**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 |
| 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  Turner  Leonid 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 the  relationship Jews have with  God?  **Religion:** Judaism |  |  | Explain why agreements are important and why they  should be kept. |  | Tell a Jewish story and say something Jewish people  believe. |  | 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 |
| 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 |
| 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 action  project. |  | **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 and  use 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 to  take. |  | **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 |