

## Year 4: Life Down Under



## Essential Learning

By the end of this term, you will have learned...

- all about Australia and its geographical features and tourist attractions
- how to write your own entry for a tourist guide
- how living things can be grouped in a variety of ways
- about the native creatures of Australia and their habitats
- how to classify living things using keys
- look at the introduction of the Cane Toad impacted Australia's ecosystem
- how to write your own information text
- about Aboriginal culture including traditional stories and their Art
- how to create your own Aboriginal Art and to create a story to accompany it

### Hook Day

Board a plane to Australia.

Children to try some of Australia's favourite food.

Research famous Aboriginal Australians, and learn about Aboriginal Culture.

Special visitor to talk about growing up in Australia.



### Block 1

Make contact with pen pals.

Using various maps, locate Australia and explore its geographical features and tourist attractions.

Write a text persuading someone to visit a certain region in Australia.



### Block 2

- Look at how living things can be classified.
- Learn about creatures native to Australia, and why they are suited to their habitats.
- Create fact file cards about the animals we have researched.
- Consider the impact of humans on habitats, including the impact of the Cane toad.
- Write explanation texts about how animals are suited to their environment and the impact of environmental issues.



### Block 3

- Read stories from Aboriginal culture and create own illustrations to illustrate own story.
- Write story to go with Aboriginal Art.

## Year 4: Life Down Under / National Curriculum Links

<p><b>Science - Habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise 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 their local and wider environment.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>• Making systematic and careful observations.</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys and tables.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries using maps: focus on Australia.</li> <li>• Investigate environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Describe and understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
<p><b>Art – Aboriginal Art</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing and painting with a range of materials.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Key vocabulary:</b>  <b>Science</b> – habitats, suited, adapted, mammal, reptile, climate, key.  <b>Geography</b> – xxxxx            Art- xxxx</p>
<p><b>Writing genres</b></p>	<p><b>Key texts</b></p>

