

Year 4 Spring 1 On the Savannah



Curriculum
Driver:
Science

Create Explore Discover

Year 4

Spring 1 – On the Savannah



Key Curriculum Driver: Science

Other Curriculum Areas: Geography and Art

Rationale: At the Savannah will allow children the opportunity to explore food webs in greater detail and explore the ideas of prey and predator in the natural world.

By the end of this topic, most children will have:

The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.

- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

Children's knowledge will be shown by:

Extended Writing:

Factual writing based on animals- prey and predators

Discussion texts linked to topic. (Pros/cons of captivity? Trophy hunting?)

Purposeful Outcome – Children create a presentation about conservation of a specific species. Which would you conserve?



Create Explore Discover

Subject	Milestone
Science	<ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats. • Identify how animals and plants are suited to and adapt to their environment in different ways. • Ask relevant questions.
Geography	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

Topic Overview

Hook

Cinema morning of Lion King followed by carousel of group activities of discussion points.

Title: On the Savannah Curriculum Driver: Science

Topic Outcome

Children create a presentation about conservation of a specific species. Which would you conserve?

Science Coverage (Main Focus)

List activities

Lesson 1: Hook morning

Lesson 2: Geographical position of the savannah- equator, tropics and terrain. Make 3D map to show terrain.

Lesson 3: The big 5 animals of the Savannah- Concentrating on lions. Fact finding with Chromebooks about different animals of the Savannah.

Lesson 4: Oil pastels of African sunset with silhouettes.

Lesson 5: Why were the animals in the Savannah starving? (Circle time discussion) Animals need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.

Link to food chains, ch to create their own food chains, labelling producers, predators and prey.

Lesson 6: Share video/picture of contrasting zoos and contrasting natural savannah. Create pros and cons list about zoos vs captivity.

Lesson 7+8: Ch hold class debate. Should animals be kept in captivity? Using pros and cons from yesterday. Write debate- newspaper

Lesson 9: Look at classification and discuss why the alpha-predator is at the top of the food chain. What features do they have that puts them at the top? Cut and stick.

Lesson 10+11: How have animals adapted to survive in the natural world? Look at adaptation and also extinction (what do these mean?). How do both predators & prey adapt to allow them to survive? Look at factors affecting their survival such as camouflage, availability of food and habitats. Consider how plants have to adapt too.

Lesson 12: Look at the impact of humans on the environment and how this affects both their habitats and the climate. What can we do to help and stop this from happening? Charities. Leaflet or poster.

Powerpoint Presentation about which animal you would conserve and why.

Free Writing Stimulus

What would you do? Consider the pros and cons of animals in captivity. Can they write a convincing argument, to persuade the class that their animal should be saved? They can choose the way to present their writing eg as an advert (TV/ radio script, information leaflet etc)

Extended Writing Genres and Activities

Produce a newspaper / newsletter / leaflet to present findings.

News report / radio report to practise oracy skills.

Trips and Experiences

Lion King movie- watch clips & look at stills.

Watch video clips showing the savannah.

Other subject Coverage

Geography: Where in the world is Africa? Can they locate the savannah? And what is it? Look at maps , atlases and Google earth to locate. Consider geographical features such as the Equator Line- where are they? How might this affect those living there (humans, animals & plants)?

Linked Texts:

Michael Morpurgo- Butterfly Lion (class reader)

Alexander McCall Smith-The Akimbo Adventures

Paul Geraghty- The Hunter

Clive Gifford- Africa : Everything You Ever Wanted to Know

