



The Creative Learning Journey

The Race to Space (Swans)

Wow Starter: Have the Aliens landed?

Final Event: The race to space!



UNDERSTANDING THE WORLD

Working scientifically LKS2

- sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
 - sc32 asking relevant questions and using different types of scientific enquiries to answer them
 - sc33 setting up simple practical enquiries, comparative and fair tests
 - sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - sc37 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
 - sc40 using straightforward scientific evidence to answer questions or to support their findings.

Light LKS2

- sc50 recognise that they need light in order to see things and that dark is the absence of light
- sc51 notice that light is reflected from surfaces
- sc52 recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- sc53 recognise that shadows are formed when the light from a light source is blocked by a solid object
- sc54 find patterns in the way that the size of shadows change.

Sound LKS2

- sc70 identify how sounds are made, associating some of them with something vibrating
- sc71 recognise that vibrations from sounds travel through a medium to the ear
- sc72 find patterns between the pitch of a sound and features of the object that produced it
- sc73 find patterns between the volume of a sound and the strength of the vibrations that produced it
- sc74 recognise that sounds get fainter as the distance from the sound source increases.

Core Skills across the Key Stage LKS2

- hi18 I can place events, people and changes into correct periods of time (British, local and world history)
- hi19 I can describe key features and events in the periods and societies I have studied
- hi22 I can ask and answer questions about change and cause and effect
- hi26 can use sources of information, including ICT, to find out about events, people and changes in the past
- hi27 I understand that the same event in the past can be interpreted or represented differently by different people
- hi28 I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied
- hi29 I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain

LITERACY

Reading - word reading LKS2

- e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- e137 develop positive attitudes to reading and understanding of what they read by:
 - e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - e144 discussing words and phrases that capture the reader's interest and imagination
 - e145 recognising some different forms of poetry [for example, free verse, narrative poetry]
 - e146 understand what they read, in books they can read independently, by:
 - e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - e148 asking questions to improve their understanding of a text
 - e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

- e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- e163 plan their writing by:
 - e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - e165 discussing and recording ideas
 - e166 draft and write by:
 - e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - e168 organising paragraphs around a theme
 - e169 in narratives, creating settings, characters and plot
 - e171 evaluate and edit by:
 - e172 assessing the effectiveness of their own and others' writing and suggesting improvements
 - e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - e174 proof-read for spelling and punctuation errors

Writing - vocabulary, grammar and punctuation LKS2

- e176 develop their understanding of the concepts set out in English Appendix 2 by:
 - e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - e186 using and punctuating direct speech

In Science, we will be learning about how sounds are made and that there are many ways of making sound. We will be learning how sound is made through vibrations from a source. We will research how sound travels and that it can move through different mediums including air, water and solids. We will also learn that sounds get fainter as the distance from the sound source increases. Our end of topic challenge will be to create an object that will muffle sound for astronauts in space.

Our second Science topic is light. We will be learning about dark being the absence of light and that light is needed to see. We will be studying how light is reflected from surfaces and also that light from the sun can be dangerous. We will investigate how shadows are formed. Our end of topic challenge will be to create a hole punch star constellation.

In History, we will be learning about the Space Race between the USA and the USSR. We will be using a range of different sources including TV footage, internet research and newspaper articles to find information. We will then be learning to describe key events and place them onto a timeline. We will be learning to understand that the same event in the past can be interpreted or represented differently by different people by looking at newspaper and TV footage from both countries involved in the race.

GUIDED READING

This term, we will be focussing upon fiction and poetry. We will learn to recognise different forms of poetry and we will prepare poems to read aloud and perform to others (including our own poems that we will have written). We will continue to develop skills such as asking questions to improve our understanding of a text and drawing inferences.

GPS (GRAMMAR, PUNCTUATION AND SPELLING)
During GPS lessons, we will be learning to use paragraphs. We will revisit the use of conjunctions such as because, until and although, to extend our sentences. We will revisit the use of inverted commas (speech marks) and the use of irregular possessive apostrophes. In Spelling, we will be continuing to learn the spelling of common exception words. We will also learn about different prefixes and suffixes. We will be continuing with dictation exercises to reinforce the spelling, punctuation and grammar that we have been learning during the term.

WRITING

We will begin this term by writing a fantasy space story. We will be creating settings, characters and a plot and learning to organise paragraphs around a theme in our writing. We will be working with a partner to evaluate and edit our writing and to make improvements.

We will be writing our own poetry based upon 'The Sound Collector' by Roger McGough. We will also experiment with different forms of poetry including Haiku and Kennings.

Finally, we will be studying how to write a newspaper report based upon facts taken from History (The Space Race between USA and USSR).

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MATHS

Rounding

Round any number to the nearest 10, 100 or 1000.

Addition and Subtraction

Mental addition and subtraction including a three-digit number and ones and a three-digit number and tens. Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction.

Fractions

Add and subtract with the small denominator within one whole. Compare and order unit fractions and fractions with the same denominator.

Geometry

Identifying the x and y axis on a co-ordinate grid. Using the terminology for position, directions and movement: left/right, clockwise/anticlockwise, 90 degrees to give directions.

Statistics

Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. Understand and use simple scales.

COMPUTING

Through the use of Music, we will be creating our own pieces of music using technology. We will be using GarageBand on the iPads to create a variety of sounds to link to 'The War of the Worlds' soundtrack. In order to do this, we will be creating music using layering of different instruments. These will be input in a variety of ways. We will be able to create a sequence to develop a pattern of sounds.

In Dance, we will be creating our own dance pieces related to the 'War of the Worlds' soundtrack. We will be working in groups to create and perform our own dances. We will be using a variety of turns and balances to create controlled and precise movements.

During Hockey, we will be learning both attacking and defending tactics. Using these strategies we will be able to play competitively with our peers. We will be learning how to maintain and regain possession. We will also be focussing on playing as a team.

As Musicians, we will be composing pieces of music by combining sounds. This will be done through the use of Computing where we will be using GarageBand on the iPads to create our compositions. We will be creating our compositions based upon the 'War of the Worlds' soundtrack by Jeff Wayne. We will be listening, describing and comparing different pieces of music from the soundtrack. We will also be continuing our weekly specialist music lessons. We will focus upon pitch, rhythm and tune.

OUTDOOR LEARNING

We will be exploring Maths problems in the outdoors such as gathering information to present in scaled bar charts, pictograms and tables.

We will also be exploring sound through the outdoors to support our writing of our own poem linked to 'The Sound Collector' by Roger McGough.

COMMUNICATION AND LANGUAGE

LKS2

- sl16 articulate and justify answers, arguments and opinions
- sl19 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- sl21 participate in discussions, presentations, performances, role play, improvisations and debates

EXPRESSIVE ARTS AND DESIGN

LKS2

- mu14 I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire

- mu16 I can listen carefully and perform accurately from memory
- mu19 I can describe, compare and evaluate different kinds of music.

PHYSICAL EDUCATION

LKS2

- pe4, 1 I can explain how developing my skills separately has improved my performance in team games
- pe5 I can play competitive net, striking, fielding and invasion games
- pe5, 1 I can describe both attacking and defending tactics and strategies and begin to apply them

- pe7 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements