



Wow Starter: What do you know about our planet and the Solar System? Mind map - first thoughts and questions you would like to

## Knowledge and Understanding of the World

### Design Technology

- (dt32) Make realistic plans, explaining what they have to do.
- (dt33) Plan what they have to do.
- (dt35) Select appropriate tools and techniques.
- (dt36) Suggest alternative ways of making their product.
- (dt37) Explore the qualities of materials and how to use materials and processes.
- (dt38) Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy.

### Geography

- (ge49) Describe, compare and offer reasons for their views.
- (ge50) Use appropriate geographical vocabulary in communicating findings.

- (ge52) Use atlases, globes, maps and plans at a range of scales.
- (ge56) Identify and describe what places, locally and internationally, are like and discuss similarities and differences between them.

### ICT

- (ic41) Begin to independently talk about and gather information from a variety of sources and use it in a variety of ways.
- (ic42) Develop an awareness of the accuracy of sources.
- (ic44) Know how to check work for mistakes. Begin to identify appropriate amendments.
- (ic50) Evaluate and compare their work with others and discuss the effectiveness of the work.

## Personal, Social and Emotional Development

**Knowledge & Understanding of the World**

Relationship between the Earth, the Sun and the Moon  
 Know the moon's phases - covering a month of a moon study  
 Understand how the Earth supports life - what are the factors that make the Earth able to support such a range of life.  
 Find out about the other planets in our Solar System - name them in order, note there are different types of planet and some have moons and some don't.  
 Explain - a day, month and year - in terms of how the Earth and moon move in space.  
 Look briefly at other planets and their day and year length  
 Make a set of TOP TRUMPS cards for the planets for display.  
 Make a model of each planet, the moon and the Sun to display from the ceiling if possible!

**Problem Solving, Reasoning & Numeracy**

Year 4 will continue to follow the unit plans for this term - IW will cover the calculation/number/place value/fractions and EF to cover data, measures and shape.

**Communication, Language & Literacy**

Year 4 will have the opportunities to write and record their ideas and comments about our topic  
 They will have the chance to write a short speech for a class debate about whether space travel is a good thing and is it worth the money?  
 Children will use their knowledge of space to debate:  
 Space travel is a money well spent

**Physical Development**

Year 4 will have more lessons on fitness and health  
 They will continue to practise hockey/quickstick skills in preparation for the tournament after Easter.  
 They will use these skills to build team tactics and teamwork for small matches.

**Creative Development**

Study Van Gogh's Starry Night painting and a brief look at his life. Then children to design and paint their own star/space/planet picture in the style of Van Gogh's painting.  
 Listen to Holst's Planet Suite - hear how the music gives each planet a personality and gives the listener an idea on what type of planet it is. Children to compose their own short piece based on a particular type of planet - for example a cold planet, metal planet or very hot planet  
 Continue singing with Linsay Monteath on a Wednesday afternoon.

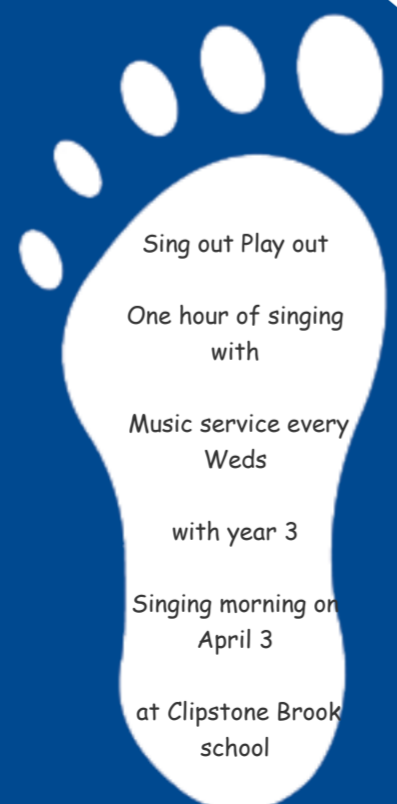
## Creative Development

### Art

- (ar20) Use visual and tactile qualities of materials and techniques to design and make images and artefacts for different purposes.
- (ar21) Comment on similarities and differences between their own and others' work.
- (ar22) Share ideas of how to adapt and improve their own and others' work.

### Music

- (mu33) Explore and extend the ways sounds can be combined and used expressively.



Sing out Play out

One hour of singing with

Music service every Weds

with year 3

Singing morning on April 3

at Clipstone Brook school

## Problem Solving, Reasoning & Numeracy

## Communication, Language and Literacy

### Creating and shaping texts

- (ct19) Summarise and shape material and ideas from different sources to write convincing and informative non narrative texts.
- (ct21) Choose and combine words, images and other features for particular effects.

### Group discussion and interaction

- (gd12) Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor.
- (gd13) Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans.
- (gd14) Identify the main points of each speaker, compare their arguments and how they are presented.

### Intercultural Understanding - MFL

- (i5) To know about some aspects of everyday culture and compare them to their own. To learn and compare pastimes of children of different cultures.

### Language Learning - MFL

- (la4) To discuss language learning and reflect and share ideas and experiences.

### Literacy - MFL

- (la5) To practise new language.
- (la6) To practise new language outside the classroom.

### Literacy - MFL

- (li3) To read and understand a range of familiar phrases.
- (li5) To read some familiar words and phrases aloud and pronounce them accurately.
- (li6) To write simple words and phrases using a model and write some words from memory.

### Listening and responding

- (lr14) Compare the different contributions of music, words and images in short extracts from TV programmes.

### Oracy - MFL

- (o7) To listen for sounds, rhyme and rhythm.

### Presentation

- (pre10) Write consistently with neat, legible and joined handwriting.
- (pre11) Use wordprocessing packages to present written work and continue to increase speed and accuracy in typing.

## Physical Development

### Acquiring and Developing Skills

- (ad15) Consolidate existing skills.
- (ad16) Perform skills with developing quality.
- (ad18) Play small sided competitive net, striking, fielding & invasion games.

### Evaluating and Improving Performance

- (ei6) Suggest improvements based on observations.

### Knowledge and Understanding of Fitness, Health and Safety

- (fhs6) Understand why physical activity is good for their health and safety.
- (fhs7) Understand why it is important to warm up and cool down before and after different activities.

### Selecting and Applying Skills, Tactics and Compositional Ideas

- (sa14) Develop their knowledge of strategies and tactics to improve own effectiveness.
- (sa15) Begin to adapt strategies for individual, pair, small group and team activities.
- (sa16) Create fluent sequences with a clear beginning, middle and end, focussing on the quality and variety of speed, level and direction.
- (sa17) Design athletic challenges for small competitions.

**Essentials for Learning & Life**

LITERACY	NUMERACY	ICT CAPABILITY	LEARNING AND THINKING SKILLS	PERSONAL AND EMOTIONAL SKILLS	SOCIAL SKILLS

# Earth in Space

**Overarching Dimensions**

- Healthy Schools
- Global Dimension
- Sustainable Development
- Community Cohesion
- Enterprise



## Art & design

KS2

### Knowledge, skills and understanding

#### Exploring and developing ideas

- 1) Pupils should be taught to:
  - a. question and make thoughtful observations about starting points and select ideas to use in their work
  - b. collect visual and other information [for example, images, materials]to help them develop their ideas, including using a sketchbook.

#### Evaluating and developing work

- 3) Pupils should be taught to:
  - a. compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
  - b. adapt their work according to their views and describe how they might develop it further.

#### Knowledge and understanding

- 4) Pupils should be taught about:
  - a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
  - b. the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

### Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:
  - b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales

## Design & Technology

KS2

### Knowledge, skills and understanding

#### Developing, planning and communicating ideas

- 1) Pupils should be taught to:
  - a. generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
  - c. plan what they have to do, suggesting a sequence of actions and alternatives, if needed

#### Working with tools, equipment, materials and components to make quality products

- 2) Pupils should be taught to:
  - a. select appropriate tools and techniques for making their product
  - b. suggest alternative ways of making their product, if first attempts fail
  - c. explore the sensory qualities of materials and how to use materials and processes
  - d. measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately

## Geography

KS2

### Knowledge, skills and understanding

#### Geographical enquiry and skills

- 2) In developing geographical skills, pupils should be taught:
  - a. to use appropriate geographical vocabulary [for example, temperature, transport, industry]
  - f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]

#### Knowledge and understanding of environmental change and sustainable development

- 5) Pupils should be taught to:
  - a. recognise how people can improve the environment [for example, by reclaiming derelict land]or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
  - b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

## English

KS2

### Knowledge, skills and understanding

#### Listening

- 2) To listen, understand and respond appropriately to others, pupils should be taught to:
  - a. identify the gist of an account or key points in a discussion and evaluate what they hear
  - c. recall and re-present important features of an argument, talk, reading, radio or television programme, film
  - e. respond to others appropriately, taking into account what they say.

#### Group discussion and interaction

- 3) To talk effectively as members of a group, pupils should be taught to:
  - b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
  - d. deal politely with opposing points of view and enable discussion to move on
  - e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson

#### Drama

- 4) To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:
  - a. create, adapt and sustain different roles, individually and in groups

#### Standard English

- 5) Pupils should be taught the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately in a range of contexts.

### Knowledge, skills and understanding

#### Writing: Composition

1. Pupils should be taught to:
  - a. choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
  - b. broaden their vocabulary and use it in inventive ways
  - c. use language and style that are appropriate to the reader
  - d. use and adapt the features of a form of writing, drawing on their reading
  - e. use features of layout, presentation and organisation effectively

#### Writing: Planning and drafting

2. To develop their writing on paper and on screen, pupils should be taught to:
  - b. draft : develop ideas from the plan into structured written text

## ICT

KS2

### Knowledge, skills and understanding

#### Finding things out

- 1) Pupils should be taught:
  - a. to talk about what information they need and how they can find and use it [for example, searching the internet or a CD-ROM, using printed material, asking people]
  - c. to interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.

#### Reviewing, modifying and evaluating work as it progresses

- 4) Pupils should be taught to:
  - a. review what they and others have done to help them develop their ideas

## MFL

KS2

### Knowledge, skills and understanding Understanding and using the foreign language

1. In the early stages of language learning pupils might be taught:
  2. how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
  3. correct pronunciation and intonation

2. Pupils can be taught about other countries and cultures by:
  2. considering their own culture and comparing it with others
  3. considering the experiences of other people.

3. In order to develop their knowledge, skills and understanding further, pupils might also be taught:
  1. the interrelationship of sounds and writing
  5. how to communicate with each other in the foreign language in pairs and groups and with their teacher
  6. how to use their knowledge of the language creatively and imaginatively

## Music

KS2

### Knowledge, skills and understanding

#### Responding and reviewing - appraising skills

- 3) Pupils should be taught how to:
  - a. analyse and compare sounds
  - b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary

### Breadth of study

- 5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:
  - b. responding to a range of musical and non-musical starting points

## Physical Education

KS2

### Knowledge, skills and understanding

#### Acquiring and developing skills

- 1) Pupils should be taught to:
  - a. consolidate their existing skills and gain new ones
  - b. perform actions and skills with more consistent control and quality.

#### Selecting and applying skills, tactics and compositional ideas

- 2) Pupils should be taught to:
  - a. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities
  - b. develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness

#### Evaluating and improving performance

- 3) Pupils should be taught to:
  - a. identify what makes a performance effective
  - b. suggest improvements based on this information.

#### Knowledge and understanding of fitness and health

- 4) Pupils should be taught to:
  - b. to warm up and prepare appropriately for different activities
  - c. why physical activity is good for their health and well-being

### Breadth of study

#### Games activities

- 7) Pupils should be taught to:
  - a. play and make up small-sided and modified competitive net, striking/fielding and invasion games

#### Gymnastic activities

- 8) Pupils should be taught to:
  - b. include variations in level, speed and direction in their sequences.