

Misty Mountain, Winding River
Medium Term Topic Plan – Year 4

Term	Spring 2 (6 weeks)	Curriculum Strands	Geology, Water and Our Community
Classroom Environment	Topic board to celebrate children’s learning from school and home. Age-appropriate geographical vocabulary. Range of topic books including different genres and text types.	Super Starter & Education Visit/Visitor	Visit to: River (Misty Mountain, Winding River). Cissbury Ring? Highdown Hill? (Misty Mountain, Sierra).
Key Texts	Misty Mountain Sierra: The Mountain - poem by Emily Dickinson Misty Mountain, Winding River: King of the Cloud Forests – Michael Morpurgo. (AR 6.0)	End Product <i>(Assembly/Exhibition/ Showcase)</i>	Poetry and art showcase?
English <i>(Teachers to delete, personalise and add to as they wish).</i>	<p>Alternatives suggested by CMW. Have put possible units below just in case you want to look.</p> <p><u>Misty Mountain, Winding River</u> Diary - writing to entertain - boat trip down a river. Informative leaflet - write to inform - hill walking.</p> <p><u>Misty Mountain Sierra</u> Poems: calligrams - writing to entertain - inspired by The Mountain by Emily Dickinson. Narrative poetry - writing to entertain - mountain expeditions.</p>		
Science	<p><u>Sound</u> N.C. Obj. Identify how sounds are made, associating some of them with something vibrating N.C. Obj. Recognise that vibrations from sounds travel through a medium to the ear N.C. Obj. Find patterns between the pitch of a sound and features of the object that produced it N.C. Obj. Find patterns between the volume of a sound and the strength of the vibrations that produced it. N.C. Obj. Recognise that sounds get fainter as the distance from the sound source increases</p>		
P.E.	<p><u>Climbing</u> Take part in organised climbing and orienteering activities in and out of school. N.C. Obj. Take part in outdoor and adventurous activity challenges both individually and within a team.</p>		
Geography <i>(Choose objectives to teach to).</i>	<p><u>Misty Mountain, Winding River</u></p> <p><u>River Visit (Y3 already do a very similar visit) for Art?</u> N.C. Obj. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Journey of a River</u> Recap the three stages of a river and characteristics. N.C. Obj. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Case Study - River Trent</u> Using Google Earth to locate source and trace journey to mouth, noting down physical and human features. N.C. Obj. 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 United Kingdom and the wider world.</p> <p><u>Changing Landscapes: Erosion, Transportation and Deposition</u> The ways in which a river can change a landscape and the physical processes that take place to do so. Obj. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p><u>Rivers of the World: Atlas and Map Skills</u> N.C. Obj. Locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Uses of Rivers: Why are Rivers Important?</u> N.C. Obj. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>What Are Mountains?</u> N.C. Obj. Understand geographical similarities and differences through the study of human and physical geography.</p> <p><u>Mountain Types</u> N.C. Obj. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>		

	<p><u>Topography and Contour Lines</u> N.C. Obj. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Mountains of the U.K.</u> N.C. Obj. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Mountains of the World</u> N.C. Obj. Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Also included: the science of rivers and mountains (water cycle, habitats, Somerset flood case study and importance of soil).</p> <p><u>Misty Mountain Sierra</u></p> <p><u>Impressive Mountains: Atlas and Map Skills</u> N.C. Obj. Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>U.K. Hills and Mountains</u> Use the eight points of the compass, maps and globes to describe the locations of significant U.K. hills and mountains in relation to their own. N.C. Obj. 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 United Kingdom and the wider world.</p> <p><u>Contour Lines</u> Explore a range of contour maps to see how height is represented. N.C. Obj. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Interpreting Maps</u> Look at and analyse Ordnance Survey maps of a mountainous region of the UK such as the Lake District or Snowdonia, identifying various local human and physical features. N.C. Obj. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Comparing Mountainous Regions: Human and Physical Features</u> N.C. Obj. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><u>Vegetation Belts</u> Demonstrate how plants grow in vegetation belts, which are characterised by different temperatures, altitudes and other conditions. N.C. Obj. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
<p>History</p>	
<p>Art <i>(Teachers to choose preferred units).</i></p>	<p><u>Misty Mountain, Winding River</u> Curriculum Mastro companion projects: Vista - landscapes. Functional and Fancy Fabrics.</p> <p>Landscape painting of river/mountain scene</p> <p><u>Misty Mountain Sierra</u></p> <p><u>Mountain Models: Small, 3-D Clay Model & Class Landscape.</u> N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><u>Adi (tribe from the Himalayas) Weaving</u> Use a weaving board to create weavings, using a geometric pattern sheet and choosing colours similar to those seen in the Adi's work. N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p><u>Contour Weaving</u> Use wool, ribbon and coloured threads to create imaginative contour weavings.</p>

	<p>N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Teachers to fill in artist focus, medium used, and skills learnt.</p>
D&T	<p><u>Misty Mountain, Winding River</u></p> <p><u>3D Modelling</u></p> <p>Use their knowledge of mountains and rivers to help them build a 3-D model.</p> <p>N.C. Obj. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
Music	<p>Charanga - Mama Mia and the Easter Play</p>