

Title Fantastic Beasts	Project overview The aim of this project is for children to develop an awareness of the importance of grouping living things.	Hook Minibeast Hunt outside in the forest and playground.	Text(s) Guided reading text: How to train your dragon Various non-fiction texts on insects and plant life.	Maths overview Data Handling Times Tables
Year group 4				
Driving question What does a 'beast' mean to you?	Key Vocabulary Keys Classification Vertebrate Invertebrate	Intended outcome By the end of the project children will show parents their own beast made out of clay, the printing patterns of their beast, and their classification key.	Resources Post-it notes Sweets Clay Paint Printing resources - fabric bags, wallpaper.	Areas of learning (Subjects) Science Maths Art ICT
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?		Ethos How does the project embed our values?
Y1 - Naming a variety of animals - Understanding habitats Y2 - Builds on exploring and comparing differences. Builds on under the sea habitats and animals - Food chains	Science: -Practice grouping by eye colour, hair colour. -Group a variety of leaves by differences. - Practice classifying using sweets. - Use a classification key to group insects. - Exploring different groups of animals - vertebrates and	Outside learning: - grouping leaves by similarities and differences - finding and examining insects noting similarities and differences Art: -Observational drawings - Colours and effectiveness of colour in artwork and the	Respect and responsibility: Environmental changes to habitats predominantly by humans promotes awareness of human life-damaging wildlife. Respecting others and the equipment we are using. Responsibility: Develops understanding and	Y5 - Understanding grouping and classification will aid understanding in Y5 with their life cycle work of different groups (e.g. mammals, insects). Y6 - It forms a basis of knowledge for Y6 when they classify according to common

<p>Y3 - Polar explorer - understanding what animals need to survive in their habitat.</p>	<p>invertebrates.</p> <p>Geography: -Research and discuss how environmental changes can affect living things.</p> <p>D&T Home project - create their own habitat for their beast. Create their own amazing beasts out of clay.</p> <p>PE: Gymnastics - setting up and using equipment safely.</p>	<p>natural world. - Printmaking and wallpaper of their minibeast.</p> <p>Science/ Drama: - Dress up drama as MRS GREN</p> <p>ICT: - Data - presenting data in different ways (pie charts and digital technology).</p> <p>Music: Create music based on different habitats where their beast might live.</p>	<p>caring about our actions on others locally, nationally, and internationally.</p> <p>Resourcefulness Using different resources in maths and art and choosing which ones will be the most effective.</p> <p>Resilience Problem solving when creating their own animal.</p>	<p>observable characteristics including microorganisms, plants, and animals and give reasons for classifying.</p> <p>- How animals adapt to suit their environment</p> <p>- Nations topic - fieldwork to observe, measure, record and present the human and physical features in the local area using pie charts, graphs and digital technology.</p>
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