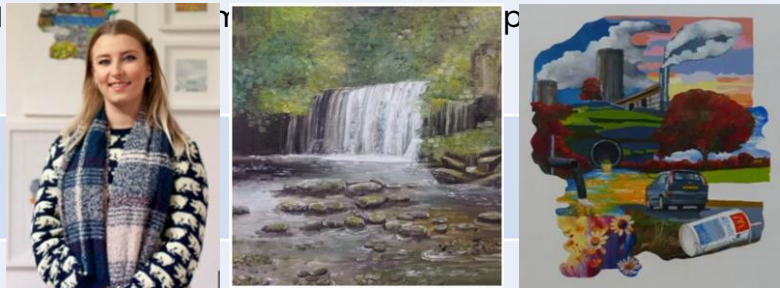


## Year 4 - Spring Term 2: Looking after Our World.

English	Art	PE- Cognitive skills
I can write a diary entry as a varmint.	I can evaluate and review art by Gemma Schiebe.	I can link actions and sequence movements that express my own ideas and compare my sequence with those of others.
I can compare and describe contrasting book.	I can practise sketching skills, focusing on lines to demonstrate tone and texture.	I can make up my own rules and versions of activities.
I can perform and write my own poem about wishes and aspirations.	I can create a group piece by collating sketches to make a collage.	PSHE
I can write a persuasive letter to either persuade the varmint to stay or to encourage him to go.		I can explore the choices I make in relation to my health and wellbeing.
I can develop my reading skills of understanding vocabulary, inferring, predicting, explaining, retrieving and summarising the text.		Computing
I can create a leaflet and poster to persuade people that orangutans should be saved		I can use 'logo' to program a screen turtle. I will create a program to write initials and draw shapes using the repeat function.
Maths	Geography	Music
I can recognise fractions and equivalent families.	I can locate the world's countries, using maps and globes.	I can practise playing the Chords – C major, F major, A minor and learn a strumming pattern on the Ukulele
I understand improper fractions and can convert these into mixed numbers and vice versa.	I can use a compass and make a simple map with a key.	French
I can add and subtract two or more fractions and fractions with mixed numbers.	I can identify the impact that humans have on the environment.	I can name a variety of animals in French.
	I can locate Borneo on a world map and learn facts about Borneo.	R.E.
		I will explore the question: Why do people think life is like a journey and what significant experiences mark

# Year 4: Living things and their habitats

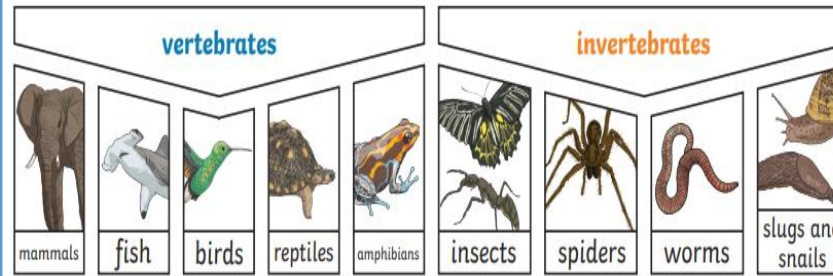
## Knowledge and Skills Mat

### 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



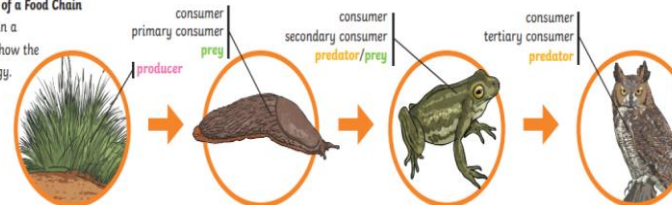
flooding



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?