**Medium Term Planning: Autumn 1 2019**

**Year 4**

| **The topic for this term is:** The Secret Life of Creatures | **The launch event for this topic will be**: The children will go on an expedition around the school grounds to identify animals/insects in a local habitat. |
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| **The end of the term mini-project linking & applying knowledge is:** Creation of field guides using iPads.  | **The visitor from employment, linked to the knowledge acquired this term, will be:**  |
| **Class trip/workshop linked to the topic:**  | **Other information:** |
| **Wk commencing** | **02.09.19** | **09.09.19** | **16.09.19** | **23.09.19** | **30.09.19** | **07.10.19** | **14.10.19** | **21.10.19** |
| English**Spiderwick Chronicles** **Spooky Sounds** | * Research and investigate the lives and accomplishments by Isaac Newton/Marie Curie
* Introduction to Spider wick and expedition to find animals in their habitat.
 | * Grammar focus (Punctuation)
* Grammar focus (fronted adverbials)
* Inference skills of characters.
* Recall and summarise ideas from chapters 1-3.
* Justifying answers.
* Writing a letter for their field guides.
 | * Punctuating speech
* Hot seating of characters
* Sorting true and false statements about the field guide
* Planning excuse for boggart’s mess
* Writing excuse to explain the boggart’s mess.
 | * Sorting aspects of story into categories of imaginary and real world.
* Create their own creature(write description)
* Plan and write report about their creature
 | * Grammar focus (conjunctions)
* Write a setting description of a fairy land.
* Plan and write their own fantasy story.
 | **Creation of field guides** * Edit and draft writing for guides.
* Create pieces of art for their fields guides
* Put together information and art for keynote presentation.
* Present to rest of class.
 | **Spooky sounds** * Retrieve information from a text
* Infer feelings from a spooky story
* Predict based on information from a text
* Discuss and analyse different sounds to create tension
* Use figurative language to support descriptions of a setting
 | **Spooky sounds*** Plan a spooky podcast
* Write a spooky story podcast
* Compose music to perform with their spooky podcast
* Perform a spooky podcast
* Evaluate peers writing
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| Mathematics | MEP | MEP | MEP | MEP | MEP | MEP | MEP | MEP |
| Science**Living things and their habitats** |  | Recognise that living things can be grouped together in a variety of ways. | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | Complete and interpret a range of food chains. | Recognise that the environment can change and that this cans sometimes pose dangers to living things.  | Creating food chains for mythical creatures  |  |
| Geography**Map Skills** **Hong Kong** |  | **Map Skills** After examining a map of the local area and discussing what they can see on it, pupils are taught to read four-figure grid references.  | The pupils will learn about the island location of Hong Kong in a global context and follow the flight path from London to Hong Kong International Airport, discussing the range of countries and oceans they cross on route. | Pupils take part in a route planning activity which allows pupils to learn more about what Hong Kong is like, the different areas of Hong Kong and how to travel between them. | Pupils view a series of engaging photographs of Hong Kong that will aid the development of geographical vocabulary, description and a strong sense of place. | Pupils will read individual narratives about the people of Hong Kong. They gain an insight into daily life, lifestyles and culture. | Introduce pupils to the challenges facing the city region of Hong Kong; the main teaching part of the lesson covers the human-induced or man-made challenges, and the activity covers natural challenges. | Pupils answer questions related to the topic of last lesson, and reinforce the learning related to the human-induced and natural environmental challenges facing Hong Kong such as overfishing, pollution and flooding.  |
| Art / DT**Artists:** Vincent Van Gogh TurnerLeonid Afremov  |  | Research and compare the works of Vincent Van Gogh, Turner, Leonid Afremov  | Create different effects and textures with paint according to what they need for the task.  | Create different effects and textures with paint according to what they need for the task.  | Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  | Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.  | Work on a range of scales e.g. thin brush on small picture etc. | Work on a range of scales e.g. thin brush on small picture etc. |
| Religious Education World Views**Theme:**Beliefs and Practices**Key Question:**How special is therelationship Jews have withGod?**Religion:** Judaism |  |  | Explain why agreements are important and why theyshould be kept. |  | Tell a Jewish story and say something Jewish peoplebelieve. |  | Start to explain the significance of an aspect of Jews’relationship with God. |  |
| Computing**We are musicians** |  | • Use one or more programs to edit music• Create and develop a musical composition  | • Use one or more programs to edit music• Create and develop a musical composition  | * Refine their ideas through reflection and discussion
 | * Refine their ideas through reflection and discussion
 | * Develop collaboration skills
 | * Develop an awareness of how their composition can enhance work in other media.
 | * Perform and evaluate compositions
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| Music |  | Wider Opps – Ukulele  | Wider Opps – Ukulele | Wider Opps – Ukulele | Wider Opps – Ukulele | Wider Opps – Ukulele | Wider Opps – Ukulele | Wider Opps – Ukulele |
| PE**Attacking & Defending** |  | Basketball* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
 | Netball* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
 | Tag Rugby* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
 | Hockey* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
 | Lacrosse* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
 | Football* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
 | Football* Learn key skills needed to defend from an attacker
* Learn how to attack as a team
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| PSHE/RSE**How can I make a difference?** |  | **Identify a cause** Pupils are to think about problems in our world as they plan and implement a social actionproject. |  | **Set your goals** The pupils set a goal they would like to achieve for their chosen cause.**Research** Pupils use sources that are available to them when planning their project anduse the importance of fact checking. |  | **Select your social action** Pupils to consider the time, skills and resources that they have before deciding which social action totake. |  | **Take action** Come together as a class to share ideas of possible social actions.**Evaluation** Pupils to check whether they have reached their goals. |
| Handwriting | Nelson Handwriting  | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting |
| MFL | * To recall different types of weather
 | * To recognise the four seasons
 | * To say what the weather is like in different seasons
 | * To understand / produce extended sentences about weather and seasons
 | * To reinforce our knowledge of ‘weather’ language and connectives
 | * To familiarise ourselves with the different sounds of letters in the Spanish alphabet
 | * To spell familiar words
 | * To recall different habitats
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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects**English-Science** Children will use knowledge gained to create their own food chains about mythical creatures**English-Science** Children will use knowledge gained to write non-chronological reports about their own mythical creatures and how the environment affects them**Music-Computing-English** Children will compose a piece of music on iPads using garageband to use in a poetry performance |

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| **Learning about Liverpool** |
| If applicable, summarise how this topic will develop pupil’s knowledge on the city of Liverpool |