

Summer Year 4 – Exploring Habitats

Herne Junior School
2021-2022

Description/Theme Intent:

Children will take an exciting journey of discovery into a contrasting region in the world, focusing on geographical features and climate, inspiring a curiosity and fascination about the world. It will equip them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical processes. The children will explore the world of living things and their habitats through Science, as well as using quality texts to support their learning in both reading and writing. DT and Art will also focus on habitats in order to enhance this theme.

Curriculum Hook:

There has been an exciting sighting on the school field. A strange creature was spotted, larger than a dog, definitely hairy and it looked like it had some form of antlers. The children explore the different creatures that it could possibly be leading them onto researching the animal and its geographical location and climate. In science, the children explore the school grounds trying to identify different habitats.

Quality Text / Whole Class Reader:

- WCR – The Last Bear – Hannah Gold
- In English the children will use a National Trust text, 'How to Help a Hedgehog and Protect a Polar Bear', to support their writing.



Links to being a British and Global Citizen:

Taking care of our environment and appreciating all living things which survive there including the plants and animals.

Links to SMSC, RRR and HARMONY:

The children work together to research and investigate various aspects of the theme. Cultural (SMSC) – studying cultures and comparing and contrasting them with the children's own cultural background.

Life Long Learning Skills (Problem Solving, Creativity, Resilience, Independence and Collaboration):

The children will use their problem solving skills to investigate an animal and the region it comes from.

Outcome/Impact:

Children will create their own habitat/minibeasts bookmark. They will present their geographical findings in a topic book, which they will share with their peers in a showcase. Minibeasts sculptures will be displayed around the school grounds for all to enjoy.

As readers, writers and performers, we will:

- perform poems that we have written, which will be based on different famous poetry styles.
- write explanations on how to build a bug catching machine.
- write a newspaper report based on how to help and protect animals.
- write persuasive letters to our head teacher on saving our school grounds.

As mathematicians, we will:

- continue our studies in geometry (focusing on properties of shape), including: comparing and ordering angles; identifying acute and obtuse angles; compare and classify geometric shapes; and lines of symmetry.
- further our studies in geometry (focusing on position and direction), including co-ordinates and translations.

As scientists, we will:

- become scientific investigators to explore living creatures in their natural habitats.
- explore the effects of humans on the environment. We will use this knowledge to compare and contrast animal skeletons with the human anatomy.

As geographers, we will:

- research different environments/habitats from around the world and compare and contrast them according to their locations.
- look at different biomes, specifically in Norway and how animals and plants live and survive there.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Celebrating our community

Children will learn about the local naturalist Gilbert White and visit Selborne, the Gilbert White Museum. They will also consider ways to improve our outdoor environment and discuss possible ways to achieve these aims.