

Spring Year 4 – European Explorers

Herne Junior School

Description/Theme Intent:

Children will become European Explorers, taking 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.

Curriculum Hook:

Can you uncover the SECRET COUNTRY being represented by such a vast array of animals? Children will put their geographical knowledge to the test, making predictions and using clues to uncover a secret location. Looking at biomes, habitats and adaptations, where in the world did all these animals come from?

Quality Text / Whole Class Reader:

- WCR – The Magician's Nephew (cont.) C.S Lewis
- The Lion, The Witch And The Wardrobe- C.S Lewis

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.

As readers, writers and performers, we will:

- perform poems that we have written, which will be based on different famous poetry styles.
- write a non-chronological report about our imaginary world's creature including topical vocabulary, information about its habitat and the adaptations the creature has made to its environment.

As mathematicians, we will:

- develop a further understanding of fractions, including recognise and show families of equivalent fractions; count up & down in hundredths; solve increasingly hard problems using fractions to divide quantities and add fractions with the same denominator.

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 consider ways to improve our outdoor environment and discuss possible ways to achieve these aims with a visit from PeCAN (Petersfield Climate Action Network) volunteers.