1162 451">  </div> |
| | <p> Music</p> | <p>Music performance work with Mrs Marvell-Stewart; songs for concert performance.</p> |
| | <p> French</p> | <p>Name the animals from the zoo in French; prepare a display / correspondence for our link school in Normandy.</p> |