Medium Term Planning	Learning Journey Map	Term: Autumn 2	Weeks: 8

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

Inspire awe and wonder	**Problem solving and thinking skills**	**Creative Arts**	**Nurturing Responsible Citizens**
Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise Working collaboratively; Taking ownership of learning; Fostering and applying thinking skills Independent learners	Dance, Drama, Music, Art- developing the creative brain; Inspiration, enjoyment and fulfilment; Opportunity to enhance and develop skills/talent Performance, dedication and perseverance	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
-Watch David Attenborough footage linking to animals in the Arctic Region -Movie afternoon: Polar Express -3D food chains exhibition - Trip to the Natural History Museum - Performing dance sequence to another year group	-Discussion: What does kindness look like? (values lesson) -Investigate: Understanding the relationship between units of measure and appropriateness of size. -D&T: Can I make my design eye-catching?	-D&T: Textiles 3D food chain -discussing designs and decorative textiles, -sketching -Investigating textiles -Performing dance piece with music	-English: Perform poems to another year group -Science: Investigate humans and animals. -Science: Helping the environment -Science: Why are food chains important? -Identifying health and safety rules within class for our Legoland trip

YEAR 4

Title: Polar Express

Big Bang:
Polar Express Movie afternoon

Celebration:
Natural History Museum trip

DT: (Textiles) 3D Food chain
-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

Music:
-Creative activities based on Polar Express film and book Train Journey music
-Listening – Little Train of the Caipura
-Rhythm notation and practical work – crotchet, quavers, semiquavers, minims, semibreves
-Christmas songs

Key Curriculum Areas:
Science, Design and Technology

Science:
Animals including humans
(Focus on Polar animals, food chains)
All living things (plants, animals, local environment, dangers)
-Work scientifically (plan, observe, record, conclude and evaluate)

PE: Dance
-To perform a range of actions and agilities with consistency and clarity of movement.
-To perform a range of actions and agilities with consistency and fluency.
-To combine actions to make sequences with changes of speed, level and direction.
-To work with a partner to make contrasting balances on the floor and apparatus.
-To make simple assessments of performance based on a criterion given by the teacher an chosen by the class.
-To gradually increase the length of sequences showing a change in direction and/or level.

English:
-**Literacy study**- The Polar Express (Chris Van Allsburg)
-**Fiction focus**: descriptive language, setting and character descriptions, sentence structure, structure of a narrative
-**Non-fiction focus**: Explanation text on food chains
-**Talk for writing**: speaking and responding activities to enrich writing
-**Whole Class Reading**: daily sessions to develop reading and comprehension skills
-**Spelling**: Teaching rarer GPCs (e.g. 'eigh'), Prefixes, Word endings, Use of Apostrophe
-**Handwriting**: following PENPALS Programme for Handwriting (revising joins in a word, e.g. ness, ing, ed)

Cross Curricular Links(writing opportunities):
Animal fact file, evaluate DT project

Maths:
-**Number and Place Value:** Recognising the place value of each digit in a four digit number (Th, H, T, O); Multiplication facts up to 12X12, Rounding to nearest 10, 100, 1000, Number problems
-**Fractions & Decimals**: Tenths/Hundredths, Equivalent fractions, Fraction problems involving measure & money, Recognise & write decimal equivalents to ¼, ½, ¾ , decimal equivalents of any number of tenths and hundredths, dividing a one or two digit number by 10 and 100, measure and money problems involving fractions and decimals to 2DP
-**Measurement (Conversion)**: Convert between different units of measure (for example, kilometre to meter; hour to minute), Estimate, compare and calculate different measures
-**Measurement (Time)**: Read, write and convert time between analogue and digital 12- and 24-hour clocks, Time problems

Cross Curricular Links:
-Temperature
- Measuring hot chocolate