**

Key Learning Overview;-

Science: the children will be learning all about the habitats of animals

Geography: the children will learn about the different types of settlement

**History:** the children will learn about the history of the Indus Valley

DT: children will be using their knowledge of structures to make flower pots and planters to add to the biodiversity of our environment.

Authentic Outcome: the children will decide a way that we can increase the biodiversity of our school environment and once completed send pictures and writing to a environmental organisation

**BRABIN’S ENDOWED PRIMARY SCHOOL**

Writing Opportunities- we will write: discussions that present both sides of a topic and present them in writing and verbally, and poems on a theme such as animals and our world.

**Class: Sycamore Year 3/4 Term: Spring 2 Cycle B Curriculum Unit – Animals and our world**

* How are animals / plants adapted or suited to live in our school grounds / local area?
* Why does it like it there?
* What does it eat?
* Does anything eat it?
* How many different living things are there in the world?
* What makes an animal an animal?
* Are they all the same?
* How are animals different?
* How many different animals are there?
* How do scientists group them/identify them?
* Why are some species under threat while others are not?
* What happens if we remove a species from the food chain?
* What threats are there to different habitats / ecosystems?
* How can humans help?
* Be Curious: develop a sense of responsibility for the environment.
* Be Knowledgeable: develop subject specific language around the science of animals.
* Be Adventurous: work practically to make planters.
* Be Ambitious: develop an open outlook for the world around us.
* Be Creative: develop creative thinking skills and question why
* Be Collaborative: respect the opinions of others
* Be Reflective: listen to and act on advice
* Be Positive: develop self-esteem

Class Novel, key texts and extracts-

Brer Rabbit folk tales and other stories, Peter and the Wolf, My Mother saw a dancing bear, as well as various discussion texts.

**Curriculum Shapers**

**Key Questions**

In KS1:

Pupils should be taught to: ​

* explore and compare the differences between things that are living, dead, and things that have never been alive (2-Living things and their Habitats)​
* identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  (2-Living things and their Habitats)​
* identify and name a variety of plants and animals in their habitats, including micro-habitats (2-Living things and their Habitats)​
* describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (2-Living things and their Habitats)

**Prior Knowledge**

**Key Skills Coverage - Science**

**Key Vocabulary**

**Key Scientific Skills**

Knowledge:

Pupils should be taught to: ​

* recognise that living things can be grouped in a variety of ways (4-Living things and their Habitats)​
* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (4-Living things and their Habitats)​
* recognise that environments can change and that this can sometimes pose dangers to living things (4-Living things and their Habitats)

Working Scientifically:

**Do:**

*Record:* Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Living things: local survey (Y4)

C**lassification:** the arrangement of animals and plants into groups based on their observed similarities.

**classification keys:** A set of questions that will help you classify an animal or plants.

**Environment:**  the surroundings or conditions in which a person, animal, or plant lives or operates.

**Habitat:** the natural home or environment of an animal, plant or other organism.

**human impact:** how humans effect the environment.

**positive:** showing progress or improvement

**negative:** not desirable or optimistic

**migrate:** move from one region or habitat to another according to the seasons.

**hibernate:** when an animal or plant spends the winter in a dormant state.

In KS1:

Design

• Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology

Make

• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

• Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria

Technical knowledge

• Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Cooking and nutrition

• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

**Prior Knowledge**

**Key Skills Coverage - DT**

**Key Vocabulary**

**Key Design Skills**

Shell structure-

3-D shape- a shape with 3 dimensions (height, width and length).

Net-

Cube- a symmetrical 3 D shape formed by 6 equal squares.

Cuboid- a 3D shape with 6 rectangular faces.

Prism- a 3D shape with two similar ends and sides that are parallelagrams.

Vertex- the angular point of a polygon

Length- the measurement of an object end to end.

Width- the measurement of an object side to side.

Scoring- cut or scratch a surface to mark a position.

Tabs- a small flap or strip of a material used to fasten or hold something in place.

Adhesives- a substance used for sticking objects together.

Joining- to connect two objects

Assemble- to gather parts together and fit them.

Accuracy- the degree to which the measurement or calculation is correct.

Material- the thing that something is made from.

Stiff- not easily bent or changing shape.

Strong- able to withstand force, pressure or wear.

Design:

* Plan a sequence of actions to make the product. Begin to use cross sectional diagrams
* Decide which idea to develop from designs

Making:

* Create a frame structure.
* Make it more stable by giving them a wide base. Strengthen frames with diagonal struts.
* Measure and mark square section, strip and dowel accurately to 1cm
* Use tools accurately.

Evaluating:

* Identify strengths and weakness of their design ideas/product.

Technical Knowledge:

* Use and understand key vocabulary to describe their structure.
* Investigate key individuals in Design Technology linked to the topic.