

Prime Learning Challenge: How will Peter hear the wolf?

Term: Autumn 2

Product: Film

Year: 3/4

Driver : Science-sound

Teacher: JPe, TDi ECo HKa

Driver text: Peter and the Wolf

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Weekly Challenge	Judaism Week	What did Peter hear?		How does the wolf's sound travel?		Will the Wolf hear us?	
Maths Focus	division Y3- Can you divide 2d by 1d use formal written methods? Can you solve problems, including missing number problems, involving multiplication and division? Y4- Can you divide 3d by 1d using formal written methods? Can you solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit?	multiplication Y3- Can you multiply 2d by 1d using informal methods? Can you estimate the answer to calculations and use the inverse to check? Y4- Can you multiply 2d by 1d using formal methods? Can you use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1?	shape Y3- Can you draw 2d shapes and make 3d shapes? Y4- Can you compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes?	position and direction Y3- Can you identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle? Y4- Can you describe positions on a 2-D grid as coordinates in the first quadrant?	addition Y3- Can you add 2d numbers using formal/informal methods? Can you solve problems linked to +? Y4- Can you add numbers with up to 4 digits using formal written methods where appropriate? Can you solve addition problems in context?	subtraction Y3- Can you subtract 2d numbers using formal/informal methods? Can you solve problems linked to -? Y4- Can you subtract numbers with up to 4 digits using formal written methods where appropriate? Can you solve - problems in context?	Y3-Can you compare and order unit fractions and fractions with the same denominator? Y4- Can you add and subtract fractions with the same denominator?
Wider curriculum maths challenge		Sound data collection in school grounds- what noises can we hear?		measuring and comparing sound Planning Conference - pupil ideas: We should go on a sound trail to West Park and listen out for sounds on the way.		What's the time Mr Wolf?	
Writing Objective		Y4 Can you write a narrative? Peter and the Wolf Narrative with clear sequential structure. Imaginary setting.		Y4 Science – Can you write an explanation of how sound travels? with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic		Y4 Can you write a sound poem? Sound Poems to perform. Similes and metaphor to create pictures with words. Poem based on a model, drawing on the above.	

		<p>Y3 Can you write a narrative? Narrative with sequential structure - Opening - introduction of characters or setting Build-up - some indication of what the problem might be to create suspense Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning, showing character's feelings or how he/she or the situation has changed.</p>	<p>sentences which link to the previous paragraph.</p> <p>Y3 Can you write a non-chronological report about how sound travels??</p> <p>(written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc to add clarity.)</p>	<p>Y3 Can you write a poem to perform? Poems to perform</p> <p>List poems with extended lines.</p> <p>Similes.</p> <p>Shape poetry.</p> <p>Sound poetry.</p>
Reading objective		<p>Inference Y3 Can you draw inferences such as inferring characters feelings and thoughts?</p> <p>GDS - Can you draw inferences such as inferring characters feelings and thoughts and begin to justify your ideas?</p> <p>Y4 - Can you listen to others ideas and opinions about a text and express a personal point of view?</p> <p>GDS - Can you respond to others ideas and opinions about a text and compare to your own point of view? Planning Conference - pupil ideas: <i>We could orally retell the stories with play-do models or hand puppets.</i></p>	<p>Interpretation Y3/4 Can you ask questions to improve the understanding of a text?</p> <p>GDS- Can you identify how the structure of a non-fiction text supports your understanding?</p>	<p>Oral retelling Y3 Can you orally retell some well-known poems?</p> <p>GDS - Can you orally retell some well-known poems and justify your verbal presentation?</p> <p>Y4 Can you prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action?</p> <p>GDS - Can you prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action, explaining the importance of this? Planning Conference - pupil ideas: <i>We could use drama to bring the poems to life and help describe/ explain what they are about.</i></p>
Supporting story/text		Peter and the Wolf	How sound travels	The Sound Collector
Language Focus		<p>Y3- Can you vary the amount of detail and choice of vocabulary depending of purpose and audience?</p> <p>Y4- Do you know that language choices vary in different contexts?</p>	<p>Y3- Can you show that you have listened carefully by making relevant comments?</p> <p>Y4- Can you show that you understand the main point and details in a discussion?</p>	<p>Y3- Can you perform poems from memory, adapting expression and tone where appropriate?</p> <p>Y4- Can you perform poems by memory, conveying ideas about characters and situations, adapting expression and tone where appropriate?</p>

International Language Focus		Can you identify and give the main points of a passage? S and L (animals)	Can you use a bilingual dictionary to look up unfamiliar words?	
Scripture Stories	Jesus Heals Man who was unable to speak Matthew 9:32-34 (CCCB 1470) Thinking about being able to speak God's word, do we always have a voice? Planning Conference - pupil ideas: I think we should try and do some art.		The Purpose of the parables Matthew 13: 10-17 (CCCB 1476) 'The knowledge of about the secrets of the Kingdom have been given to you.'	
Science Knowledge		Sound (Y4) Can you describe how sound is made? Can you explain how sound travels from a source to our ears? Planning Conference - pupil ideas: We could play a game to see how far away you go before you can't hear a sound.	Can you explain the place of vibration in hearing? Can you explore the correlation between the volume of a sound and the strength of the vibrations that produced it? Planning Conference - pupil ideas: We could go on a trip to listen to some sounds outdoors	Can you explain the correlation between pitch and the object producing a sound? Can you describe what happens to a sound as it travels away from a source?
		Make simple junk model instruments (bottle guitar, straw flute) Describe how sounds are created when something vibrates (shakes back and forth), sending waves of vibrations into the ears of the listener. The vibrations travel through the air as sound waves.	Watch the video of a slow motion vibration of a musical instrument. Use your junk instruments to explore the correlation.	Watch the different size keys and the different size strings on the instruments vibrate. Use your junk instruments to show a sound changing as it travels away.
Working Scientifically		Y3 and 4 Can you use a range of equipment including data loggers?	Y3 and 4 Can you make and record a prediction before testing? Planning Conference - pupil ideas: We could drop things in a parachute and predict how loud the bang will be when it hits the floor.	Y3 and 4 Can you draw conclusions and suggest improvements?
Computing		E-safety – youtube Algorithms & Programs Y3 and 4 Can you experiment with variables to control models?	Y3 Can you give on screen robots directional instructions? Y4 Can you give on screen robots specific directional instructions, taking them from x to y? Planning Conference - pupil ideas:	Y3 and 4 Do you understand that copyright exists on most digital video, audio and music? Planning Conference - pupil ideas: We could make our own music video.

			We could make our own robots to follow instructions (Romo)		
		Create a Lego Wedo model of one of the characters from Peter and the Wolf.	Use scratch to give directional instructions. Make your sprite make a noise.		Consider the music you will use for your animation. Is it copyright free?
Foundation Subject - World		<p>History of music/ instruments from the past</p> <p>Y3: Can you use various sources of evidence to answer questions? Can you use various sources to piece together information about a period in history?</p> <p>Y4: Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p>	<p>Developing an understanding of the history of music</p> <p>Y3: Can you, through research, identify similarities and differences between given periods in history?</p> <p>Y4: Can you communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>		<p>History of music copyright</p> <p>Y3: Can you research a specific event from the past? Can you use your 'information finding' skills in writing to help you write about historical information?</p> <p>Y4: Can you research two versions of an event and say how they differ?</p>
		Look at the instruments from past to present. What is similar and what is different?	Look at the evolution of music using our class history timeline.		Research the history of music copyright.
Foundation Subjects - Expressive Arts		<p>Y3 Can you recognise the work of at least one famous composer?</p> <p>Y4 Can you begin to identify the style of work of Beethoven, Elgar and Mozart?</p>	<p>Y3 Can you create repeated patterns using different instruments?</p> <p>Y4 Can you use notations to record compositions in a small group (goose duck goose)?</p>		<p>Y3 Can you play clear notes on instruments?</p> <p>Y4 Can you perform a simple part rhythmically?</p>
PE		<p>Y3 - Can you improvise freely, translating ideas from a stimulus into movement?</p> <p>Y4 - Can you use dance to communicate an idea?</p>	<p>Y3 - Can you share and create phrases with a partner and in small groups?</p> <p>Y4 - Can you take the lead when working with a partner or group?</p>		<p>Y3 - Can you repeat, remember and perform these phrases in a dance?</p> <p>Y4 - Can you work on their movements and refine them, making sure the dance is clear and fluent?</p>
Outdoor Focus/Tuff Spot		Playing drums from distance (see sound delay)	<p>Percussion instruments</p> <p>Making courses for models (computer link)</p>		Junk instruments -straw flutes, bottle orchestra
Additional Experiences e.g. WOW days UNICEF R&R,		<p>WOW Day launch</p> <p>Planning Conference - pupil ideas:</p> <p>We could hide</p>	<p>Planning Conference - pupil ideas:</p> <p>We could dress up as characters from</p>	<p>Planning Conference - pupil ideas:</p> <p>Ask our Becket music teachers to help us with our music pieces.</p>	<p>Enterprise: busking performance of compositions</p> <p>Corridor display: Gallery of artwork inspired by music</p> <p>Planning Conference - pupil ideas:</p> <p>We could make a</p>

<p>cooking, catholic social teaching</p>		<p>instruments around the school and work out where the sound is coming from</p>	<p>Peter and the Wolf and do a role play</p>			<p>Planning Conference - pupil ideas: We could raise money for Bunkpurugu by making tasty treats for the wolf.</p>	<p>poetry book for the class (published pieces)</p>
--	--	--	--	--	--	---	---

Assessed tasks