

Medium Term Planning

Learning Journey Map

Term: Summer 1

Weeks: 6

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

<p>Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.</p>	<p>Problem solving and thinking skills Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise Working collaboratively; Taking ownership of learning; Fostering and applying thinking skills Independent learners</p>	<p>Creative Arts Dance, Drama, Music, Art- developing the creative brain; Inspiration, enjoyment and fulfilment; Opportunity to enhance and develop skills/talent Performance, dedication and perseverance</p>	<p>Nurturing Responsible Citizens Thinking classroom/P4C; Emotional Intelligence Love for learning collaboratively; Care for the environment; Share talents in community; Make decisions; Links with community and local environment</p>
<p>-Big Bang- Mr Junk Man workshop -Reception coming to us to share their British Values rap -Work collaboratively; who can make the highest / lowest music note? What sounds can we combine together to make a tune? -Year 4 making the beat to go with the reception rap</p>	<p>-Make own musical instruments out of recycled materials -Budgeting our next school trip (Kidzania/La Paella) – link to money for Maths -How can we help the environment? -Investigation of pitch/volume/tone of instruments</p>	<p>-Creating our own instruments out of recycled materials -Celebration: Classes making and performing songs based on: ‘Life in Hazelwood’ Afet – Pop/Rap, Natasha – Rock, Tom – Blues Ben – Reggae -Poster making (levers) in D&T -Year 4 making the beat to go with the reception rap</p>	<p>-British Values work -Recycling campaign as part of our poster making in D&T -P4C sessions based on recycling and the environment</p>

YEAR 4

Title: CRASH! BANG! WALLOP!

Key Curriculum Areas:
Science, Design and Technology

Big Bang
-Mr Junk Man workshop
-Instrument making with teachers

Science –Sound
-identify how sounds are made, associating some of them with something vibrating
-find patterns between the pitch of a sound and features of the object that produced it
-find patterns between the volume of a sound and the strength of the vibrations that produced it
-work scientifically (plan, observe, record, conclude, evaluate)

Celebration
Classes making and performing songs based on: ‘Life in Hazelwood’
Afet – Pop/Rap, Natasha – Rock, Tom – Blues
Ben – Reggae

English
-**Non-fiction focus:** Writing a biography on favourite singer / songwriter / musician.
-**Figurative language:** A ‘song lyric’ study; this will lead chdn on to writing lyrics in order to compose their own song.
-**Narrative:** Story based on a music video
-**Improving Grammar for writing:** punctuation work
-**Talk for writing:** speaking and responding activities to enrich writing
-**Guided Reading:** daily sessions to develop reading and comprehension skills
-**Spelling:** suffix -ous; To spell words of Latin origin words with the ‘s’ sound spelt ‘sc’
Handwriting: following PENPALS Programme for Handwriting
Cross Curricular Links (Writing opportunities)- Explanation writing – how a musical instrument works

Maths
-**Addition & Subtraction:** •Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction •Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
-**Multiplication & Division:** •Multiplying two-digit and three-digit numbers by a one-digit number using formal written layout •Divide using formal written method of short division •Solve multiplication and division two-step problems in contexts, deciding which operations and methods to use and why
-**Measurement- Money:** •Estimate, compare and calculate different measures, including money in pounds and pence
-**Geometry - 2D shapes:** •Angles, Perimeter & area

Music - Practical creative work using instruments the children have made
-Different types of music

Computing:
Carry out independent research using a selection of search tools, beginning to explain what happens if different search tools are used to find out about the same thing.
Develop text creation and formatting skills, using and understanding graphics and ‘clip art’ and experimenting with and understanding styles.
Develop skills with image and sound, searching for relevant images to enhance documents, saving relevant images for use in other applications, creating, saving and using sound clips.

DT- Levers
-To design and make a product for a particular user/purpose
-To develop practical skills and techniques
-To evaluate existing products, own ideas and own products

PE- Dance:
•create narrative through movement and gesture (gain inspiration from The Willow Plate Story as told by prose, poem or pictures on the plate)
•create a dance with more than three sections
•concentrate on combining and linking phrases of movement fluently and with control
•perform with a partner and a group and use language associated with movement to evaluate and improve their dances
•develop an awareness of cultural origins of different dances