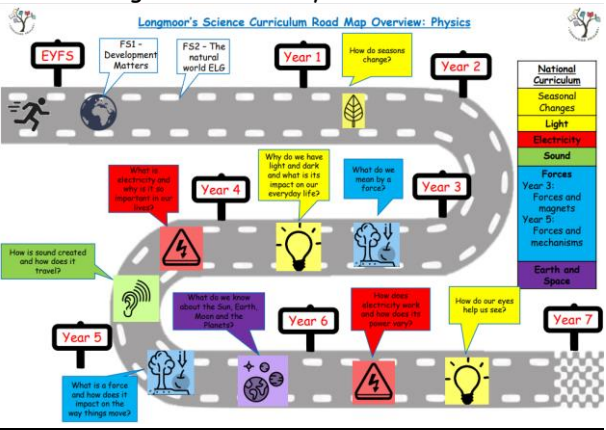


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| <b>Class:</b> SS / HC / BL      | <b>Term:</b> Summer 1   | <b>Year Group:</b> 4 |
| <b>Prime Learning Challenge</b> | How is sound created and how does it travel?<br>Which are the important features of Europe? |                      |

| <b>Past</b><br>What do pupils already know/understand?<br>Do they have any misconceptions?  | <b>Present</b><br>What do pupils want to know/understand?<br>What are they interested in? What motivates them?  | <b>Context</b><br>How is this challenge relevant to the needs of your children?  |
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| <p>How is sound created and how does it travel falls into the Science Programme of Study, 'Sound', as set out by the NC. The Progression Road Map below shows what prior knowledge children have learnt and where this unit fits into the Programme of Study.</p>  <p>Who are our European Neighbours? The children have some knowledge about different continents, and of some countries and cities in Europe.</p> | <p>How do our ears work?<br/>           What happens to sound as it travels away from its source?<br/>           What do we mean by 'pitch' and 'vibration' in relation to sound?<br/>           How do telephones work?</p> <p>What are the names of the better-known European cities?<br/>           What are the main European landmarks?<br/>           What are Europe's mountain ranges and rivers?<br/>           What are the features of a European Country?</p> | <p>Children should identify how sounds are made, associating some of them with something vibrating. They should recognise that vibrations from sounds travel through a medium to the ear and find patterns between the pitch of a sound and features of the object that produced it. They should find patterns between the volume of a sound and the strength of the vibrations that produced it. Children should recognise that sounds get fainter as the distance from the sound source increases.</p> <p>The children should identify the countries in Europe and the better-known European cities using maps. They should identify the better-known landmarks in Europe and identify where they are located and their main features. Using Google Earth, they should located Europe's better known mountain ranges and rivers, identifying the source of the river. Children will learn what the European Parliament is and the main purpose of the European Parliament.</p> |

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| <b>By the end of this prime learning challenge...</b> | <b>Some: More Able</b> | Children should understand how sounds are made and find patterns between the pitch of a sound and features of the object that produced it. They should link patterns between the volume of a sound and the strength of the vibrations that produced it. Children should recognise that sounds get fainter as the distance from the sound source increases. Children should recognise that sounds need a medium to pass through in order to be heard. |
|   | <b>Most: Core</b>      | Children should understand how sounds are made. They should recognise that vibrations from sounds travel through a medium to the ear. Children should recognise that sounds get fainter as the distance from the sound source increases.   |
|   | <b>All: Less able</b>  | Children should understand how sounds are made Children should recognise that sounds get fainter as the distance from the sound source increases.  |

| <b>Pre-Learning</b><br>How will you make sure you are pitching appropriately?  | <b>Wow!</b>  | <b>Reflection</b><br>How will you reflect & evaluate?   |
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| <p>Children will complete a pre-learning assessment for science and geography.</p> <p>We will use the Focus curriculum document and the National Curriculum statutory requirements.</p> <p>We will also use children's questions as a guide for our planning and teaching.</p> | <p><u>Hook lesson Science</u> - <i>How does sound make us feel?</i> In small groups, discuss which noises (sound) are pleasing and which noises (sound) are unpleasant. Create a table.</p> <p><u>Hook lesson Geography</u> - European Countries Quiz.</p> <p><u>Geography Wow afternoon!</u> - Children will take part in a fun afternoon which will include designing their own country to add to our European neighbours.</p> | <p>Children will complete the post-learning assessments.</p> <p>We will return to children's pre unit questions at the end of the topics.</p> <p>Children will complete reflection tasks towards the end of the topics.</p> |

|                                      | <b>Week 1</b>  | <b>Week 2</b>   | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>  |
|--------------------------------------|--|---|--|---|---|--|
| <b>Literacy</b>                      | The Pied Piper of Hamlin. Michael Morpurgo (Narrative based)   | The Pied Piper of Hamlin. Michael Morpurgo (Narrative based)  | The Pied Piper of Hamlin. Michael Morpurgo (Narrative based)   | The Pied Piper of Hamlin. Michael Morpurgo (Narrative based)  | Poetry  | SPaG based lessons   |
| <b>Handwriting</b>                   | <b>Penpals Year 4</b> - Warm up clips / All units completed for Year 4. Colours / Days in a Month<br><br>10 Mins a Day in the afternoon. | <b>Penpals Year 4</b> - Warm up clips / All units completed for Year 4. Perimeter Rhyme / Tongue Twister / Numbers / 2D shapes<br><br>10 Mins a Day in the afternoon. | <b>Penpals Year 4</b> - Warm up clips / All units completed for Year 4. 2D Shapes / Triangles / Curved Shapes<br><br>10 Mins a Day in the afternoon. | <b>Penpals Year 4</b> - Warm up clips / All units completed for Year 4. 3-D shapes / Don't say 'good' say ...'<br><br>10 Mins a Day in the afternoon. | <b>Penpals Year 4</b> - Warm up clips / All units completed for Year 4. Don't say 'bad' ... / Don't say 'said' say ...' / Yr 3 /4 Curriculum words<br><br>10 Mins a Day in the afternoon. | <b>Penpals Year 4</b> - Warm up clips / All units completed for Year 4. Year 3/4 statutory spellings<br><br>10 Mins a Day in the afternoon |
| <b>Rainbow Grammar</b>               | Noun phrases / conjunction / fronted adverbials  | Noun phrases / conjunctions / fronted adverbials  | Noun phrases / conjunctions / fronted adverbials   | Noun phrases / conjunctions / fronted adverbials  | Noun phrases / conjunctions / fronted adverbials  | -  |
| <b>Sounds-Write</b>                  | Unit 32 - oe   | Unit 33 - n   | Unit 34 - er   | Unit 35 - v   | Unit 36 - m / oo / n  | Unit 37 - j  |
| <b>National Curriculum Spellings</b> | Words that are homophones  | Words that are homophones or  | Adding suffixes beginning with vowel letters to  | Words with the prefix 're-'<br><br>Yr 3 Step 7  | Words with the prefix 'dis-'<br><br>Yr 3 Step 8   | Words with the prefix 'mis-'<br><br>Yr 3 Step 9  |

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|                  | Yr 2 Step 31  | near homophones   | words with more than one syllable   |   |  |                                 |
|                  |   | Yr 2 Step 32  |   |   |  |                                 |
| <b>Numeracy</b>  | Fractions & Decimals  | Decimals  | Decimals  | Decimals  | Money  | Time                            |
| <b>Science</b>   | Pre-Assessment Task / Hook.<br><br>To be able to think about sound and how it makes us feel.<br><br><i>How do different sounds make us feel?</i>                  | To be able to investigate and make observations of how sound is made.<br><br>How are sounds made?                                     | To understand how our ears work.<br><br><i>C1 - How do our ears work?</i>   | To be able to investigate how far sound travels<br><br><i>C2 - What happens to sound as it travels away from its source?</i>                          | To be able to investigate how far sound travels<br><br><i>C2 - What happens to sound as it travels away from its source?</i> | Reflection / Post Learning Task |
| <b>History</b>   |   |   |   |   |  |                                 |
| <b>Geography</b> | Pre-Assessment Task / Hook.<br><br>To be able to identify the major cities in Europe?<br><br><i>LC1 - What are the names of the better-known European cities?</i> | To be able to locate the better-known landmarks in Europe.<br><br><i>LC2 - Where are the better-known European landmarks located?</i> | To be able to identify Europe's better known mountain ranges and rivers.<br><br><i>LC3 - Which are Europe's better-known mountain regions and rivers?</i> | To be able to identify the features of a European country.<br><br><i>LC4 - What are the particular features of a European country of your choice?</i> | To understand what the European parliament is.<br><br><i>LC5 - What is and why is there a European parliament?</i>           | Reflection / Post Learning Task |

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| <b>Music</b>  | <b>Charanga Blackbird</b><br><br>Recorder   | <b>Charanga Blackbird</b><br><br>Recorder  | <b>Charanga Blackbird</b><br><br>Recorder  | <b>Charanga Blackbird</b><br><br>Recorder   | <b>Charanga Blackbird</b><br><br>Recorder  | <b>Charanga Blackbird</b><br><br>Recorder   |
| <b>PSHE</b><br>First two lessons - carried over from last term. | <b>Healthy Me - Alcohol</b><br><br>To understand the facts about alcohol and its negative effects on health.<br><br><i>Why do people drink alcohol?</i> | <b>Healthy Me - Healthy Friendships</b><br><br>To be able to identify feelings of anxiety and fear associated with peer pressure.<br><br><i>What is peer pressure?</i> | <b>Relationships - Jealousy</b><br><br>To understand which situations can cause jealousy in relationships.<br><br><i>What is jealousy?</i> | <b>Relationships - Love and Loss</b><br><br>To be able to identify someone I love and can express why they are special to me.<br><br><i>Why is someone special to me?</i> | <b>Relationships - Help others to feel part of a group</b><br><br>To be able to identify how I feel about someone I know that I no longer see<br><br><i>What is grief?</i> | <b>Relationships - Getting on and falling out</b><br><br>To be able to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.<br><br><i>How can I manage my friendships?</i> |
| <b>Art/DT</b>   | <b>Sculpture and 3D: Mega Materials</b><br>To develop ideas for 3D work through drawing and visualisation in 2D.  | <b>Sculpture and 3D: Mega Materials</b><br>To use more complex techniques to shape materials.  | <b>Sculpture and 3D: Mega Materials</b><br>To explore how shapes can be formed and joined in wire.   | <b>Sculpture and 3D: Mega Materials</b><br>To consider the effect of how sculpture is displayed.  | <b>Sculpture and 3D: Mega Materials</b><br>To choose and join a variety of materials to make sculpture.  |   |
| <b>RE</b>   | To understand Hindu Dharma.<br><i>What is Hindu Dharma?</i>   | To understand how and why Hindus perform puja.   | To understand the story of King Yudhistira.<br><i>What is dharma?</i>  | To understand what Ramayana tells Hindus about dhama.   | To understand why Hindus celebrate Diwali.   | Reflection  |

