

## Predators - Summer Term 2022



<p><b>Big Question</b>  <b>Summer 1</b> – What is a rainforest and how does it impact us from so far away?  <b>Summer 2</b> - What was life as a WW2 evacuee like?</p>	<p><b>Hook-</b> We are learning to write persuasively and will build up to writing to save the Amazon Rainforest from deforestation.</p>	<p><b>Meaningful Experiences</b> - This term we will work across the school to help Owls with their topic focussing on the Platinum Jubilee. The children will have an extra opportunity to work collaboratively and celebrate the occasion.</p>
<p><b>Links to our vision- ‘Caring for others and courageously striving for excellence’</b></p> <p>Our Geography objectives will look to help us better understand the effects of deforestation on our lives and will give us a better understanding of the importance of the Amazon rainforests on life across the world.</p>	<p><b>Links to learning behaviours</b>  <i>Aspiration-</i> Always challenging ourselves in every subject to be the best we can be.  <i>Curious-</i> To ask questions that steer us to new learning and knowledge.  <i>Community-Minded-</i> To understand how our actions impact on our lives and that of others.  <i>Determined-</i> To develop our skills of perseverance with our independent learning- never giving up if things get tough!  <i>Independent-</i> In particular, we will be focusing on communicating our learning in different ways depending on our audience.</p>	<p><b>Links to fundamental British values and celebrating diversity</b>  British Values underpin what we do. This term we will particularly link to Democracy and understanding our rights and responsibilities.</p>

### Phase 1

We are to be geologists and will learn about the Rainforests. We will locate them and learn about their features and impact across the world. We will understand the and discuss the impact of deforestation and try to persuade people to make changes!

As scientists we are exploring animals including humans with a particular focus on food groups, teeth, skeletons and muscles.

### Phase 2

As historians we will investigate the lives of children in WW2 that were evacuated. We will write as the children and understand why these children were evacuated.

*As this is currently a prominent topic in the news, we will try to keep their learning light hearted and will not place emphasis on current events although this is bound to prompt questions which we will discuss with those who would like to understand more.*

Summer 1			
Science	PSHE	Art	Geography
<p>As scientists in Summer 1 we will be exploring the topic '<b>Animals including Humans.</b>' We will be learning about:</p> <ul style="list-style-type: none"> <li>- The right types of food for our bodies and how this varies across animals.</li> <li>- Food chains, which animals go where and why including which animals are herbivores, carnivores and omnivores.</li> <li>- The role our teeth have within the digestive systems and how the teeth of animals vary depending on what they eat.</li> <li>- The digestive system and how it works.</li> <li>- Our skeletons and that of different animals including vertebrates, invertebrates.</li> <li>- Our muscles, how they work and how they help us.</li> </ul>	<p>As responsible citizens in Summer 1 we will continue with the topic, '<b>Being my best.</b> We will be learning about:</p> <ul style="list-style-type: none"> <li>- <i>How infectious illnesses are spread from one person to another</i></li> <li>- <i>How to have a healthy debate, recognise different viewpoints while also expressing our own views based on research.</i></li> <li>- <i>Identify our own achievements and understand why some people are portrayed in different ways.</i></li> <li>- <i>Understand how our body sends and receives messages</i></li> <li>- <i>Recognise our own skills and talents</i></li> <li>- <i>Understand how people have different skills and talents.</i></li> </ul>	<p>As artists in Summer 1 we will be exploring '<b>3D construction</b>' We will be learning:</p> <ul style="list-style-type: none"> <li>- How to design and create a 3D construction using papier mache.</li> <li>- Look at the work of George Blackall Simonds and the Forbury Lion.</li> </ul>	<p>As Geologists in Spring 1 we will be exploring the topic '<b>Rainforests</b>' We will be learning about:</p> <ul style="list-style-type: none"> <li>- Where rainforests are located across the globe and what the features of a rainforest are</li> <li>- We will complete an extended write about the key characteristics of The Congo</li> <li>- What is the impact of deforestation</li> <li>- How is the Amazon rainforest important to the rest of the world?</li> </ul>
R.E.	Computing	Music	

<p>As theologians in Summer 1 we will be exploring the ‘</p> <p>We will be exploring</p> <ul style="list-style-type: none"> <li>- What different religious texts teach about life and how they influence people differently</li> <li>- Why key religious figures are inspirational for religious believers.</li> <li>- How people’s religious beliefs act as a guide through life</li> <li>- Ways people worship and the difference it makes in their lives</li> <li>-</li> </ul>	<p>As digital citizens in Summer 1 we will be exploring the topic ‘<b>Email</b>’</p> <p><b>We will understand</b></p> <ul style="list-style-type: none"> <li>- What to do and who to tell if we receive an email that scares or upsets us.</li> <li>- Understand what an email is</li> <li>- To think about different methods of communications</li> <li>- To open and respond to an email using an address book.</li> <li>- To learn how to use email safely.</li> <li>- To add an attachment to an email.</li> </ul>	<p>As musicians in Summer 1 we will be developing our knowledge and understanding of “Lean on me’ and similar songs</p> <ul style="list-style-type: none"> <li>- We will complete our performance of ‘Saturday Night at the Movies’</li> <li>- Listen and Appraise different pieces of music from same genre</li> <li>-The children will learn and build on their knowledge and understanding about the interrelated dimensions of music</li> <li>- perform and share your learning as you progress through the Unit of Work</li> </ul>	
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Summer 2			
Science	History	DT	Music
<p>As scientists in Summer 2 we will be exploring the topic ‘<b>Plants.</b>’</p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>- To identify and describe the functions of different parts of flowering plants</li> <li>- Explore and describe the requirements of plants for life to grow</li> <li>- Investigate the way in which water is transported within a flower</li> <li>- Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>As historians in Summer 2 we will be exploring ‘<b>WW2: Evacuation and the home front</b>’</p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>- Key information about WW2. How and when it started and ended.</li> <li>- What is an evacuee and who did it impact?</li> <li>- Where did children get evacuated to?</li> <li>- How did children get evacuated?</li> <li>- What is the Home front?</li> </ul>	<p>As engineers in Spring 2 we will be exploring ‘<b>Making a monster</b>’</p> <p>We will be learning:</p> <p>Children can draw an accurate picture of a predator of their choice that will be used in their final product.</p> <p>Children will provide feedback to a partner on how it can be improved</p> <p>Children will write an evaluation on their product thinking about what may or may not work as a 3D working model.</p>	<p>As musicians in Summer 2 we will be looking at ‘<b>Reflect, replay, rewind</b>’</p>

		<p>Children analyse their drawings. How might it be improved? Which bits will move and how.</p> <p>Children will mold their model and paper mache these.</p> <p>Ensure that all parts are moving and then decorate.</p>	
<b>PSHE</b>	<b>Computing</b>	<b>R.E.</b>	
<p>As responsible citizens in Summer 2 we will continue with the topic, <b><i>'Growing and changing'</i></b>. We will be learning about:</p> <ul style="list-style-type: none"> <li>- Different types of relationships and what makes a positive relationship</li> <li>- Understand personal space and how to maintain appropriate personal space in order to keep ourselves safe.</li> <li>- Understand the difference between a safe and an unsafe secret as well as identify the people to approach if a secret is making you uncomfortable.</li> <li>- Recognise that babies are made when an egg meets sperm</li> <li>- Understand that periods are a normal and healthy part of puberty for girls.</li> <li>- How to make a call for help in an emergency situation</li> <li>- Understand the concept of basic first aid for common injuries.</li> </ul> <p><b>Year 4 only will also cover</b></p> <ul style="list-style-type: none"> <li>- How puberty can impact our emotions</li> </ul>	<p>As digital citizens in Summer 2 we will be exploring the topic '<b>Computing</b>'</p> <p>We will be learning:</p> <ul style="list-style-type: none"> <li>- • To sort objects using just 'yes' or 'no' questions.</li> <li>- To complete a branching database using 2Question.</li> <li>- To create a branching database of the children's choice.</li> </ul>	<p>As theologians in Summer 2 we will be exploring the Christianity unit "</p> <p>-</p>	

<ul style="list-style-type: none"><li>- Understand why puberty happens and recognise the names for body parts.</li><li>- Identify ways to cope with changes within our bodies</li><li>- Understand that marriage includes that of same sex couples.</li><li>- Discuss the reasons people would like to get married, live together or have a civil ceremony.</li></ul> <p><i>We understand that some of these conversations may be daunting. Further information will follow as well as ways in which you may choose to approach the conversations prior to their classroom lessons.</i></p>			
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