

LANGTOFT PRIMARY SCHOOL

MEDIUM TERM PLANNING FOR Y4 – The Ancient Greeks – Gods and Mortals.

TERMLET 1	WB 6.9.21	WB 13.9.21	WB 20.9.21	WB 27.9.21	WB 4.10.21	WB 11.10.21	WB 18.10.21
Science – Sound	<p><i>Know/Skill:</i> To discuss knowledge of sound.</p>	<p><i>Know/Skill:</i> Recognise that vibrations from sounds travel through a medium to the ear. To use this knowledge to recognise why sounds get fainter when you are further from the source of the sound.</p>	<p><i>Know/Skill:</i> Recognise that vibrations from sounds travel through a medium to the ear. To use this knowledge to recognise why sounds get fainter when you are further from the source of the sound. Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.</p>	<p><i>Know/Skill:</i> Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p><i>Know/Skill:</i> Recognise that vibrations from sounds travel through a medium to the ear. Identify how sounds are made, associating some of them with something vibrating.</p>	<p><i>Know/Skill:</i> Recognise that vibrations from sounds travel through a medium to the ear. Identify how sounds are made, associating some of them with something vibrating.</p>	<p><i>Know/Skill:</i> Recognise that vibrations from sounds travel through a medium to the ear. To use this knowledge to recognise why sounds get fainter when you are further from the source of the sound.</p>
	<p>Complete KWL. Class discussion on prior knowledge and what the children want to find out.</p> <p>Initial Assessment – Rising Stars</p>	<p>- PPT, What is sound? - Complete rice and drum experiment and pitch fork in water. - Children to explain what is happening.</p>	<p>-How is sound made ppt. as a refresher. - Children to design an experiment to test length of sting in a string telephone and the difference this makes to the sound waves. Measuring length of string. The sound collector by Rodger McGough – thinking about sounds heard.</p>	<p>https://www.stem.org.uk/resources/elibrary/resource/315610/what-factors-affect-pitch-and-volume-sound Introduce the idea of pitch. What is pitch? Whether the sound is high or low. Experiment with instruments to change pitch and volume. Children to think about what they have to do in order to change the pitch and volume. Look for patterns in</p>	<p>Introduction to the ear and how it works. - Label diagram of an ear and explain briefly how it works. - Compare animal ears. Does shape and size make a difference? - Paper ear enhancer experiment? Do larger paper enhancers improve hearing? Make sounds louder? Children to write up experiment with prediction, method,</p>	<p>Introduction to the ear and how it works. - Label diagram of an ear and explain briefly how it works. - Compare animal ears. Does shape and size make a difference? - Paper ear enhancer experiment? Do larger paper enhancers improve hearing? Make sounds louder? Children to write up experiment with prediction, method,</p>	<p>Using what children have learnt about sound. Can they design and construct a pair of ear defenders. What materials are best? Why? Write a letter to the band to tell them which material is best for soundproofing their studio with reasoning. Children to use data logging</p>

				pitch and the object that produced it. http://flash.topmarks.co.uk/4056	results and conclusion. \\LGT-DC-001\Staff\stds007\My Documents\YEAR 4\SCIENCE\SOUND\node-35351-35351_0.zip	results and conclusion. \\LGT-DC-001\Staff\stds007\My Documents\YEAR 4\SCIENCE\SOUND\node-35351-35351_0.zip	equipment to record sound levels.
Vocabulary:	sound, volume, amplitude, loud, quiet, travel, wave, particles, ear, high, low, pitch, energy, distance, vibrate, soundproof, absorb, music, vibration, instrument.						
History – The Ancient Greeks	<i>Know/Skill:</i> To know how the ancient Greeks influenced modern day society.	<i>Know/Skill:</i> To know how the ancient Greeks influenced modern day society.	<i>Know/Skill:</i> To develop a knowledge and understanding of World history. To know how the ancient Greeks influenced modern day society.	<i>Know/Skill:</i> To know how the ancient Greeks influenced modern day society.	<i>Know/Skill :</i> To develop a knowledge and understanding of World history.	<i>Know/Skill :</i> To develop a knowledge and understanding of World history. To be able to retell the story of the Trojan War.	<i>Know/Skill:</i> To know how the ancient Greeks influenced modern day society.
	Who were the Ancient Greeks? - Link with Geography – spread of the empire. - Order timeline of Greek events in history. - Generate questions to explore in topic.	What is democracy? Ask the children to define ‘democracy’. What does it mean here in Britain today? Explain that democracy started in Athens in Ancient Greece. Explain the three main systems of democracy. Discuss who was in the selection that could join these three	What was it like to live in Ancient Greek times? https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q - Provide picture of a Greek home. Ask children to label the rooms and add a small description of their uses. Could compare to own home.	Who were the Ancient Greek Gods and Heroes? https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3 - Watch clip and discuss contents. - Choose a God/Goddess to create a character profile for. - Illustrate Poster sized information page. Provide scaffolding/question prompts for LAP.	Explain how the Olympics started in Ancient Greece and was a huge event. The different states were often at war but there was always peace during the games as it was a religious event. https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty (How did the Olympic games begin?)	- Children to write a diary entry from the perspective of either a Greek or a Trojan. https://www.dkfindout.com/uk/history/ancient-greece/trojan-war/ Children look at the artefacts in Priam’s Treasure Photo Pack, a collection found by archaeologist Heinrich Schliemann in the 1870s. The finds are believed to date	How did the Ancient Greeks change the World? https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn Consolidation of learning this term. Children to produce presentation/mid map of key learning. This can be saved on individuals SEESAW accounts.

		<p>groups. Who was excluded?</p> <p>= Children to complete a table showing the similarities and differences between Ancient Greek democracy and modern democracy.</p> <p>- Read role play cards and discuss/debate importance of a democracy.</p>	<p>Extra: http://www.ancientgreece.co.uk/dailylife/challenge/cha_set.html Matching the correct character to the correct room in the house.</p>	<p>- HAP – Challenge to retell the story of their chosen God/Goddess.</p>	<p>Venn diagram activity comparing Ancient Greek game and modern day Olympics.</p> <p>How has this influenced the modern world?</p>	<p>back the time of ancient Troy.</p> <p>- Give a picture to each table and ask them if they think they know what it is.</p> <p>- Use the Lesson Presentation to explain the Trojan War. Our evidence comes from The Iliad, a poem written by Homer.</p> <p>- Children to retell the story of the Trojan War through storyboards and drama freeze frames.</p> <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx (The Ancient Greeks at War)</p>	Complete KWL/
Geography	<p>- Who were the Ancient Greeks?</p> <p>- Study maps and spread of the Empire.</p> <p>- Comparisons with modern day maps.</p>						
P.E – Tues with SO (Lacrosse)	<p>Know/Skill:</p> <p>To develop controlling the ball and dribbling under pressure.</p>	<p>Know/Skill:</p> <p>To develop passing to a teammate.</p>	<p>Know/Skill:</p> <p>To be able to control the ball with different parts of the body.</p>	<p>Know/Skill:</p> <p>To develop changing direction with the ball using</p>	<p>Know/Skill:</p> <p>To be able to jockey / track an opponent.</p>	<p>Know/Skill:</p> <p>To be able to apply the rules and tactics you have learnt to</p>	<p>Know/Skill:</p> <p>To be able to apply the rules and tactics you have learnt to</p>

and Weds with I.N (Football)				an inside and outside hook.		play in a football tournament.	play in a football tournament.
	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003	Daily Mile 3 x a week. Follow OAA planning on https://www.getset4pe.co.uk/lesson/ks2/aaa?years=1002,1003
Art		Know/Skill: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Year 4 Art Progression: To be able to plan and develop own design. To use texture and pattern in clay.	Know/Skill: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Year 4 Art Progression: To be able to plan and develop own design. To use texture and pattern in clay.				
		- Look at how we know about the Ancient Greek Olympics – depicted on pottery. - Children to design and make their own Greek Olympic celebration pots. Consider design and texture with	- Look at how we know about the Ancient Greek Olympics – depicted on pottery. - Children to design and make their own Greek Olympic celebration pots. Consider design and texture with clay. Sketches completed in Art				

		<p>clay. Sketches completed in Art books before looking carefully at techniques.</p> <p>- Paint dried clay pots.</p>	<p>books before looking carefully at techniques.</p> <p>- Paint dried clay pots.</p>				
Design and Technology – Food	<p>Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The eatwell plate. Have used some equipment and utensils and prepared and combined ingredients to make a product.</p>	<p>Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p>	<p>Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p>	<p>Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p>			
	<p>Focus: Prior knowledge scoop.</p> <p>- Show power point and discuss the Eatwell plate.</p> <p>- Complete sorting activity using the Eatwell plate template.</p> <p>- Demonstrate techniques for food preparation – health and safety.</p>	<p>Focus: Designing</p> <p>- Look at ingredients readily available to the Ancient Greeks. Where would their produce come from?</p> <p>- Taste ingredient selection?</p>	Focus: Designing	Focus: Making	Focus: Evaluation	Focus:	Focus:

		<ul style="list-style-type: none"> - Research Ancient Greek recipes. - Draw and annotate examples of savoury foods. 					
Religious Education Community – Hinduism Living	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]
	Introduction to Hinduism Key Beliefs. What is God like? Mind map or artwork – emphasis the extent to which pupils relate human qualities to God Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal) Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the	Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara) Example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-	Worship at the Mandir Living: examples of worship in the mandir: https://truetime.co.uk/film/holy-cribs-mandir (the mandir) https://www.youtube.com/watch?v=o-s0mN5P8jo&index=31&list=PLcvEcRsF9zJxDHG9JtcCmiAgwVFRW3uK (BBC Teach – visiting a mandir) https://truetime.co .	Worship at home: Thinking: what different ways might a religious person find to show respect to God outside of a place of worship? (E.g. prayer, studying holy texts, spending time in the natural world, having a focus of worship at home...) Ask pupils to identify the best place to show respect to God outside of a place of	Festivals: Diwali Thinking: Provide a series of scenarios: these could be performed and then the various participants hot-seated afterwards to explore their feelings during the scenario. The key question is 'what is the right thing to do – what is the duty of each person in the scenario?' (E.g. two pupils who are friends and the class teacher: pupil 1 does something that breaks the school rules and teacher asks pupil 2	Festivals: Raksha Bandhan Thinking: what are the benefits/challenges of having brothers and sisters? Ask pupils to interview each other, then create a chart of responses to decide whether it is a good thing or not to have siblings. Living: introduce the festival of Raksha Bandhan,	Summative Using all the material covered this term, create a website/blog/poster/etc. to explain how Hindu practices connect with Hindu beliefs

	<p>Trimurti Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (cf. 99 Names of Allah)</p> <p>https://www.youtube.com/watch?v=Uq6_HUMtQtI&index=38&t=1s&list=PLcvEcRsF9zK0q_Ey3yl7k5LA5v1M7NNs (cycle of birth, life, death and reincarnation)</p>	<p>time – the idea of being stuck in one thing and breaking free to do something totally different. Board games – samsara snakes and ladders</p> <p>Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha)</p> <p>Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha)</p>	<p>uk/film/day-life-hindu-priest (a day in the life of a Hindu priest)</p> <p>https://truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship (Hindu worship - KS1)</p> <p>Use artefacts to explore further</p> <p>Believing: relate this to the idea of religious duties (dharma); relate worship involving murtis to beliefs about Brahman</p> <p>Thinking: how can you fulfil your dharma to worship if you don't have a local mandir?</p>	<p>worship; they must give reasons to justify their answer.</p> <p>Living: worship at home</p> <p>https://iskcondigitalandservices.org/HoH/practice/316.htm</p> <p>https://www.bbc.com/education/clips/zh2hyrd Focus on puja and the arti ceremony – if possible, invite a visitor to explain this form of worship and explain the significance of the different items used during puja. Pupils could create their own puja trays, making sure they connect each item with its significance during worship.</p> <p>Believing: Ask pupils to create a podcast/vlog that explains the importance of worship at home for Hindus and connects with key Hindu beliefs, such as karma and dharma.</p>	<p>whether their friend has broken the rules; three pupils who are friends: pupil 1 has promised to spend break time with pupil 2, but on their way to the playground finds pupil 3, who is crying; etc.)</p> <p>Believing: Introduce the story of Rama and Sita from the Ramayana: http://www.umsl.edu/~naumannj/Geography%20PowerPoint%20Slides/major%20religions/The%20story%20of%20Rama%20and%20Sita.ppt</p> <p>https://www.youtube.com/watch?v=uRpNNE4fB4g&list=PLcvEcRsF9zliwCZSRPXjf75R1n978G5v&index=9&t=0s</p> <p>https://www.bbc.com/education/clips/ztrfqhv</p> <p>Ask pupils to note key characters, events and words as they engage with the story. Using these, ask them to answer the following question: "What is each character's dharma (duty) in this story?" This could be a writing task, a vlog, a podcast, a hot-seating interview activity, etc. (Pupils could consider what happens when characters fulfil their dharma and what happens when they don't fulfil their dharma.)</p> <p>Living: How do Hindus celebrate this story about Rama and Sita during the festival of Diwali?</p>	<p>the festival of brothers and sisters:</p> <p>http://kids.baps.org/thingstoknow/festival/11.htm</p> <p>https://www.youtube.com/watch?v=weku8zt6es&list=PLcvEcRsF9zJxDHG9JtcCmiAgwVFRW3uK&index=32</p> <p>Ask pupils to record the key practices associated with this festival and make links between the festival and Hindu beliefs about karma and dharma. This could be a written task, the creation of a PowerPoint presentation, a vlog, etc.</p> <p>Pupils could make their own rakhi to give to their siblings/family members.</p> <p>Thinking: what visual signs do we have of our duty to each other in this school community? Pupils could design an object that they could give to younger pupils to show that everyone in school has a duty to care for everyone else.</p>	
--	---	---	--	---	---	--	--

					https://www.bbc.com/education/clips/z787tfr https://www.bbc.com/education/clips/zxjxn39 https://www.bbc.com/education/clips/z8476fr https://www.youtube.com/watch?v=Niy1XYspVfg&t=0s&index=42&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs https://truetube.co.uk/film/diwali-detail-part-1 https://truetube.co.uk/film/diwali-detail-part-2 If possible, invite/Skype a visitor who can share their own experience of celebrating Diwali (http://pof.reonline.org.uk/people-of-faith/hinduism/). Focus on key events/practices and the ways in which they connect with the story of Rama and Sita, and Hindu beliefs about dharma and karma. Pupils could produce a creative expression of the festival of Diwali in response to their learning.		
--	--	--	--	--	--	--	--

PSHE Jigsaw: Being Me in my world.	Know/Skill: Group discussion. To know how to create fair rules.	Know/Skill: Group discussion. To discuss feelings and emotions.	Know/Skill: Group discussion. To discuss feelings and emotions.	Know/Skill: I understand how democracy works through the School Council.	Know/Skill: I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	Know/Skill: I understand how groups come together to make decisions.	Know/Skill: I understand how democracy and having a voice benefits the school community.
	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.	- Recap the jigsaw charter. - Connect Us and Calm Me. - Follow Jigsaw Planning CD for Year 4.
Music Charanga	Know/Skill: To begin to recognise the style indicators of ABBA's music. To practise control and accuracy of vocals within a group.	Know/Skill: To begin to recognise the style indicators of ABBA's music. To practise control and accuracy of vocals within a group.	Know/Skill: To practise control and accuracy of vocals within a group. To listen with attention to detail. To play and perform musical instruments with increasing accuracy.	Know/Skill: To practise control and accuracy of vocals within a group. To listen with attention to detail. To play and perform musical instruments with increasing accuracy.	Know/Skill: To know how to compose own rhythm to add to a performance. To play and perform musical instruments with increasing accuracy.	Know/Skill: Play and perform ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Know/Skill: Play and perform ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Follow Charanga Unit 1 lesson plans. Mamma Mia lesson 1. - Listen and appraise the song Mamma Mia by Abba. Answering questions about the song. Compare answers and discuss.	Follow Charanga Unit 1 lesson plans. Mamma Mia lesson 2. - Listen and appraise the song – Dancing Queen by Abba. Answering questions about the song.	Follow Charanga Unit 1 lesson plans. Mamma Mia lesson 3. - Listen and appraise the song – Waterloo by Abba. Answering questions about the song. Compare	Follow Charanga Unit 1 lesson plans. Mamma Mia lesson 4. - Listen and appraise the song – Waterloo by Abba. Answering questions about the song. Compare	Follow Charanga Unit 1 lesson plans. Mamma Mia lesson 5. - Listen and appraise the song – Super Trouper by Abba. Answering questions about the song. Compare	Follow Charanga Unit 1 lesson plans. Mamma Mia lesson 6. Listen and appraise the song – Thank you for the music by Abba. Answering questions about the song. Compare	Follow Charanga Unit 1 lesson plans. Final performance and record for evidence. Revisit elements of the sessions that need more practise.

	<ul style="list-style-type: none"> - Vocal warm ups. - Learning and performance of Mamma Mia. 	<p>Compare answers and discuss.</p> <ul style="list-style-type: none"> - Vocal warm ups. - Learning and performance of Mamma Mia. Introduce instrumental parts and assess beat/rhythm keeping. 	<p>answers and discuss.</p> <ul style="list-style-type: none"> - Vocal warm ups and warm up with the instruments. Play rhythm games to aid accuracy and fluency. - Learning and performance of Mamma Mia. Introduce instrumental parts and assess beat/rhythm keeping. 	<p>answers and discuss.</p> <ul style="list-style-type: none"> - Vocal warm ups and warm up with the instruments. Play rhythm games to aid accuracy and fluency. Focus on improvisation. Build up skill using improvisation games on the screen. - Learning and performance of Mamma Mia. Introduce instrumental parts and assess beat/rhythm keeping 	<p>answers and discuss.</p> <ul style="list-style-type: none"> - Vocal warm ups and warm up with the instruments. Play rhythm games to aid accuracy and fluency. Focus on improvisation. Build up skill using improvisation games on the screen. - Introduce composition. Show on screen how this works and demonstrate. Children to have time to write their own compositions. - Learning and performance of Mamma Mia. Introduce instrumental parts. 	<p>answers and discuss.</p> <ul style="list-style-type: none"> - Vocal warm ups and warm up with the instruments. Play rhythm games to aid accuracy and fluency. Focus on improvisation. Build up skill using improvisation games on the screen. - Introduce composition. Show on screen how this works and demonstrate. Children to have time to write their own compositions. - Learning and performance of Mamma Mia. Introduce instrumental parts 	<p>Rehearse and record final performance.</p>
<p>Information and Communication Technology : Audio Editing</p>	<p>I can identify digital devices that can record sound and play it back</p> <p>I can identify the inputs and outputs required to play audio or record sound</p> <p>I can recognise the range of sounds that can be recorded</p>	<p>I can use a device to record audio and play back sound</p> <p>I can suggest how to improve my recording</p> <p>I can discuss what other people include when recording sound for a podcast</p>	<p>I can plan and write the content for a podcast</p> <p>I can discuss why it is useful to be able to save digital recordings</p> <p>I can save a digital recording as a file</p>	<p>I can open a digital recording from a file</p> <p>I can discuss ways in which audio recordings can be altered</p> <p>I can edit sections of an audio recording</p>	<p>I can discuss sounds that other people combine</p> <p>I can choose suitable sounds to include in a podcast</p> <p>I can use editing tools to arrange sections of audio</p>	<p>I can explain that digital recordings need to be exported to share them</p> <p>I can discuss the features of a digital recording I like</p> <p>I can suggest improvements to a digital recording</p>	

	In this lesson, learners will familiarise themselves with digital devices capable of recording sound and/or playing audio. Learners will identify devices' inputs (microphone) and outputs (headphones or speakers). Learners will consider ownership and copyright issues relating to the recording of audio .	In this lesson, learners will record their own sounds and play back the recorded audio. They will also listen to a range of podcasts and identify the features of a podcast.	In this lesson, learners will plan and begin recording their own podcast. They will also discuss the importance of saving their work and save their recordings as a file. Note: Due to the amount of time required to plan the podcast content, the written parts of the planning template could be completed in a different subject's lesson (e.g. English, or a subject related to the podcast content).	In this lesson, learners will open their existing work and continue recording their podcast content. Learners will also edit their recordings, for example by changing the volume of the recording or making the recording fade in or out.	In this lesson, learners will record additional content for their podcast, such as sound effects or background music. The audio will be combined, or mixed, with their existing digital recordings and exported as an audio file.	In this lesson, learners will export their digital recordings so that they can be listened to on a range of digital devices. Learners will give feedback on their own and their peers' podcasts, including areas for improvement.	
MFL: Spanish							