

Year 4- Saving Planet Earth



Term:	Summer 1
Concepts:	Phenomenon/Nature
Subject focus:	Science and Art
Non-Fiction:	Discussion
Fiction:	Narrative including speech

Concepts	
Science	Art
Phenomenon/Nature	Inspiration/Creativity/Critique
<p>Through this topic, children learn about the importance of the earth and its uniqueness. They explore what climate change is and the impact it is having on the earth, including rising sea levels and different weather patterns. In this unit, children will also learn about deforestation, which will be an introduction into further learning in their next topic.</p> <p>Children learn what they can do in their every day lives to help stop climate change through things such as: recycling, reducing their own carbon footprint and reusing items where possible. They are made aware of what will happen if these changes do not happen, and finally begin to think about what more can be done to ensure the future of the earth is protected.</p> <p>Once this topic is completed, children will be more aware of what is happening in the world around them. They will learn about the impact that they have on the planet and what responsibilities they have. This helps them become more involved in what they are learning, giving them an understanding of being a global citizen as well as inspiring them to have a personal interest. This topic also prepares them for the learning that will take place in their next topic, <i>Amazonia</i>, where they will learn about the native tribes and the effects that deforestation is having on their communities</p> <p>In Year , children learnt about natural disasters. In this topic, children will have the opportunity to consider how humans impact particular disasters, such as flooding and drought being an effect of climate change. The children will have knowledge of different climates around the world, having learnt about countries in the continents of Europe, Asia, Africa, the polar regions and South America. All of this knowledge will support their learning in this topic and will build upon their knowledge of the world.</p> <p>In Art, children will study the work of Michelle Reader, an artist whose work is heavily influenced by environmental issues. Inspired by her work, and using their knowledge of recyclable materials, the children will create a sculpture, drawing awareness to the same issues.</p>	

Science

National Curriculum

Science

- I can explain that environment can change and that this sometimes means that living things are put in danger
- I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- I can identify differences and similarities or changes related to scientific idea and processes
- I can use scientific evidence to answer question or to support my findings

Art

- I can use a sketch book for collecting ideas and developing a plan for a completed piece of artwork
- I can use skills I have been taught to adapt and improve my work
- I can say how I would improve my work using technical terms and giving reasons
- I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied
- I can draw familiar objects with correct proportions
- I can create different affects by using a variety of tools and techniques
- I can plan my sculpture using drawings or other preparatory work
- I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt

Computing

- I can use more complicated input devices (Children could upload photos from a camera, after visiting recycling centre)
- I understand that some computers on a network serve particular functions, such as controlling printers or sharing files (children could save photos on a central server for other classes to access)
- I can use different software programs and different types of hardware (Use of camera)

Year 4

Science

Saving Planet Earth

Foundation subject Knowledge and skills

What are the main concepts?

- Know what makes our planet unique to the other planets in the solar system
- Know some of the physical features of our planet
- Know that nearly three quarters of the earth is covered by water
- Know that the earth is about four and a half billion years old
- Know that the earth is the only planet in the solar system with a lot of water and oxygen to support life
- Know the basic needs we have to stay alive (oxygen, food, water, warmth, shelter)
- Understand what a climate is and that there are different types of climates around the world
- Know how a climate can change and some of the things which effect it e.g. harmful gases and their sources
- Know that global warming is not good for the earth; it means that the polar caps are melting and this could cause floods around the world
- Know that rising sea levels effect animals, their habitats and the places they breed and nest e.g. turtles
- Know what deforestation is and why it is happening
- Know how deforestation contributes towards climate change

How can we inquire into this concept?	<ul style="list-style-type: none"> • Understands the different ways in which materials can be recycled • Visit a recycling centre to find out how materials are sorted and those which can and cannot be recycled • Know what happens to materials that cannot be recycled • Understand what landfills are and ask questions about their use; consider the pros and cons of this way of disposing rubbish • Consider ways of reusing or reducing the amount of waste which cannot be recycled
How does this science effect the world today?	<ul style="list-style-type: none"> • Know the effects of climate change on the planet. Know how this is having an impact on wildlife (plants and animals) as well as the effect it is having on humans • Know the effect of deforestation on the planet • Understand that deforestation destroys the habitats of many animals and ecosystems • Understand that deforestation effects the amount of carbon dioxide and oxygen in the atmosphere • Know some of the reasons for deforestation, including farming • Consider why more people are choosing not to eat meat and the arguments for this • Understand the effect of plastic pollution on the oceans and seas of the world and the wildlife which live in them • Understand what can be done to reduce plastic pollution in the oceans • Know the effects of global warming and rising temperatures of the water on the earth • Known that rising temperature of the oceans effects the wildlife in the water and their migration and breeding • Know that higher temperatures mean that the polar caps are not solid ice for as long as they have been in the past, and the effect which this is having on the rest of the world • Have and understanding of some of the ways people are trying to prevent further damage happening to the planet • Know what changes can be made immediately to help
How can we apply what we know to the future?	<ul style="list-style-type: none"> • Have an understanding of the predicted consequences if climate change is not addressed • Know that the damage done so far cannot be undone but we can prevent more harm happening to the planet in the future • Know ways in which we can help to sustain the planet's natural resources and stop climate change • Have an understanding of longer term projects to help reduce climate change • Know ways which they can help to prevent further change including, reduce, reuse, recycle, use cars less, use less electricity, eat less meat and dairy, plant trees, use less water and sharing awareness of the issues • Know that groups of people, including young people, all over the world are very unhappy about the changes in our climate, and know some of the actions they have taken

Art

Year 4

Art: Sculpture

Year 4	<ul style="list-style-type: none"> • Explore the work of Michelle Reader • Understand the motivation behind her work and the resources she uses to create her sculptures. 'My sculptures draw attention to environmental issues in an aesthetic, humorous and non-confrontational way.' • Explore her wildlife collection in more detail, discussing the materials used and make sketches from pictures, labelling some of the materials used • Focus on 'Bellyful of Plastic' sculpture and children design a sea creature sculpture to be made from recycled materials
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- Consider ways of layering materials to create a scaled effect
- Use a range of recyclable materials to create a sculpture
- Explore and evaluate end piece

Writing Outcomes

Non-Fiction

Balanced argument: Should we stop using plastic?

Fiction

Text: The Promise
Write a narrative in a dystopia/utopia