

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

LKS2 Plants

- 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.

LKS2 Living Things and Their Habitats

- 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

LKS2

- 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.

ART LKS2

Observational Drawing:

- 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.

Vocabulary

LKS2

Function, trunk, nutrients, transported, life cycle, pollination, seed formation, seed dispersal, living things, classification keys, local environment, wider environment

Homework: Create an animal.