

Useful Websites

<http://animals.nationalgeographic.com/animals/bugs/>
<http://www.bbc.co.uk/education/topics/zp77hyc/resources/1>

Year 3 and 4 Summer Term

Are Bugs Important?

Subject Focus – Science

Focus Core Skill – Thinking Skills.

Using our locality

- The Wetlands in Seaton
- Bug Hotel in the school field
- Visit to a local woodland.

Literacy: Class 3 (morning) To begin the term, the children will be investigating 'The Wreck of the Zanzibar' by Michael Morpurgo. During the term the children will answer comprehension questions and will be examining the use of language and how he has used language for effect. Following on, the children will be looking at the book 'The Beasties.' This topic will allow the children to extend their range of sentences with more than one clause by using a wider range of conjunctions.

GEOGRAPHY: The children will be investigating the different journeys bugs take and where they originated from. They will investigate and compare bugs from around the world and contrast their differences.

MUSIC: The children will be learning a variety of different songs relating to bugs, plants and the life cycle. They will also have an opportunity to create a 'bug sound track'

MATHS: In Maths, the children will be continuing to build upon their knowledge of place value; reading, writing and ordering numbers and using this knowledge to improve mental calculation strategies. They will also work towards securing different efficient written methods for solving the four operations, especially multiplication and division. Finally, they will apply their knowledge to problem solving in a range of different contexts.

Link to Core Values

- **Respect** - The importance of taking care of living things.
- **Courage** - Relates to Flik's mission to go and seek help. For ants to go into unknown territory on their own was very frightening for them.
- **Wisdom** – How do ants organise themselves, work as a team and in consequence ensure that every member of the colony is cared for?
- **Responsibility** - As global citizens, care for each other and other things in our shared world.

Key Learning Outcome:

The children will have created a 'bug hotel' and a non-fiction book about the importance of bugs.

SCIENCE: By the end of this unit in Science, the children will be able to identify and describe the functions of different parts of flowering plants. They will have an opportunity to explore the requirements of plants for life and growth and how they vary from plant to plant, and investigate the way in which water is transported within plants.

The children will begin to group living things in a variety of different ways, using classification keys to help. They will have the opportunity to identify that environments can change and this can sometimes pose dangers to living things.

Within the school grounds the children will be using their 'bug hotel' to identify and accurately survey the variety of different living things found using this hotel.

PE: With Mr Bailey, the children will be developing their skills in invasion, as well as net and wall games. This will improve their techniques to attack and defend.

ART: This term the children will be creating their own bugs in habitats through different art mediums including; sketching, painting, water colour, pastels and collage. They will investigate different plants and accurately sketch the leaf of a plant with the correct definition.

RELIGIOUS EDUCATION: The children will be looking at 'The people of God.' They will be able to; make clear links between the story of Noah and the idea of covenant, make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony, make links between the story of Noah and how we live in school and the wider world.

ICT: Computers will be used to enable children to create fact files on a bug of their choice. They will collate their fact files and create a whole class non-fiction bug book.

D&T: The children will be designing and creating a 'BUG HOTEL' in conjunction with their investigation on habitats.