Year 4- Splash! (Autumn 1)

Science	Geography	Computing
(Habitats and Animals including humans)	**(Oceans and seas)**	**(Multimedia presentation)**
Linked to animals under the sea and then compare to land animals e.g. woodlouse investigation. **To know how to complete a scientific investigation.** Carry out a scientific investigation compare creatures/plants found in two different habitats e.g. school grounds, canal. **To know how gather, record and present findings from an investigation.** Record and present findings from investigation. **To know that living things can be grouped in a variety of ways.** Group living things and justify their decisions. **To know that classification keys help to group, identify and name a variety of living things in their local and wider environment.** Use keys to classify living things. **To know that only one variable can be changed at a time to complete a fair test** Compare favoured habitats of woodlice – investigation. **To know how to gather, record and present findings from an investigation.** Make observations and draw conclusions – conclude investigation. **Identify positive and negative influences on the environment.** e.g. pollution and nature reserves. - Use food chains and food webs	**Define and identify oceans and seas** Discuss seas and oceans and ask pupils for an initial definition, can they see any differences in seas and oceans on a map? Show key seas and oceans in relations to major continents/ countries and ask pupils to complete a blank map, charting the locations of the seas oceans etc.. **Investigate the characteristics of each of the 5 oceans.** Pupils to investigate and create fact files of 5 major oceans in terms of temperature, size depth etc. and explore location on the globe in relation to the equator and poles as a reason for differences in temperature etc. **Investigate the uses of oceans and seas, such as for food, fuel, transport, tourism, minerals, mining and producing oxygen.** Pupils to create a list in groups first on of the uses of the oceans and seas, as the lesson progresses they will add new uses to it in a different colour to see just how many more uses there are compared to what they initially think. Pupils to choose a particular use of the seas and oceans and create a poster showing the pros and cons of this particular use. **Identify damage to oceans and seas.** Pupils to explore the harmful ways oceans are used by humans in terms of pollution Etc. pupils will then create a short 'newsround' style report to be filmed on iPad to detail the effects etc.	**Research multimedia presentations** Pupils to be shown a few examples of multimedia presentations on netbooks, they have to explore and evaluate them, testing links and quality of info etc. and use this to plan their own on animals and their habitats. **Research animals and habitats.** Pupils to use their plans to identify what animals and habitats they will be using. They will then research these animals using info sheets, books and netbooks and recording relevant information. **Create.** Pupils will create multimedia presentations using plans with links from animals to their habitats and back again, pupils will peer assess throughout the process to look for any improvements as they are working etc. **Evaluate.** Pupils will evaluate another child/groups multimedia presentation and look at their plan to see if it was followed. They will then suggest future improvements that could be made.

Music	Art (Collaging using light and shade.)
• **Composing musical sea poems.** Pupils to plan a poem about the sea or about someone who is at/stuck in the sea and make it as interesting as possible using emotive language etc. • **Investigate the sounds different instruments make.** Using musical instruments, try and create different sounds and then identify an event/situation/feeling that could be linked to that sound using mental images. E.g. waves crashing. • **Composing, preparing and performing a musical sea poem.** Pupils to perform their poems using the sounds that they have identified to add atmosphere etc. to their performance, film using ipads.	Seascape collage: • **Investigate** Look at different seascapes and how they have created different effects using collage e.g. different torn paper, textures, materials used. • **Plan** Decide on what their seascape will look like and how it will be created • **Create** Use different materials to create seascape.