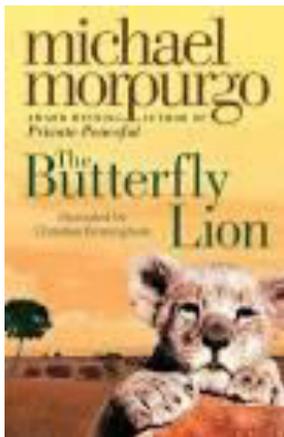


ENGLISH

Possible Narrative text to support narrative writing: The Butterfly Lion by Michael Morpurgo



Adventure Story and Persuasive writing

Suggested texts: letter/email to SeaWorld.
SAVE THE ORCAS. Show children the DVD;
Black Fish (Get parental consent)



Poetry: Ballad

MATH

Data handling, keys, pictograms, Venn diagrams, carol diagrams, bar charts.

Measurements
(SeaWorld tanks)

ARE ALL PREDATORS EVIL? (Y4)

POSSIBLE EDUCATIONAL VISITS: SeaWorld at Scarborough

SUBJECTS TAUGHT DISCRETELY: PE and French

SCIENCE

Animals including humans and All living things(Make the links between predators and prey – what are humans? What about animals in captivity? How many whales attack humans in the wild compared to captivity?)

Digestive system – what happens when humans (predators) eat prey?

GEOGRAPHY

Children will use geographical knowledge of the habitats of animals. They will need to identify countries where different animals come from and explain why these animals are happy in that environment (climate, habitat, etc) – Children will need to understand this to make the link between an animal in the wild and the cruel, poor conditions of captivity.

COMPUTING

Handling data – link to science (possibly extinct animals and endangered animals).

Using technology – link to blackfish and persuasive writing. Create podcast and blogs making people aware of the cruelty of captivity and the truth behind it.

RE

Why did Jesus tell us stories? – link to stories with relevance to 'evil' for example, Noah's ark, Moses, Caine and Able.

What is Judaism? – make and discuss the link of diet and killing animals, meat, etc.

ART

Drawing with pencil and charcoal – killer whales (contrast drawings of captivity and in the wild).

watercolours - observations, techniques and control of living things. Study famous artist that use watercolours to portray living things. (Claude Monet)

ARE ALL PREDATORS EVIL? (Y4)

GEOGRAPHY

- ✓ Can they find the same place on a globe and in an atlas?
- ✓ Can they find different views about an environmental issue? What is their view?
- ✓ Can they suggest different ways that a locality could be changed and improved?
- ✓ Can they make accurate measurement of distances within 100Km?
- ✓ Can they use maps and atlases appropriately by using contents and indexes?
- ✓ Can they confidently describe physical features in a locality?
- ✓ Can they explain how people are trying to manage their environment? (Link to endangered animals)

ARE ALL PREDATORS EVIL? (Y4)

SCIENCE INVESTIGATION

- ✓ Can they set up a simple fair test to make comparisons?
- ✓ Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated?
- ✓ Can they suggest improvements and predictions?
- ✓ Can they decide which information needs to be collected and decide which is the best way for collecting it?
- ✓ Can they use their findings to draw a simple conclusion?
- ✓ Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?
- ✓ Can they make accurate measurements using standard units?
- ✓ Can they explain their findings in different ways (display, presentation, writing)?
- ✓ Can they find any patterns in their evidence or measurements?
- ✓ Can they make a prediction based on something they have found out?
- ✓ Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?
- ✓ Can they plan and carry out an investigation by controlling variables fairly and accurately?
- ✓ Can they use test results to make further predictions and set up further comparative tests?
- ✓ Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?
- ✓ Can they report findings from investigations through written explanations and conclusions?
- ✓ Can they use a graph or diagram to answer scientific questions?

ARE ALL PREDATORS EVIL? (Y4)

SCIENCE – LIVING THINGS

- ✓ Can they identify and name the basic parts of the human digestive system?
- ✓ Can they describe the function of the organs of the human digestive system?
- ✓ Can they identify the simple function of different types of human teeth?
- ✓ Can they compare the teeth of herbivores and carnivores?
- ✓ Can they explain what a simple food chain shows?
- ✓ Can they use a classification key to group a variety of living things? (plants, vertebrates, invertebrates)
- ✓ Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)
- ✓ Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
- ✓ Do they recognise that environments can change and this can sometimes pose a danger to living things?
- ✓ Can they classify living things and non-living things by a number of characteristics that they have thought of?
- ✓ Can they explain how people, weather and the environment can affect living things?
- ✓ Can they explain how certain living things depend on one another to survive?
- ✓ Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?
- ✓ Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)

ARE ALL PREDATORS EVIL? (Y4)

ART

Pupils should be taught:

- ✓ To develop their techniques including the control and their use of materials with creativity and experimentation.
- ✓ To continue to use sketchbooks to record and review their observations.
- ✓ To improve their mastery of art and design techniques including drawing and painting with a range of materials.

Drawing – pencil, charcoal: (Killer Whales)

- ✓ Children are to develop their drawing skills charcoal, pencils and sketching.
- ✓ Choose the appropriate techniques i.e. line, shape, colour and space.
- ✓ Introduce the concept of negative space.
- ✓ Evaluate beginning to use artistic language.

Painting 1: watercolours - observations, techniques and control: (living things)

- ✓ Conduct an in-depth analysis of a watercolour painting.
- ✓ Comment on the form, line, technique and other observations.
- ✓ Form and discuss opinions.
- ✓ Begin to create a sketch book of what you have discovered.
- ✓ Evaluate beginning to use artistic language.

ARE ALL PREDATORS EVIL? (Y4)

COMPUTING

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, system and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information:

- ✓ Use technology to edit and organise, collaborate and share ideas to achieve an agreed document.
- ✓ Use online spaces to share and collaborate
- ✓ Select appropriate resources to present work
- ✓ Evaluate own work and modify accordingly
- ✓ Use appropriate tools to represent data
- ✓ Pose questions and collect specific data
- ✓ Plan and create a database.

Understand computer networks including internet; how they can provide multiple services such as the worldwide web; and the opportunities they offer communication and collaboration:

- ✓ Different storage areas for video, images, sound, text.
- ✓ Using links to the internet and network
- ✓ Begin to understand that information found online may not be accurate.
- ✓ Investigate a variety of sources for obtaining information and understand copyright.
- ✓ Use a folder structure on a range of storage.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact:

- ✓ Develop a secure password
- ✓ Keep personal information safe by hiding identity
- ✓ Understand the procedures for reporting online incidents, share rules with other.
- ✓ Understand how to protect against viruses.
- ✓ Know who can view online information

Use search technologies effectively, appreciate how results are ranked, and be discerning in evaluating digital content:

- ✓ Use a range of search techniques in order to acquire information.
- ✓ Evaluate results and information presented.

ARE ALL PREDATORS EVIL? (Y4)

RE

WHY DID JESUS TELL STORIES?

Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

- ✓ What can we learn from stories?
- ✓ Can we make a timeline of the life of Jesus?
- ✓ How do Christians use these stories to help them live their lives?
- ✓ What have I learned from these stories?
- ✓ Can they observe and understand examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities?
- ✓ Can they discuss and represent their own views on challenging questions about meaning, and purpose?
- ✓ Can they represent other's views on the same?
- ✓ Can they describe and understand links between stories they are investigating?
- ✓ Can they respond thoughtfully to a range of sources of wisdom and teachings?
- ✓ Can they explore and describe a range of beliefs, symbols and actions?
- ✓ Do they understand different ways of life and ways of expressing meaning?
- ✓ Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?
- ✓ Can they express their own ideas clearly in response?

ARE ALL PREDATORS EVIL? (Y4)

RE

WHAT IS JUDAISM?

- ✓ Can they describe different features of religions and worldviews?
- ✓ Can they make connections between different religions and world views?
- ✓ Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life?
- ✓ Can they reflect on their ideas?
- ✓ Can they observe and understand varied examples of religions and worldviews?
- ✓ Can they explain, with reasons, their meanings and significance to individuals and communities? Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?
- ✓ Can they represent other's views on the same?
- ✓ Can they describe and understand links between stories and other aspects of the communities they are investigating?
- ✓ Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities?
- ✓ Do they understand the challenges of commitment to a community of faith or belief?
- ✓ Do they respond thoughtfully to ideas about community, values and respect?
- ✓ Can they explore and describe a range of beliefs, symbols and actions?
- ✓ Do they understand different ways of life and ways of expressing meaning?
- ✓ Can they observe and consider different dimensions of religion?
- ✓ Can they explore and show understanding of similarities and differences between different religions and worldviews?

DISCRETE SUBJECT (Y4)

French

- ✓ Listen attentively to spoken language and show understanding by joining in and responding
- ✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- ✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures
- ✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- ✓ Present ideas and information orally to a range of audiences*
- ✓ Read carefully and show understanding of words, phrases and simple writing
- ✓ Appreciate stories, songs, poems and rhymes in the language
- ✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ✓ Describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- ✓ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

DISCRETE SUBJECT (Y4)

PE

Ball skills: Net games

(Volleyball cluster competition and cross country cluster competition Spring term)

- ✓ To maintain a game throwing / catching
- ✓ To vary direction speed of ball left or right court
- ✓ To anticipate
- ✓ To understand rules
- ✓ Can keep up continuous game (rally)
- ✓ Can use tactics (length, speed height) to send ball
- ✓ Can use tactics to defend own Court
- ✓ Can keep rules effectively and fairly.

Dance

- ✓ Devise, perform and repeat movement
- ✓ Explore and combine actions with others.
- ✓ Compare and improve
- ✓ Can structure and perform dances
- ✓ Can work with others to refine and practise.
- ✓ Can describe and make suggestions to improve dance

DISCRETE SUBJECT (Y4)

PE

Health & Fitness

- ✓ Know why warming up is important
- ✓ Recognise how playing affects their bodies
- ✓ Lead a simple stretching routine
- ✓ Know that playing games helps develop their fitness
- ✓ To know that fitness includes strength, stamina, suppleness and suppleness

Gymnastics

- ✓ Explore use of floor, mats and apparatus
- ✓ To use compositional devices when creating their sequences
- ✓ Perform actions, balances, body shapes and agilities with control
- ✓ Plan, perform and repeat longer sequences with clear shapes and changes of level and speed
- ✓ Suggest improvements to their own performances