

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	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	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	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		
<ul style="list-style-type: none"> - Big Bang: Trip to Legoland and taking part in a Robotics workshop - Investigating real electrical toys: take some apart to see how they work - Celebration: Watching the Iron Giant movie and holding an exhibition for our Iron Man Statues - Performing acrostic poems to another year group - Going on a senses trail within English - Generating a song/rap to remember the different 2D shapes 	<ul style="list-style-type: none"> - Working collaboratively to problem solve how to attach a circuit to Iron Man model. - Designing a model of the Iron Man using modroc. - Thinking in the mind-set of characters in the Iron Man to answer group questions - Identifying mistakes in circuits within Science 	<ul style="list-style-type: none"> - Performing a learnt dance pieces to other classes within Dance - Designing and making a 3D stature of the Iron Man based on the works of Antony Gormley - Hot seating of characters within the Iron Man story in English - Contacting local newspaper/publisher to publish 'newspapers' within English 	<ul style="list-style-type: none"> - Presenting finished Iron Man models to younger year groups. - Thought-provoking questions asked in P4C and English lessons including; 'How would we cope in a 'non-electrical' world?' 'What makes a good learner?' and 'What can we do to make the world a better place?' - Identifying health and safety rules within class for our Legoland trip 		

YEAR 4
Title: *The Iron Man*

Key Curriculum Areas:
 Science, Art and Design and Technology

English:

- Poetry (acrostic poem)
- Literacy study: The Iron Man (Ted Hughes)
- Fiction focus: descriptive language, setting and character descriptions, sentence structure, grouping ideas into paragraphs
- Non-fiction focus: newspaper reports
- Talk for writing: speaking and responding activities to enrich writing
- Whole Class Reading: daily sessions to develop reading and comprehension skills
- Spelling: strategies to support spelling, homophones, prefixes and suffixes
- Handwriting: following PENPALS Programme (revising joins in a word, e.g. ness, ing, ed)

Cross Curricular Links (writing opportunities):

- Biography on Anthony Gormley
- Acrostic poem on electricity

Maths:

Number and Place Value:

- Recognise the place value of each digit in a four digit number (Th, H, T, O); Order and compare numbers beyond 1000; Find 100 more or less than a given number

Addition and Subtraction:

- Add / Subtract numbers with up to 4 digits using formal written methods and develop mental methods

Multiplication and Division:

- Know X / ÷ facts for multiplication tables up to 12X12; Develop formal written methods for X and ÷

Cross Curricular Links:

- Measuring for model making

Big Bang:
 Trip to Legoland including a robotics workshop

Science:

Electricity:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors
- Work scientifically (plan, observe, record, conclude, evaluate)

Music:

- Harvest songs and accompaniments
- Iron Man songs
- Creative work based on aspects of the Iron Man story

School Trip/Special Events:
 Legoland: robotics workshop:
 Tuesday 10th September 2019

Art:

Study of Antony Gormley's works – Human form statues:

- Study the work of a range of great artists, architects and designers in history
- Create original pieces that are influenced by studies of others

PE:

Dance:

- Compose, remember and repeat a sequence of travelling body actions covering a known floor pathway.
- Show sensitivity to the dance idea and portray different emotions suggested by the story.
- Dance in formation within a group and understand the importance of the formation as part of the story telling process
- Contribute ideas as well as perform a group sequence using canon and unison
- Perform a final piece

Computing:

Legoland: robotic workshop & DB Primary:

- Design and make a program and check for efficiency
- Create a simple program using correct order, "1st next", repeat loops, procedures and outputs

Celebration:
 Exhibition of Iron Man statues and movie screening of the Iron Giant

D&T:

Modroc / Electrical simple circuits:

- 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