



# Falconhurst School

Spring 1 and 2

Year Group: Four

Pathway: Can I sail the Seven  
Seas?



We would love to show off our art and sewing skills by inviting you to our Underwater Gallery later on in the term. Date to be confirmed.

Grab your wetsuit! We're going on a deep sea adventure. This half term, we are learning about our oceans and seas to gain an insight into the underwater world. We'll look at different aquatic artworks to inspire our own pieces - through printing and textiles. Using maps, globes and atlases, we'll identify the world's oceans and seas and then we'll also find different ways of grouping living things that inhabit them. Furthermore, after locating the Great Barrier Reef on a map, we'll learn about the risks it faces through human activity. In our English lessons, we will be looking at the book, 'Oliver and the Seawigs' by Philip Reeve and Sarah McIntyre to help inspire a range of writing styles and genres.

Let's deep dive into the Spring Term!

Our Drivers for Learning and Success are:

### Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Learn about the work of conservationists who are trying to protect our marine environment.

### Knowledge of the World

To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Know that there is life beyond what we can see on dry land and what we can do to protect it.

### Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

Recognise that our choices impact others and our environment.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary		Home Links
As <b>Scientists</b> we will... 	<ul style="list-style-type: none"> <li>Understand that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in our environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	In Year 2, children will have previously grouped things into whether they are living, dead or never been alive. They will also have identified and named a variety of plants and animals in their habitats	<ul style="list-style-type: none"> <li>Population</li> <li>Development</li> <li>Litter</li> <li>Deforestation</li> <li><b>Vertebrates</b>- amphibians, reptiles, birds, mammals, fish</li> </ul>	<ul style="list-style-type: none"> <li><b>Invertebrates</b>- snails, slugs, worms, spiders, insects</li> <li><b>Plants</b> - flowering, nonflowering</li> </ul>	<a href="https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx">https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx</a>
As <b>Geographers</b> we will 	<ul style="list-style-type: none"> <li>Use a variety of maps to identify the world's oceans and seas and discuss their features.</li> <li>Discover the different layers of the ocean.</li> <li>Draw sketch maps using standardised symbols and a key.</li> <li>Describe how physical activity has impacted the physical and human characteristics of the Great Barrier Reef.</li> </ul>	In KS1, children will have already named the world's five oceans and used vocabulary related to the physical features of the sea. They will have also begun to draw maps using simple symbols in a key.	<ul style="list-style-type: none"> <li>Marine</li> <li>Pollution</li> <li>The sunlight zone</li> <li>The twilight zone</li> <li>The midnight zone</li> </ul>	<ul style="list-style-type: none"> <li>The abyss</li> <li>The trenches</li> <li>Coral</li> <li>Diversity</li> <li>Reef</li> </ul>	Why don't you watch one of David Attenborough's amazing documentaries based in the seas and oceans - Blue Planet is available on Netflix and BBC Iplayer.
As <b>Artists</b> we will 	<ul style="list-style-type: none"> <li>Look at a range of seascape paintings and drawings, talking about the various ways in which artists have represented the sea.</li> <li>Create a class seascape by using lino-printing</li> </ul>	In KS1, children will have used objects to create prints of repeating and overlapping shapes.	<ul style="list-style-type: none"> <li>Pattern</li> <li>Layer</li> <li>Print</li> </ul>		Can you create your own water inspired piece of art?
As <b>Musicians</b> we will: 	<ul style="list-style-type: none"> <li>Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>	Children will have already identified the beat of a tune and recognised changes in timbre, dynamics and pitch.	<ul style="list-style-type: none"> <li>Performance</li> <li>Stimuli</li> <li>Soundscape</li> <li>Genre</li> <li>Listening</li> <li>Pitch</li> </ul>	Melody Instrumentation Composition Timbre Evaluate describe	
As <b>Design Technologists</b> we will: 	<ul style="list-style-type: none"> <li>Develop our sewing skills by creating stuffed felt sea creatures.</li> </ul>	In KS1, children have developed, made and evaluated their own textile products.	<ul style="list-style-type: none"> <li>Running stitch</li> <li>Seam allowance</li> <li>Textiles</li> </ul>		Do you have someone in the family who is a keen seamstress who can demonstrate different types of stitch?