

Term: Spring 2 Year Group 4

Learning Challenge Question: What came first the chicken on the egg?

WOW –

Week 1: Why are plants and animals different?

What can I remember, What do I want to find out?

SCIENCE LI: I know the life processes of living things.

SCIENCE LI: I know what makes plants and animals different. *Identifying and Classifying.*

Week 2: How can I keep a plant healthy?

SCIENCE LI: I know the different parts of a plant.

SCIENCE LI: I know what plants need to grow.

SCIENCE LI: I know how water is transported within a plant. *Observation over Time.*

SCIENCE LI: I can explain the life cycle of a plant.

Week 3: How do animals live?

SCIENCE LI: I can sort living things into different groups.

SCIENCE LI: I can use a classification key to group animals.

SCIENCE LI: I can create my own classification key.

SCIENCE LI: I know how changing environments can put animals in danger. *Pattern Seeking*

Weeks 4 and 5: What can I draw in our school grounds?

ART LI: I can find out about a famous sketch artist.

ART LI: I can create a picture showing elements of perspective.

ART LI: I can add more detail to my sketch – shading.

ART LI: I can practice using charcoal and chalk for shading.

ART LI: I can evaluate my artwork.

Week 6: What have I learned?

SCIENCE LI: I can reflect on what I have learned.

English Text: Earth Shattering Events: The science behind natural disasters

RE – Why is Jesus inspiring to some people?

MFL – Numbers to 31.

Driver: Science		
OT	PS	IC
<p>LKS2 Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants observations over time. Plants changing colour with dye. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>LKS2 Living Things and Their Habitats</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways vertebrate and invertebrate - pattern seeking. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment could make own classification key with characters they know. recognise that environments can change and that this can sometimes pose dangers to living things <p>LKS2</p> <ul style="list-style-type: none"> I can raise my own and other relevant questions about world around me. I can begin to make my own decisions about the most appropriate types of scientific enquiry. I can begin to make decisions about what/how long/how to observe change over time I can use criteria for grouping sorting and classifying. I can use secondary sources to help answer questions that can't be answered through practical investigations. <p>ART LKS2</p> <p>Observational Drawing:</p> <ul style="list-style-type: none"> I am increasingly aware of composition. I am increasingly aware of scale. I am increasingly aware of texture and tone. I can manipulate tools with Increasing accuracy. I can use sketches to create larger scale drawings. I can show elements of near and far – perspective. <p><u>Vocabulary</u></p> <p>LKS2</p> <p>Function, trunk, nutrients, transported, life cycle, pollination, seed formation, seed dispersal, living things, classification keys, local environment, wider environment</p>		

Homework: Create an animal.