

Y4 Summer Term 2020-2021



**Do Actions Speak Louder
Than Words?**

Outcomes:

Instruction writing

**A pencil sketch of a
flower**

A recyclable seed pot

**Final Outcome - A
recyclable seed planting
kit to be sold at a local
nature reserve.**

DO ACTIONS SPEAK LOUDER THAN WORDS?

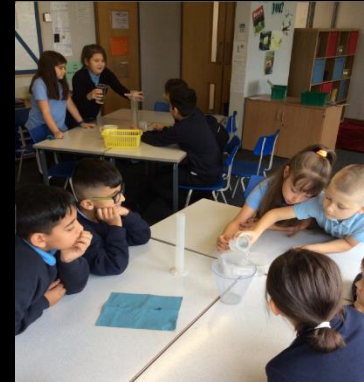
SUMMER 2021- YEAR 4

Starting with a global view and moving in closer to our local area, the children will discover the effects that humans have had, and continue to have, on our green spaces and its impact on wildlife.

Taking inspiration from our essential question, 'Do Actions Speak Louder Than Words?' the children will be given the responsibility to make a change to our local environment. They will **succeed** in making recyclable planting kits that will be sold at a local nature reserve where the proceeds will go towards funding for the **protection** of local habitats.

In order for the project to be successful, the children will have to **communicate** with both the Governors and a local nature reserve to ask for permission for the kits to be sold. They will also be working in **teams** to present their learning to other school children and they will be able to measure their **success** through the responses from the Governors, the nature reserve and their peers.

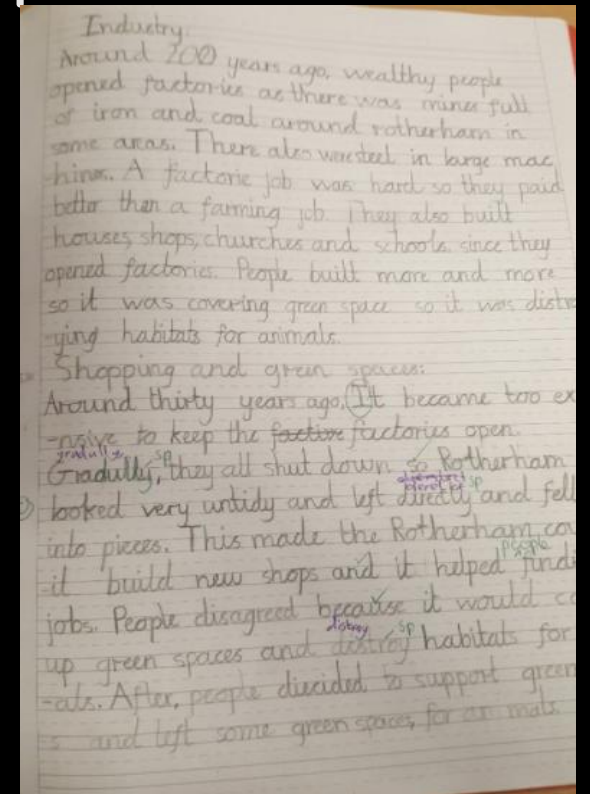
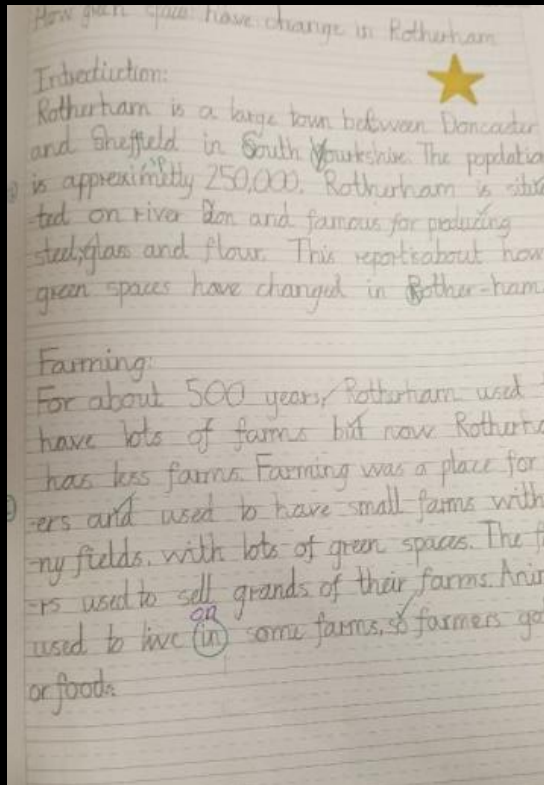
Our Sparkling Start



... a morning of exploring our essential question and setting off our Science investigations, ready for observations to be made throughout the Summer term.

The Problem

In History, Geography and PSHE the children learned and discussed about how the green spaces in our local areas have changed over time and the impact that this has had and is having on the local environment. The children wrote a report of their findings.



Mini-outcome

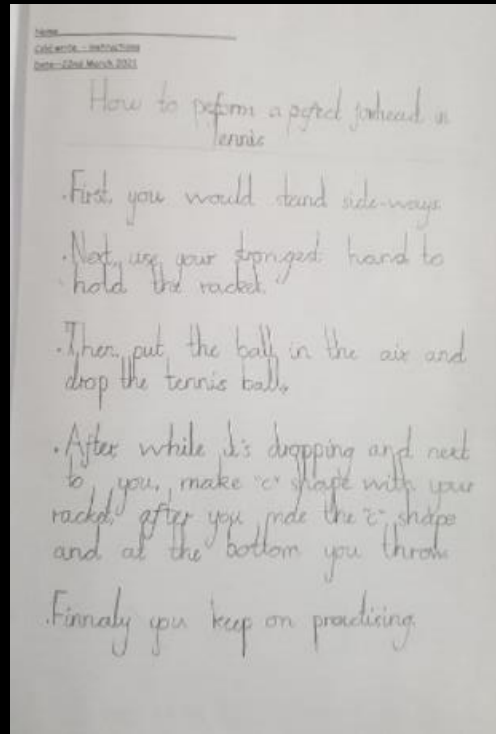
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A set of instructions explaining how to plant seeds using our seed pots

(See English books)

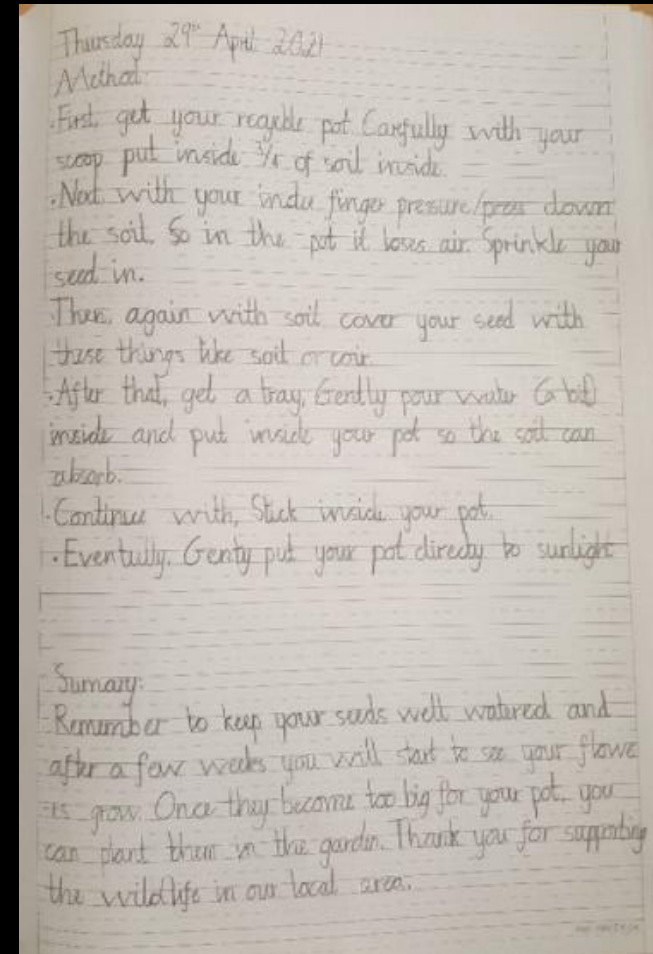
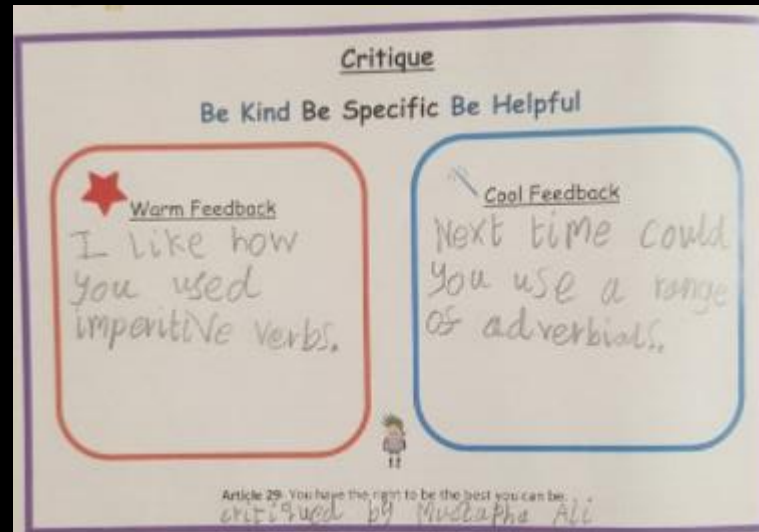
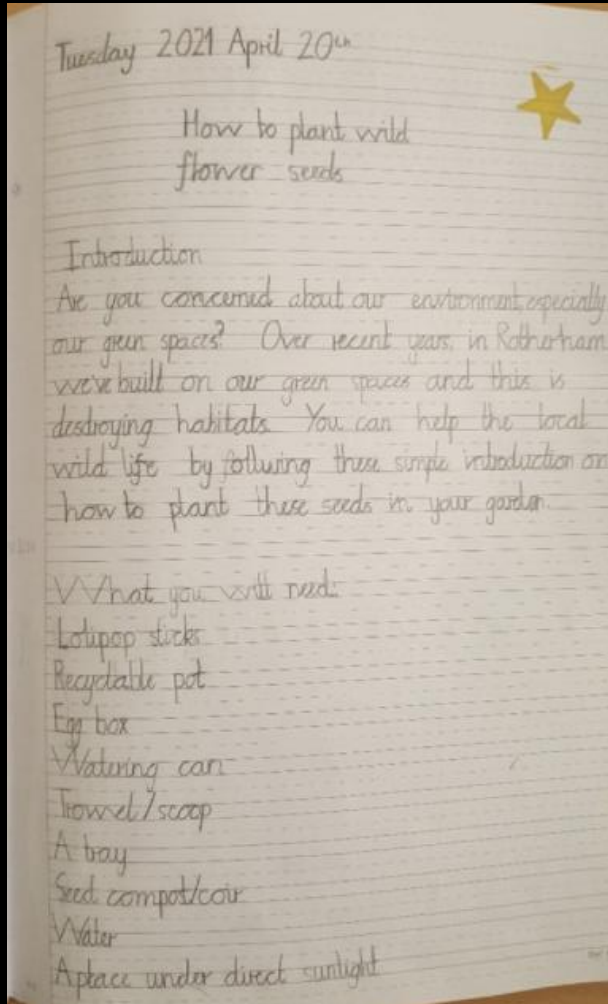
Our seed kits were to contain wild-flower seeds. So for our first mini-outcome, we wrote a set of instructions on how to plant the seeds that were going to go in to our seed kits.



Writing purpose: To inform Text Type: Instructions		Learning Skills
Super six ★★★★★★		
Rubric - (Instructions)		
	What I need to do...	My e
Going for green	Include an introduction.	✓
	Include a 'You will need the following' section	✓
	Include a 'Method' section.	✓
	Use fronted adverbials (time)	Next Then ✓
	Use imperative verbs.	press. Cover ✓
Going for Gold	Punctuate the adverbials.	✓
	To use a range of adverbials (time and manner)	✓

After our cold draft, we learnt about the writing skills and structural features that instructions need. We co-created a rubric as a checklist to assess our writing against

We went on a journey of multiple drafting and peer critiquing sections of writing to ensure that our instructions were of a professional quality and would be easy to follow for our audience.



Mini-outcome 2



A pencil sketch of the flowers
the seeds will grow into.

(To be used on the front of our recyclable flower
planting kit)

We decided that our seed kits would need to look attractive for our audience. Therefore, we decided to produce fantastic pencil drawings of some of the flowers that our seeds would grow in to.



We chose some of our best
final drafts as pieces that
would be used on our seed
kits.



Our Exhibition

Following our project, our seed kits were read to be used in order to help encourage wildlife to the area.

We donated our seed kits to the Eldon Road project, a project ran by Sheffield Wildlife Trust. We visited Eldon Road and found out just how our seed kits were going to help. We now know that next years Y4 are going o continue working with Sheffield Wildlife Trust on a similar project and therefore we are very proud to have started something that other classes at St Ann's can continue, supporting local wildlife.

