


## Year 4 - Spring Term 1: The Twelfth Night

English and Drama- Driver	Art	PE- Cognitive skills
I can sequence the basic plot of The Twelfth Night.	I can evaluate and review art created by Eileen Agar.	I can create dynamic balances and show a good level of co-ordination.
I can read and perform the playscript using intonation, volume and action to make the story come alive.	I can practise mixing colours to create a variety of shades and choose colours to represent mood.	PSHE
	I can design, create and evaluate my own surrealist portrait of a character from the Twelfth Night.	I know who should be treated with respect and should treat all including those in authority with respect.
		I know about the UN rights of the child and the responsibilities they have in their families.
I can write a newspaper report about the shipwreck in the play, using key features.		Computing
I can create a non-fiction lap book with facts about Italy.	History- Shakespeare	I can talk about how the internet works and can identify devices that can access the internet.
I can use my imagination and first-person narrative to write a diary entry from the point of view of Viola from The Twelfth Night.	I know who William Shakespeare was and can talk about his influence on local history.	I can identify features of a websites and know how to be safe using the internet, including knowing what is safe to share.
Maths	Geography	French
I can multiply and a 3 digit number by a 1 digit number using an efficient method.	I can locate Italy on a world and European map by using an atlas.	I know how to describe the features of a face, using colours, and sizes.
Use factor pairs and inverses when solving multiplication and division problems;	I can identify physical features, cities, landmarks and culture of Italy.	I am confident at counting to 30 and in tens up to 100, and I know the months of the year.
I can solve problems related to length and perimeter of shapes and objects.	I can compare and contrast Italy and the UK.	



# Year 4: Living things and their habitats

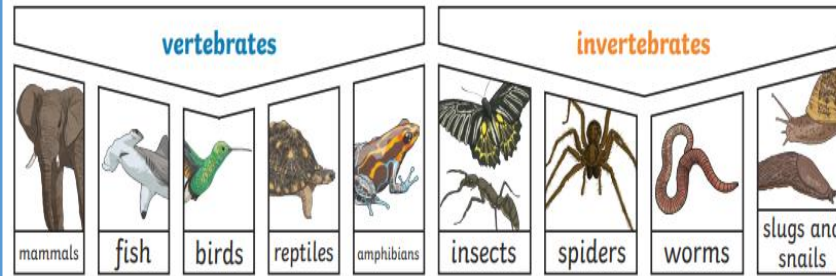
## Knowledge and Skills Mat

### Subject Specific Vocabulary

<b>food chain</b>	A food chain is a diagram that shows us how animals are linked by what they eat
<b>producers</b>	The term producers refers to vegetation which is the food of prey.
<b>prey</b>	The term prey refers to an animal that is sought, captured, and eaten by a predator.
<b>Predator</b>	An animal that hunts and eats other animals.
<b>vertebrates</b>	Animals which have a backbone
<b>invertebrates</b>	Animals which don't have a backbone
<b>habitat</b>	A place where a variety of animal species live.
<b>bird</b>	Warm-blooded vertebrates with feathers, pointed beaks and wings
<b>fish</b>	Cold-blooded (mainly) vertebrates that can only live in water.
<b>mammal</b>	A warm-blooded vertebrate that breaths air and grows hair.
<b>reptile</b>	Cold-blooded vertebrates.
<b>amphibian</b>	A cold-blooded vertebrate that can live in water and on land.
<b>environmental dangers:</b>	Anything within the habitat of a living organism that may cause harm or damage to it.

### Sticky Knowledge about Living things and their habitats

Animals can be grouped in lots of different ways based upon their **characteristics**.



Environments change all the time, e.g. leaves fall from the trees during Autumn. Sometimes the changes are not expected and have a drastic effect on the living things there.



forest fire



air pollution



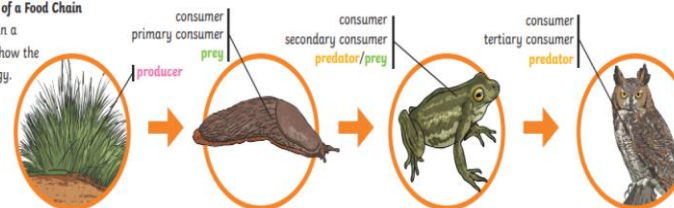
flooding



water pollution

**Food chains** are the connections between **producers**, **prey** and **predators**. All the living things in a food chain rely on each other. A food chain describes how different organisms eat each other, starting out with a plant and ending with an animal.

**An Example of a Food Chain**  
The arrows in a food chain show the flow of energy.



### Main scientific skill taught in this topic

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

### Objectives

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- construct and interpret a variety of food chains, identifying producers, predators and prey

### Our scientific question is:

Can I use the evidence I collected to identify an invertebrate?