**Medium Term Planning: Autumn 2 2019**

**Year 4**

| **The topic for this term is:** The Sound of Space | | | **The launch event for this topic will be**: AR Space Investigation | | | | | |
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| **The end of the term mini-project linking & applying knowledge is:** Keynote Presentation linked to Space and Neil Armstrong | | | | | **The visitor from employment, linked to the knowledge acquired this term, will be:** Electro-acoustic Musician | | | |
| **Class trip/workshop linked to the topic:** | | | | | **Other information:** | | | |
| **Wk commencing** | **04.11.19** | **11.11.19** | **18.11.19** | **25.11.19** | **2.12.19** | **09.12.19** | **18.12.19** |  |
| English  **Neil Armstrong**  **Poetry** | * Comprehensions on Neil Armstrong and Space * Retrieve and record * Scan for specific information | * Features of a newspaper report * Planning a newspaper * Writing a newspaper * Editing a newspaper | * In depth learning journeys of biographies * Features of biographies- paragraphs, subheadings, vocabulary, tenses, headings, by-lines. * Grammar focus – pronouns, subordinate clauses. | Assessment Week | * Plan a biography * Write a biography * Edit biography. | * Poetry * Features of a poem * Inference and prediction * Haiku focus * Write Haiku poem. | * Performance poetry * Evaluate performances of poems. * Write a Christmas poem * Perform a poem |  |
| Mathematics | MEP | MEP | MEP | Assessment Week | MEP | MEP | MEP |  |
| Science  **Sound** | Identify how sounds are made, associating some of them with something vibrating. | i) Identify how sounds are made, associating some of them with something vibrating.  ii) Recognise that vibrations from sounds travel through a medium to the ear.  iii) Recognise that sounds get fainter as the distance from the sound source increases. | i) Find patterns between the pitch of a sound and features of the object that produced it.  ii) Find patterns between the volume of a sound and the strength of the vibrations that produced it. |  | i) Identify how sounds are made, associating some of them with something vibrating.  ii) Recognise that vibrations from sounds travel through a medium to the ear. | i) Recognise that vibrations from sounds travel through a medium to the ear.  ii) Recognise that sounds get fainter as the distance from the sound source increases. | i) Identify how sounds are made, associating some of them with something vibrating.  ii) Recognise that vibrations from sounds travel through a medium to the ear.  iii) Find patterns between the pitch of a sound and features of the object that produced it.  iv) Find patterns between the volume of a sound and the strength of the vibrations that produced it.  v) Recognise that sounds get fainter as the distance from the sound source increases. |  |
| History  **Roman Britain** | • Develop a chronologically secure knowledge and understanding of British history | •Address historically valid questions about change, cause and significance | •Construct informed responses that involve the thoughtful selection and  organisation of historical information | • Understand how our knowledge of the past is constructed from a range of sources | • Note connections, contrasts and trends over time and develop the appropriate use  of historical terms | •Address and devise historically valid questions about similarity and difference | •Cross curricular write on Roman Britain. |  |
| Art / DT  **Artists:** | * To research the work of Derek Gores selecting their favourite examples and making a collage of them linked to space. |  | •Children will use collected resources to create their own piece of art in sketchbooks. |  | • Christmas Art based on Derek Gores collage work. | • Christmas Art based on Derek Gores collage work. | • Christmas Art based on Derek Gores collage work. |  |
| Religious Education World Views  **Theme:** Christmas  **Key Question:** What is the most significant part  of the Nativity story for Christians  today?  **Religion:** Christianity | * We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. |  | * Recap on the meaning of the Christingle and design their own Christingle |  | * Recap on the meaning of the Christingle and make their own Christingle |  | * Introduce the children to the nativity story. |  |
| Computing  **We are co-authors** | To create a basic PowerPoint using keynote based on the topic of Space | • To use Morfo app to create introduction for keynote | • To insert Morfo clip into Keynote and add information | * To record voice overs to include in Keynote | * To use markup tool to insert diagrams into keynote | * To finalise and edit keynotes | * Tp present keynotes to the rest of the class. |  |
| Music | Whole Class Ensemble – Ukulele | Whole Class Ensemble – Ukulele | Whole Class Ensemble – Ukulele | Whole Class Ensemble – Ukulele | Whole Class Ensemble – Ukulele | Whole Class Ensemble – Ukulele | Whole Class Ensemble – Ukulele |  |
| PE | Yoga – External Provider | Yoga – External Provider | Yoga – External Provider | Yoga – External Provider | Yoga – External Provider | Yoga – External Provider | Yoga – External Provider |  |
| PSHE/RSE |  | To know that charities can play an important role in creating  a more equal society. |  | To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences (2e) |  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2i) |  To know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (4f) |  |  |
| Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting | Nelson Handwriting |  |
| MFL | * Recall some vocabulary from previous topics | * Describe the weather and sing a song about weather | * Describe the weather in some different countries | * Recall the alphabet and spell the letters of your name | * Give today’s date and describe the weather | * Repeat the names of some new sports and do actions | * Say which sports you do and don’t like |  |

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| **Linking knowledge across subjects** |
| Summarise where you will make links between the learning in different subjects  Art – English - Children will make a collage based on the work of Derek Gores linking to our English topic of Neil Armstrong.  Computing – English – Children will create their own keynote presentation linked to our English topic of Space and Neil Armstrong.  Science – English – Children will explore different sounds in space linking to our English topic of Neil Armstrong and Space. |

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