



Year: 4 Date: Spring 2 2018 Teacher: Mr Daly

Prime Learning Challenge: What sound does Ed Sheeran make? Term: Spring 2

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5
Weekly Challenge	Week 1. What is that racket? (How are sounds made? Investigating vibrations.)	Week 2. How do your ears work? (anatomy of the ear / how can we cause it damage / how can we protect it?).	Week 3. What do we mean by pitch and volume? (compare a range of objects, eg blowing across bottle tops or using elastic bands of different thickness etc). How does it affect the sound?	Week 4. How can we hear somebody who is nowhere near us? (telephones / radio / television).	Week 5. One direction need a new member. Make a musical instrument to play with either a high pitch or a low pitch and compose a piece of music using high/low volume.
Mathematics Focus	Multiplication and Division Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together.	Find 1000 more or less than a given number.	Addition and Subtraction: Consolidate Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	Geometry: 2D Shapes Identify lines of symmetry in 2D shapes presented in different orientations. - Complete a simple symmetric figure with respect to a specific line of symmetry	Multiplications and Division: Decimals: Find the effect of multiplying a number with up to two decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
English Focus	Discuss any prior knowledge the children may have. Read 1 st verse. Discuss setting and find on a map. Consider what the problem could be. Read next verse. Explore rats' behaviour and what other things they might do. Model how to summarise and summarise first 2 verses.		Discuss own preferences for music. Research and undertake investigations about how we hear music. Identify technical language.	Read the next section and discuss the Mayor's behaviour. Thought bubbles for council members. Give opinion on	Explore possible changes. develop language – adjectives, expanded noun phrases, verbs, adverbials. Experiment with sentences

	<p>Write a Before and After the Rats diary entry. Make prediction. Read next section. Discuss content and character of the Mayor. Start role on the wall. Read next few lines and add to information about the Mayor. Discuss what he has heard. Record response.</p>	<p>Review the features of an explanation text and make checklist. Use planning format to record process in full sentences. Find time conjunctions and conjunctive adverbs. Experiment with their use in sentences. Find causal conjunctions and conjunctive adverbs. Experiment with their use in sentences. Annotate planning format with time and causal language. Evaluate their effectiveness and make changes. Develop opening to text which introduces the topic to the reader. Develop concluding sentence. Write text. Evaluate and make changes. Proof read.</p>	<p>whether he was justified or not. Record response. Read next section. Discuss Piper's words and what he might mean. Predict what Piper might do. Read the next section. Discuss townspeople's reaction and the Piper's intentions. Record response. Read next section and discuss how the people felt as they watched the Piper. Complete emotions graph annotate with vocabulary. Use synonym wheel. Record ideas using grid. Role play townspeople telling the Mayor to make things right. Speech bubbles into direct speech if required. Evaluate and proof read.</p>	<p>following model used with rat description. Develop adverbials of time and experiment with suitable sequencing. Use paragraph planner and annotate with adverbials to mark each paragraph. Review direct speech developed already and plan where this can be included in story. Write story. Evaluate referring to toolkit and make changes. Proof read. The Michael Morpurgo version of the story may be read aloud and shared this week. Comparisons can be made with the poem – events, characters, use of language.</p>	
Cold / Hot Task	<p>COLD TASK: Children to write a diary entry as the Piper, the abandoned at birth child who lives on the street. Close look at emotive language.</p>	<p>HOT TASK: Children to write a recount of the text with specific focus and attention on to the Piper's life.</p>	TBC		
Computing	Binary Code	Binary Code	Algorithms	Communicating using ICT	Recap on Binary Code

Science	Recognise how sound travels to the ear. Children to create their own explanation complete with diagrams working with a partner.	Understand that sound gets quieter the further away from it you are. Experiment with musical instruments and bottles.	Anatomy of the ear, children to create a model of the ear.	Make telephones using a variety of materials.	Recap on how sound travels and the process of sound.
Additional Experiences e.g. WOW days, cooking, visits	WOW – Listen to Ed Sheeran’s music to identify sounds and the source of the sounds.	D/T Design and make models of instruments using materials around the house.		Art painting.	Prayers around the cross.
Foundation Subject Focus Design Technology	D/T Selection of appropriate materials and the process of designing and making a musical instrument. Process should include an evaluation of the steps taken to ensure the best musical instrument was created by each individual.			ART: Painting and Drawing of the Pied Piper with the rats leaving Hamelin.	