

Grasmere Academy - Project Medium Term Planning

Term : Summer (Present- Geography)	Project Question: What’s around the river bend?	Year group: 4/5
<p>Summary of the project: (mini outcomes identified)</p> <p>The children will go on a digital adventure around Europe exploring cities and immersing themselves in different cultures. The children will look at rivers and oceans and where they take us around Europe, whilst exploring the environment and why it is so important that we protect it.</p> <p>PROJECT LAUNCH</p> <p>The children will take a flight around Europe using a flight simulator. Children will be given a flight ticket on their arrival into school, this will get them a seat on the flight. The day will consist of getting off at different countries and give the children an opportunity to immerse themselves in different cultures . I will show the children something that is native to that country, we will taste the food, enjoy traditional dancing, look at the flag and take a walk around the city streets. In each country the children will make a note about their experience in their Grasmere Passport, this will be something they will continue to add to throughout the project.</p>		
Literacy Genres: Flashback Story, Persuasive letter, Poetry.		
Maths Units: Fractions, Decimals,		
What do we want children to know by the end of this project?		
<p>Geography</p> <p>The children will be able to:</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time- we will compare to another European country. - Understand geographical similarities and differences through the study of human and physical geography of a region in the UK. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world. - Understand the importance of the water cycle. - Use fieldwork to observe, ensure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. <p>History Link- Explore the River Nile from a geographical point of view(link to previous project).</p>	<p>Art</p> <p>Children will explore the artist Claude Monet and create a piece of river artwork inspired by Monet’s work.</p> <ul style="list-style-type: none"> - consider the effect of colours next to each other, examining their tint, tone and shade. - Observe original colours and their usage. - To be able to choose the appropriate paintbrush. - To understand primary and secondary colours by using a colour wheel. 	<p>Science</p> <p>Living things and their habitats:</p> <ul style="list-style-type: none"> - To recognise that living things can be grouped in a variety of ways. - To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - To recognise that environments can change and that this can sometimes pose dangers to living things. <p>Scientists to explore- Jaques Cousteau (Marine Biology), Cindy Looy (Environmental change and extinction), Joean Beauchamp Procter (Zoologist)</p> <p>(PSHE link- Career Opportunities)</p> <p>-Explore the effects of pollution on our rivers, beaches and oceans. (Literacy Link)</p>
<p>Influential people to explore- David Attenborough</p>	<p>Artist - Claude Monet</p>	

<p>Music Playing instruments</p> <ul style="list-style-type: none"> - Glockenspiel (Chn to access weekly music teacher- continued from Spring 2) - To treat instruments carefully and with respect. - Play a part from memory or using notation. - Accompany a song with melodic ostinato on percussion instruments. - Children should be able to play and perform in solo ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - To improvise and compose music for a range of purposes. - To listen with attention to detail and recall sounds with increasing memory. - To be able to describe a song - To be able to explain what they like and dislike about a piece of music using key terminology. <p>Link to Disney's 'What's around the river bend' song.. can the children repeat the tune? Link to project question.</p> <p>Singing</p> <ul style="list-style-type: none"> - To learn to sing partner songs. - To perform simple call and response songs. - To combine signing, playing and dancing into a performance. - To rejoin the song if lost. 	<p>Computing</p> <p>Information Technology</p> <ul style="list-style-type: none"> - To use, with support, technology purposefully to create, organise, store, manipulate and retrieve digital content (Ongoing throughout). <p>Computer Science- Year 2 Coding</p> <ul style="list-style-type: none"> - To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - To create and debug simple programs. - To use logical reasoning to predict the behaviour of simple programs. - (Everyone Can Code- Code 1) Tynker App. 	<p>French/RE</p> <p>French</p> <ul style="list-style-type: none"> - Celebrating carnival - Jungle animals - Summertime - Weather/seasons/snacks <p>RE</p> <ul style="list-style-type: none"> - Buddhism - What do followers of this religion believe? - Why are some people important to followers of this religion? - What does this religion teach? - How do followers of this religion worship? 	<p>DT</p> <p>Children to use clay to create a water lily based on Monet's piece 'The Water Lily Pond'</p> <ul style="list-style-type: none"> - To select from a wider range of tools and equipment to perform practical tasks. - To develop a clear idea of what has to be done. - To create a design plan to generate ideas and consider the purpose of their creation. 	<p>PE</p> <p>Summer 1- Hockey and Tennis Summer 2- Athletics and rounders</p> <p>X2 weekly. Wednesday and Friday.</p> <p>Chn to take part in daily mile.</p>
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Which words and phrases do we want children to recall and define by the end of this project

Geography	Art and DT	Music	Science	Computing	RE
Water cycle, evaporation, transpiration, condensation, precipitation, solid, liquid, gas, runoff, climate zones, biomes, vegetation belts, rivers, mountains, continent, country, ocean, globe, atlas, aerial view, weather, United Kingdom, comparison, habitat, population, capital city.	Form, research, template, explore, observe, contrast, shape, subtle, tone, design, plan, create, criteria, materials, clay.	Ostinato, rhythm, tempo, dynamics, structure, composer, pentatonic, scale, pitch, accompaniment, melody, round, pulse	Classification key, birds, fish, reptiles, amphibians, mammals, feathers, wings, gills, fins, scales, cold blooded, hair/fur, habitat, micro habitat, eco,	Algorithm, bug, coding, command, conditional statement, action, debugging, developer, event, loop, sequence.	

In order to ensure all children can achieve - what pre teaching/learning will need to occur? What prior knowledge will they need?

<p>Geography</p> <p>The children will need to have developed a sound understanding of the UK and the area in which they live. They should have carried out a simple field work and map work of their local area and made a comparison between this and a non-EU country. In History the children will have explored the history of their local area and have knowledge of the great fire of Gateshead. Knowledge of bodies of water and their features.</p> <p>Learning will be revisited and built on during the project.</p>		<p>Art and DT</p> <p>To reinforce basic vocabulary. To have a good pencil/brush grip. To understand the use of colour and tone and the impact it has on the artwork. To be able to judge appropriate pressure onto the page. To have the confidence to be creative and understand that art is an editable process. Understanding that art can be expressed and received in many ways. To know that everything has a purpose and needs a design. The design process must be clear initially before creation, with a desired outcome in mind.</p>		<p>Science</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1 plants) - Identify and describe the basic structure of a variety of common flowering plants, including trees (Y1- plants) - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Describe and compare the structure of a variety of common animals. - Identify and name a variety of plants and animals in their habitats, including micro habitats. 	
<p>Music</p> <p>Children will have knowledge of the glockenspiel. Children will have an opinion on what music they like and why and to understand that all opinions of music are valued. An understanding that there is a wide range of instruments that are played with different techniques.</p>	<p>Computing</p> <p>Basic use and understanding of programs such as keynote, word, pages, numbers</p>	<p>French</p> <p>Background in the basics of french.</p> <ul style="list-style-type: none"> - Greetings - Days of the week - Numbers - Classroom instructions 	<p>RE</p> <ul style="list-style-type: none"> - Knowledge of different religions and different aspects. 	<p>PE</p> <p>Ball skills, Control of movement, teamwork.</p>	

Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

Beach Trip- Litter collecting/Tynemouth coast experience
 Killingworth Library Visits
 Visit to Stephenson's Forest School area with Mel to discuss habitats and animals (TBC)

Which **books** will help the children secure and think more deeply about the knowledge in this project?

Reading Spine

Summer 1	Summer 2
The Last Bear- Hannah Gold	

Driving Texts

Fiction	Non Fiction	Poetry
The Rhythm of the Rain Flotsam	Little People, Big Dreams - David Attenborough	The Lost Words- Robert Macfarlane and Jackie Morris

How will we exhibit our learning? How will we present our learning from each subject?

Mini outcome 1: Children to produce a piece of art to be displayed in school which reflects the different cultures you experience around the world.
 Mini outcome 2: Children to create a presentation to share with Year 3 about how the world is changing(rivers, mountains and oceans)- data collected and showcased on Numbers.
 Mini outcome 3: Children to write a persuasive letter linked to pollution and climate change that will encourage people to reuse, reduce, recycle. This letter will be published in Killingworth Library for parents and the public to see.

Breakdown of weeks for Project sessions	
WB: 26/4/22	What is Europe? Which countries and regions are in Europe? Which physical features make up Europe's landscape? MUSIC-Glockenspiels PE- Tennis PE- Hockey
WB: 2/5/22	How does the UK fit into Europe? How are rivers formed? Which rivers are important? (Link to Nile) MUSIC- Glockenspiels PE- Tennis PE- Hockey
WB: 9/5/22	What makes a mountain, a mountain and a hill, a hill? Which human features are the most well known? Does Newcastle/Gateshead have the physical and human features that the rest of Europe does? MUSIC- Glockenspiels PE- Tennis PE- Hockey
WB: 16/5/22	What evidence is there that Newcastle/Gateshead has changed over the years? Map work/Map reading/compass points/orienteering. Children to produce a double page spread showcasing learning. MUSIC- Glockenspiels PE- Tennis PE- Hockey
WB: 23/5/22	Who was Claude Monet? What type of Art does he create? Explore, design and create. Painting. MUSIC- Glockenspiels PE- Tennis PE- Hockey
Half Term	
WB: 7/6/22	Design and recreate clay waterlily based on Monet's piece. Design Create Paint MUSIC PE- Athletics PE- rounders
WB: 13/6/22	Science- I can group living things in different ways I can use classification keys to group, identify and name living things I can create classification keys (for others to use accurately)

	<p>I know how changes to an environment could endanger living things.</p> <p>MUSIC PE- Athletics PE- rounders</p>
WB: 20/6/22	<p>ARTS week</p> <p>I know how changes to an environment could endanger living things. Explore the environment around us, what habitats might we find, how do you know?</p> <p>MUSIC PE- Athletics PE- rounders</p>
WB: 27/6/22	<p>Computing MUSIC PE- Athletics PE-rounders</p>
WB: 4/7/22	<p>Computing PE- Athletics PE- rounders</p>
WB: 11/7/22	<p>Computing PE- Athletics PE- rounders</p>