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| **Theme Overview** | | | | | |
| **Lead Subjects** | | **Additional Subjects** | | **English** | |
| * Design and Technology * Science * Music | | * Art and Design * Computing * Mathematics | | * Novel as a Theme * Recount: Diaries | |
| **Visits** | **Visitors** | | **Experiences** | | **Events** |
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| **Getting Started…** | | | | | |
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| **Be Curious** |  | **Be Knowledgeable** |  | **Be Adventurous** |  | **Be Ambitious** |  | **Be Creative** |  | **Be Collaborative** |  | **Be Reflective** |  | **Be Positive** |
| * Engage in first-hand experiences * Embrace experiences which are remarkable to the individual * Invoke a sense of awe and wonder * Develop an appreciation of and responsibility for the environment * Engage in multi -sensory learning * Experience contrasts (polluted/unspoilt, light/dark, urban/rural, loud/quiet) |  | * Secure strong Literacy/Numeracy Skills * Develop subject specific language * Manage, receive, record and apply information * Nurture a thirst for knowledge * Apply cross -curricular skills * Develop Information processing skills |  | * Work within one's own comfort zone and outside it * Work in the real world with first-hand experiences * Work practically * Work on a large scale * Experience exhilaration, challenge and achievement * Develop problem-solving skills |  | * Develop responsibility for one's own learning * Link with experts * See possibilities * Strive for improvement * Seek opportunities * Develop an open outlook * Develop a 'Growth Mindset' * Develop relevant attributes of learning |  | * Choose how to use free time * Developing hobbies and interests * Apply skills to new situations * Explore alternatives in problem solving situations * Question 'What if...?' 'Why not....?', etc. * Develop creative thinking skills |  | * Work with others in an interactive learning process * Respect the opinions and differences of others * Value one's own perceptions and those of others * Challenging one's own perceptions and those of others * Work as a team * Develop empathy * Develop social skills |  | * Make lifestyle choices in response to thoughts * Identify and use one's aptitudes and interests as a vehicle for learning * Move towards the understanding of a wide range of feelings (success/failure, apprehension, anticipation) * Develop awareness of individual strengths and areas of development * Develop reasoning skills |  | * Listen and respond to advice * Value pupil voice * Develop self-esteem * Be listened to * Manage one's own behaviour * Develop own opinions * Secure and articulate preferences * Consider one's place in the world * Foster intrinsic motivation * Develop relevant attributes of learning |

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| **Design and Technology** |
| **Key Learning** |
| **Evaluation of Existing Products**   * Investigate similar products to the one to be made to give starting points for a design. * Research needs of user. * Draw/sketch products to help analyse and understand how products are made. * Identify the strengths and weaknesses of their design ideas in relation to purpose/user. * Decide which design idea to develop.   **Focused Tasks: Mechanical and Electrical Systems and ICT**   * Develop vocabulary related to the project. * Use mechanical systems such levers and linkages. * Use lolly sticks/card to make levers and linkages. * Use linkages to make movement larger or more varied.   **Design**   * Develop more than one design or adaptation of an initial design. * Plan a sequence of actions to make a product. * Record the plan by drawing using annotated sketches. * Use prototypes to develop and share ideas. * Think ahead about the order of their work and decide upon tools and materials. * Propose realistic suggestions as to how they can achieve their design ideas.   **Make**   * Prepare pattern pieces as templates for their design. * Cut slots. * Cut internal shapes. * Select from a range of tools for cutting, shaping, joining and finishing. * Use tools with accuracy. * Select from techniques for different parts of the process. * Select from materials according to their functional properties. * Plan the stages of the making process. * Use appropriate finishing techniques. |

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| **Design and Technology** |
| **Key Learning (contd.)** |
| **Evaluation (of their Finished Product)**   * Consider and explain how the finished product could be improved. * Discuss how well the finished product meets the design criteria of the user. * Investigate key events and individuals in design and technology. |
| **Design and Technology** | |
| **Creative Learning Opportunities and Outcomes** | |
| **Project Focus: Mechanical Systems-Levers and Linkages (A Product, for a Stated Purpose and a Stated User) through an *Iterative* process** | |
| **Develop a challenge around product / purpose / user**   * This will engage the class and fit with other contexts of learning such as: * A pop-up book to retell the story of The Iron Man to a KS1 child. * A poster with moving parts to advertise The Iron Man (book or film). * A storyboard with moving parts to support the making of a film or animation. * A picture with moving parts for inclusion in a class display, retelling the story as a comic strip. * An explanation text with moving parts, e.g. demonstrating how a robot functions (moving eyes, how legs move when walking etc.)   **Process for planning a project for your class**   * Think: * Product - what could we make? * Purpose - what is it for? * User - who is going to use it?   This will make the 'challenge' for the project, e.g. design, make and evaluate a **product** to **purpose** for **user**.   * In what context will this project be set? * Plan what products for evaluation/resources/tools/materials you are going to offer the children, taking account of previous experiences and current learning readiness. Ensure all appropriate risk assessments have been undertaken. Make sure prior learning from design and technology and other subject areas is in place. If not, plan specific learning opportunities prior to the project – focused tasks. * Plan for inclusion of vocabulary development. Are you going to teach this before beginning the project or during the course of the project? * Plan the questions you will ask the children to encourage the iterative process. * Consider the six principles for guiding and evaluating practice for design and technology (available from the School Curriculum Principles for Design and Technology document on the DATA website ([here](https://www.data.org.uk/for-education/curriculum/dt-national-curriculum-for-england-2014/))). What is the balance for this project? Where are the children being encouraged to make their own choices and decisions? How much are they being encouraged to be innovative? Projects over the year/key stage should have a good balance. | |

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| **Design and Technology** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Project ideas:**   |  |  |  |  | | --- | --- | --- | --- | | **Mechanical systems (Levers and linkages)** | | | | | **Product: A moving picture book** | **Purpose: To retell a story** | | **User: A KS1 child** | | **Evaluation of existing products**   * Research examples of ‘pop-up’ books for KS1 children. * Evaluate and investigate examples of pop-up mechanisms which use systems of levers and linkages to e.g. change direction, make a movement larger, make two movements interact etc.   **Questions**   * How does the mechanism work? * How many pivot points are there? * Where are the linkages connected? * Which pivots are fixed? * What motion is the result of this mechanism (e.g. linear, rotary, reciprocal)? * How many different movements result from your one input? * Is this mechanism sufficiently robust for a KS1 child? * Does it work smoothly? * Is the mechanism/mechanical system hidden? | | **Focused Tasks**  Teach any skills not already in place including:   * Develop vocabulary related to the project. * Use mechanical systems such as levers and linkages. * Use lolly sticks or card to make levers and linkages. * Use linkages to make movement larger or more varied. * Use tools with accuracy. * Cut slots. * Cut internal shapes. * Appropriate finishing techniques. * Stiffen and strengthen materials. | | | **Design, make and evaluate**   * Investigate existing products, considering whether they meet their product/purpose/user requirements. After exploring example generic mechanical systems and investigating how different outputs can be achieved from varying or adapting them, make diagrams of how the systems work. * Encourage the children to consider which materials and approaches will ensure that the product is robust and will stand up to a KS1 child working with it. * Children decide what they will illustrate, then use sketches and words to convey their ideas, exploring more than one idea initially. * Encourage children to use kits or reclaimed materials to model their ideas for different mechanical systems and decide which one(s) they will use. * Include diagrams of levers and their movements, to help the children to develop and record their ideas. * Record their final plan, including, where helpful, templates of mechanisms and picture elements. * As their illustrations and mechanisms progress, children should discuss their work, identifying where they are meeting their design criteria. Any changes made during the making process could be recorded as annotations to plans and drawings. * Children should be given opportunities to select materials from a range that will meet the design criteria, also selecting and naming the tools they will need. | | | | |
| **Design and Technology** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Project ideas:**   |  | | --- | | **Design, make and evaluate (contd.)**   * They should be able to explain what they are making, how they are adjusting their product to ensure it meets the design criteria, which materials they are using and why. They should also be able to describe what they need to do next at any stage of the iterative process. * When their product is complete, the children should be able to discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. They should show some understanding of how they could further adapt the product to improve it in terms of meeting the design criteria. | |

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| **Science** |
| **Key Learning** |
| **Forces – Non Contact Forces**   * Compare how some things move on different surfaces. * Notice that some forces need contact between two objects but magnetic forces can act at a distance. * Observe how magnets attract or repel each other and attract some materials and not others. * Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. * Describe magnets as having two poles *(like and unlike poles).* * Predict whether two magnets will attract or repel each other, dependingon which poles are facing.   ***Notes and Guidance (Non-statutory)***  *Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (e.g., opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (e.g. bar, ring, button, horseshoe).*  **Pupils Might Work Scientifically**   * By **comparing** how different things move and grouping them. * By **raising questions** and **carrying out tests** to find out how far things move on different surfaces. * By **gathering and recording data** to find answers to their questions. * By **exploring** the strengths of different magnets and **finding a fair way to compare them**. * By **sorting materials** into those that are magnetic and those that are not. * By **looking for patterns** in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another. * By **identifying** how these properties make magnets useful in everyday items and suggesting creative uses for different magnets. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes** |
| ***Note:*** *Before the start of each task, each group to should compile a list of health and safety rules to ensure everyone in the class stays safe. Have a health and safety officer in each group to check that everyone is working safely.*  The learning within this theme is designed to explore the forces exerted by magnets rather than explore magnetic materials as these are explored in KS1 in some detail.  A reminder of what materials are magnetic is important (to aid with the planning of an investigation about magnet strengths) but should not be the main focus of the learning. Testing the strength of magnets is more appropriate for the Key Learning in Year Three.  In this theme, along with learning about magnets, the children will explore how different surfaces affect movement. This is an introduction to friction but the term ‘friction’ need not be introduced until Year Five. The learning in lower KS2 is concerned with measuring the effect on movement and the distance moved.  **Real outcome**   * Wallace and Gromit love to invent weird and wonderful ways of making things move. Create a scenario in which the children have been asked to help Wallace and Gromit. They want to make a new film about their machines and have asked the children to add some scientific ideas and vocabulary to improve it. In role as a team of scientists they have been asked to find out everything they can on how to make things move, responding to questions such as: * How many different ways can they find to describe different movements? * Can they change the movement of things? * Children should make a class book or display about what they have found out and can send some of their ideas to Wallace and Gromit.   **Wow launch**   * What do robots eat for breakfast? Children may have heard adverts for breakfast cereals talk about them containing iron. Discuss what the term 'iron' means. Investigate how much iron is in breakfast cereal. The Science by Email website ([here](http://www.csiro.au/helix/sciencemail/activities/IronFood.html)) describes an experiment that allows children to extract the iron from a bag of cereal.   **Explore / Observe / First hand experiences**   * Provide children with a variety of different objects to explore, such as: * toy vehicles of various types * mini wind-up toys * fully inflated or semi inflated balloons * old CDs * protractors * ice cubes * balls of various sizes such as table tennis balls, pompoms, cotton wool balls, that are suitable to be launched safely in the space in which the children are working. * Encourage children to draw and explain how the objects move, responding to questions such as: * How can we make it move? * How many different ways can we find to make it move? |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Represent movement in drawings in different ways. Arrows could be added to drawings as a way of representing movement (size and direction). The children might not suggest arrows, but rather alternatives such as a line with a circle on the end to show the direction of the push/pull. A larger circle could represent a larger force. The use of arrows is not essential, it is more important that children are using the correct language when describing the movements. * Children could also be provided with resources that enable them to make small ramps on which to test some of the objects. Can the children describe the different movements they can create? How many different movement words can they identify? Encourage words such as slide, spin, fly, swirl, roll, fast, slow, up, down, change direction. These words can be added to the class word wall throughout the lesson to build up a bank of ‘movement’ words. * Children can go on to sort the objects into different groups according to how they move.   **Creative recording**   * The children could make up a song to the tune of ‘Wheels on the Bus’, ‘Here We Go Round the Mulberry Bush’, ‘Frere Jacques’, or ‘Old MacDonald had a Farm’ to describe their observations. Their song must use as many ‘movement’ words as possible. Which group has used the most in their song?   **Explore / Observe / First hand experiences: How far can you make a toy car travel?**   * Compare several different toys to see which travels the furthest. * How can you make sure you give them all the same push? Let the children discuss their ideas and give feedback. Agree that it is very difficult to ensure that all cars receive the same push. * Introduce the concept of letting the toy go down the ramp. Ask the children whether they think the height of a ramp affects the movement of the toy. Children could explore this in groups and describe their observations.   **Practical investigation: Fair test**   * How can we slow down a moving object? Can children slow down the movement of their toy without it coming to a sudden stop? * Ask the children to design a fair test with one toy to see how different surfaces affect the toy's movement. Allow them some time to explore first, where they are not accurately measuring their results, so they can decide on the following; * The toy that they will use for their entire experiment. * Where to put the different surfaces on the ramp (at the start or whether or on the floor at the bottom of the ramp to affect the stopping of the toy). * The ramp height they will use for their entire experiment. * How they will collect their results * Which three surfaces they will use (no surface added, carpet, bubble wrap, sandpaper, carrier bag, corrugated card, fabric, etc), giving a reason as to why. The reasoning could be done individually as an assessment of their thinking. * The children could each write an individual conclusion without support. The teacher could then model a good conclusion (an answer to the question ‘Does the surface make a difference’, a sentence about the pattern they noticed, a reason why (I think this was because….), the use of some scientific vocabulary and common language to add to their explanation). The children could then pool their own ideas and make up an improved group conclusion using some of the teacher’s suggestions. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Explore / Observe / First hand experiences: Flying protractors**  As an alternative to the toy car and ramp experiment, or as additional learning, children could explore which side of a protractor enables it to slide the furthest along a table. The Naked Scientists website ([here](http://www.thenakedscientists.com/HTML/content/kitchenscience/exp/-3832d94c0e/)) provides more information about this experiment along with a useful video.  **Practical investigation**   * Which is the best surface for your protractor to move on? Ask the children to work in small groups to design an experiment comparing three different surfaces from the list below: * hall floor * classroom floor * corridor floor * table or desk top * playground * floor in another classroom (if this is different from the surface in their own classroom) * wet surface (if this is on a floor discuss the health and safety aspects of slippery surfaces and ensure wet surfaces are completely dry at the end of the session) * Can they design a fair way to ‘push’ the protractor so it is the same each time? How creative are their suggestions? * Investigate using scooters on different surfaces. Ask the children to consider which surfaces they will test and what health and safety precautions they need to take. Following the investigation, they should write a simple conclusion about their findings. Which surfaces will they test? The Speed Scooters activity from the British Science Association website will support with this investigation and provides an organiser's card ([here](http://www.britishscienceassociation.org/sites/default/files/root/CREST/Speed%20Scooters%20organiser%20card.pdf)) and an activity card ([here](http://www.britishscienceassociation.org/sites/default/files/root/CREST/Speed%20Scooters%20activity%20card.pdf)).   **Explore / Observe / First hand experiences: Make it move with a magnet**   * Provide the children with a wide selection of the following: * small magnetic items such as various coins, paperclips, small nails, aluminium foil pieces. * thick and thin card (to test moving things on the top of a piece of card with the magnet below). * reel of cotton (to attach items to). * small non-magnetic items. * Give the children a magnet each and allow them to explore making the objects move using only their magnet. * Ask children to record the different ways in which they made objects move with the magnet. * Ensure that children can identify that magnets can work without direct contact. As an assessment point, ask the children to write down three important facts about magnets. |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| **Sort / Group / Compare / Identify: Is it magnetic or not?**   * Ask children to work in groups to create a buried treasure game for children in KS1 using a sand tray. In the game, the KS1 children will have to find items buried in the sand using only a magnet. * To develop the game, children will have to test different everyday materials and classify them as magnetic or non-magnetic. Which materials will they add to their tray? * Are all metals magnetic? Provide the children with a selection of objects made from different metals such as coins, sample metal discs, various screws and nails, stationery equipment (clips of various types), aluminium foil, an ornamental brass object, a steel drinks can, an aluminium drinks can, a piece of copper piping and chrome items. Ask them to sort the metals into those which are magnetic and those which are non-magnetic. At the end of the lesson let the children test pencil graphite to see that it too is magnetic.   **Explore / Observe / First hand experiences: Are all magnets the same?**   * Allow the children time to explore a variety of magnets including those with different strengths, sizes and shapes, including bar, ring, button and horseshoe magnets. * Ask children to record their observations using drawings and annotate with words such as attract, repel, different ends/pole, bouncing caused by repelling poles, etc. * Give children more time to explore the magnets using the tray of materials from the 'Is it magnetic or not?' task. Ask them to then compare and contrast two different magnets and suggest two or three things that are the same and two of three things that are different. Make a class list of their suggestions for the class display. * Carry out an ‘Odd One Out’ thinking activity using three different magnets. The children have to decide which magnet is the odd one out and why. How many different odd ones out can the children come up with for the same three magnets? Following feedback, if no-one has identified magnet strengths as an odd one out, describe a scenario where your fridge magnet at home doesn’t seem to hold many notes to your fridge. This can then lead to the children planning an investigation to compare the strength of different magnets.   **Modelling: How do magnets work?**   * Ask children to work in groups of four to act out how magnets work. To support this, provide the children with laminated words on large cards to ensure they are representing certain features e.g. non-contact force, attract, repel, magnetic material, different poles. Large laminated arrows would also add to the visual effect. * Once the children have designed their movements, allow them to watch the 'Moving like Magnets' clip from the Teachers Media website ([here](http://www.teachersmedia.co.uk/videos/dance-moving-like-magnets)) for further ideas. How can they improve their performance after watching the video clip? Each revised performance could be recorded for reviewing. Can children identify which was the clearest to understand and which had the best actions to represent the different magnet features?   **Practical investigation: Planning a fair test**   * Are all magnets the same strength? * To scaffold an independent approach to testing the strength of different magnets, allow children to choose from the methods below. These may be briefly demonstrated but then the children have to decide as a team how they will organise themselves, what they will do and what equipment they will use. For recording purposes, a blank table with no headings could also be provided. Each group should choose three different magnets to compare. * Methods to choose from: * How many similar objects, such as paperclips, a magnet can hold (such as when a magnet is moved downwards towards a container full of the objects). |

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| **Science** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * How many similar objects, such as paperclips, a magnet can hold (when a paperclip is added one at a time to a magnet to make a long chain without the paperclips being hooked together first). * The greatest distance between a magnet and a magnetic object before the object is attracted (paperclip hung on a piece of cotton, how close does the magnet need to get before the paperclip is attracted)? * The number of layers of non-magnetic material that a magnet attracts through (the children can have a choice for the materials they use between the magnet and the object). *This option helps to exemplify a non-contact force.* * These experiments lend themselves to focused work on writing a simple conclusion. The children could each write an individual conclusion without support. The teacher could then model a good conclusion (an answer to the question ‘Are all magnets the same strength?’, a sentence about the pattern they noticed and a reason why (I think this was because...), the use of some scientific vocabulary and common language to add to their explanation). The children could then pool their own ideas and make up an improved group conclusion using some of the teacher’s suggestions.   **Thinking activity: What if everything was magnetic?**   * Describe three pros and three cons for this situation. How many words from the class display word wall can they use in their sentences? This can be used as an assessment of the children’s understanding. Writing in their own words allows teachers to see what they have understood and where any misconceptions/partial understanding might remain.   **Research**   * As a homework activity children could investigate how many different ways things move. How many different examples can they find around the house and how many different words can they collect to describe movement? Can they write a sentence about the thing or object that had the most types of movement. They could also explore magnets around the home of find out if any parent uses magnets in their job/workplace. If they have several fridge magnets they could test which is the strongest one and then bring it in to test with others to find ‘The Ultimate Fridge Magnet’.   **Resources**   * Dyson posters: * How magnets are used in everyday life from the Dyson website ([here](http://media.dyson.com/downloads/JDF/Poster_10_Magnetic_Materials.pdf)). * The story of magnets ([here](http://media.dyson.com/downloads/JDF/Poster_11_Magnets.pdf)).   These could be printed out and used as laminated information/glossary mats throughout the magnets unit.   * Magnetism’ Game from the SGSTS website ([here](https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Magnetism.pdf)) which encourages collaborative discussion, and provides a resource for testing different magnets. * A collection of mechanical toys video clip from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/zydg9j6)). * Magnets video clips from the BBC Bitesize website ([here](http://www.bbc.co.uk/education/topics/zyttyrd)). * How strong are magnets? from the Cool Magnet Man website ([here](http://www.coolmagnetman.com/magflux.htm)). This website, although more suitable for KS3 and KS4, gives some ideas that can be used for this unit. |

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| **Science** | |
| **Creative Learning Opportunities and Outcomes (contd.)** | |
| **Key questions**   * What materials are attracted to magnets? * When and where are magnets useful? * How strong are magnets? * Are all magnets the same strength? * Will a magnet attract plastic covered paperclips? * What if everything was magnetic? * How can we make objects move? * How can we stop things moving? * How can we change the movement? * How can we slow down a moving object? * Do different surfaces make a difference? * What if we could only push but not pull?   **Key vocabulary**   * Move, movement: fly, bounce, slide, spin, roll, swirl, swing, forward, backward, upwards, downwards, faster, slower, accelerate, decelerate, ramp, incline. * Push, pull, squeeze, springy, attract, repel, magnetic, non-magnetic, attraction, repulsion, names of common metals (e.g. iron, copper, aluminium), poles, horseshoe magnet, bar magnet, ring magnet, button magnet. * Stronger / weaker, best / worse. | |
| **Music** |
| **Key Learning** |
| **Performing**   * Play tuned and untuned instruments with control and rhythmic accuracy. * Practise, rehearse and present performances with an awareness of the audience.   **Listening**   * Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. * Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).   **Creating**   * Improvise and develop rhythmic and melodic material when performing. * Explore, choose, combine and organise musical ideas within musical structures.   **Knowledge and Understanding**   * Analyse and compare sounds. * Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary. * Improve their own and others' work in relation to its intended effect. * Use and understand staff and other musical notations. * Develop an understanding of the history of music.   **Musical Elements**  **Pitch**   * Determine upwards and downwards direction in listening, performing and moving. * Recognise and imitate melody patterns in echoes. * Show the overall contour of melodies as moving upwards, downwards or staying the same. * Determine movement by step, by leaps or by repeats. * Perform simple melody patterns. |

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| **Music** |
| **Key Learning (contd.)** |
| **Duration**   * Indicate the steady beat by movement, including during a silence. * Respond to changes in the speed of the beat. * Respond to the strong beats whilst singing. * Use instruments to keep a steady beat. * Hold a beat against another part.   **Dynamics**   * Recognise differences in dynamic levels.   **Tempo**   * Identify the differences between fast and slow tempos. * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Timbre**   * Describe and aurally identify the tone colours of instruments. * Compare instrumental tone colour.   **Texture**   * Recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. * Recognise changes in texture. * Identify the melodic line in a texture. * Recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).*   **Structure**   * Differentiate between the contrasting sections of a song. |
| **Music** | |
| **Creative Learning Opportunities and Outcomes** | |
| In this theme, children are going to study the music of Marvel Studios – home to the Iron Man movie franchise. This will then lead them to investigate the impact of music on film trailers and films in general before they then compose their own music or special effects to a trailer of their choice.   * Begin by watching ‘The Music of Marvel Studios – 2002 to 2011’ clip on YouTube ([here](https://www.youtube.com/watch?v=hPnuHpbVDTk)). Consider the following musical elements: * Can children identify adjectives to describe how the music sounds to them? Do these words reflect what a good trailer should be like? What is the purpose of a film trailer? * Can children list the instruments they can hear throughout the examples? * Can children respond to the speeds of the music, stating whether each excerpt is slower or faster than the previous one? * Can they describe whether melodies are long and sustained or short and disjointed? * Can they discuss the dynamics (volume) of the music using musical terms? A list of musical terms and their English equivalents can be found on Wikipedia ([here](http://en.wikipedia.org/wiki/List_of_Italian_musical_terms_used_in_English)). * Play a listening game. After a few listens, turn off the screen – mix the order of the films from the examples (start at different points on the video) and ask children to write down which film the music comes from. Can they accurately explain which film they are hearing by describing musical elements such as certain instruments, melodies and speeds they hear? * Continue by listening to the soundtrack of Iron Man 3 by Brian Tyler on YouTube ([here](https://www.youtube.com/watch?v=3m5_5bU5vfc)). Clicking on the ‘show more’ section brings up timings and allows the relevant musical excerpt to be selected. * Listen to the ‘Isolation’ part of the soundtrack (track 4), and discuss the meaning of the word isolation. Does the music reflect the title? What gives the music the feeling of being alone? Identify interesting musical features such as the slow strings, the eerie vocal/synthesiser in the background. Ask the children to create a storyboard to complement the music. * Listen to a contrasting part of the soundtrack, ‘Heat and Iron’ (track 11), and again create a storyboard to suit the title. * Allow children time to listen to other excerpts. Can they choose a favourite? Create a chart to represent class choices and ask children to explain, using musical reasons, why they prefer a certain piece of music: Is it the melody; the instruments; the volume or tempo; the way it makes them feel? All this is important when creating an effective movie trailer. * Watch some suitable trailers without the sound, such as: * The Iron Giant on YouTube ([here](https://www.youtube.com/watch?v=JgjmFBX34zc)). * The Disney trailers site on YouTube ([here](https://www.youtube.com/user/DisneyMovieTrailers)). * DreamWorksTV for DreamWorks trailers on YouTube ([here](https://www.youtube.com/channel/UCY26xU0-avwTJ6F6TzUZVEw)). * Despicable Me on YouTube ([here](https://www.youtube.com/watch?v=sUkZFetWYY0)). * Finding Nemo on YouTube ([here](https://www.youtube.com/watch?v=SPHfeNgogVs)). * LEGO Movie on YouTube ([here](https://www.youtube.com/watch?v=fZ_JOBCLF-I)). * How effective are the trailers without any music or sound effects? Choose one trailer to work on in groups or as a class. Explain to the children that they are going to create their own music and/or sound effects for these trailers. | |

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| **Music** |
| **Creative Learning Opportunities and Outcomes (contd.)** |
| * Discuss and experiment with the following ideas: * What happens on screen that requires a sound effect: footsteps, falls, bangs etc. and what timbre do these sounds make? How can these be recreated using everyday items? * Does the trailer have any contrasting sections? How can these sections be made different sound wise? * Does the texture need to be light or heavy? Experiment with using single and many sounds – which is more effective? * What dynamics of playing are needed? Does the trailer need to be loud or quiet? * Does the trailer require percussion? Who is going to play the parts and what instruments are needed? * How will the children playing know when to play? How will the music be cued and notated?   If there are any children in class that can use their instruments, these could form part of the melody composition.   * Rehearse the composition at first slowly using a conductor or cue sheet. When children gain confidence with their role in the performance introduce the trailer again and work towards a confident accurate performance alongside it. * Present the chosen trailer plus their live music and special effects to another KS2 class. Ask them to evaluate whether they thought the music was: * in time (in sync) with what was happening on the screen. * appropriate for what was on the screen. * conveyed the intention of the trailer (e.g. to excite, scare, amuse etc). * Allow time for children to evaluate their own performances. What things do they feel they did well? What would they like to improve? * Watch a behind the scenes recording of the 'Frozen' film score on YouTube ([here](https://www.youtube.com/watch?v=U_5Cka5FYRk)) to gain a more in depth look at what happens during the recording of a movie score. * Notice in particular the musicians and their instruments. The conductor leads them and he uses a large screen of the movie at the back of the orchestra to help him conduct the music at the right tempo so that it is in time with the images on the screen.   **Resources**   * Introduce the idea of film editing by using the Tumbletown Movie Maker on the TVOKids website ([here](http://www.tvokids.com/games/tumbletownmoviemaker)). This allows children to add effects, backgrounds and different music to a short clip. * The iPad app Lego Movie Maker also allows children to create and add music to their own movie. * The Soundplant website ([here](http://soundplant.org/)) is a free application that turns computer keyboards into a live instrument and sound effects audio tool. Children can experiment with the sounds to accompany any movie trailer. * The HelloKids website ([here](http://www.hellokids.com/c_26899/hellokids-daily-kids-news/making-your-own-movie)) has more information about shooting and creating music to their own film. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Art and Design** | **Drawing**   * Experiment with ways in which surface detail can be added to drawings. * Use journals to collect and record visual information from different sources. * Draw for a sustained period of time at an appropriate level. * Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. * Experiment with different grades of pencil and other implements to create lines and marks. * Experiment with different grades of pencil and other implements to draw different forms and shapes. * Begin to show an awareness of objects having a third dimension. * Experiment with different grades of pencil and other implements to achieve variations in tone. * Apply tone in a drawing in a simple way. * Create textures with a wide range of drawing implements.   **Painting**   * Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. * Work on a range of scales e.g. thin brush on small picture etc. * Create different effects and textures with paint according to what they need for the task.   **Evaluation**   * Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. * Adapt their work according to their views and describe how they might develop it further. * Annotate work in journal. | Within this theme, children can explore the role of book illustrators who bring visual impact to a text. In particular, they can consider Laura Carlin and her award winning illustration of ‘The Iron Man’, on her website ([here](http://www.lauracarlin.com/iron-man)), which is one illustrator’s interpretation. Key scenes can be targeted for illustration by the children, e.g. the scrapyard scene or the picnic scene. Show the children images of scrapyards. The children can then make detailed observational studies of cogs, spanners, bolts and chains etc. in their sketchbooks which could be used to inform a larger piece of work. The image of the Iron Man himself is an opportunity for children to work from imagination.  **Drawing and Painting**   * Make a series of observational drawings in sketchbooks of cogs, chains, spanners and tools. * Make a series of drawings of cars and cranes; children’s small toys and, if possible, small pedal cars. * Develop an image of the Iron Man in sketchbooks or on larger scale. * Use a full range of drawing materials, including grades of pencils, charcoal and chalk to make drawings, and smudging to help create 3-D effects. * Work on a larger scale, perhaps with charcoal and graphite sticks. Children can be given the opportunity to work on a large scale individually or in groups to depict a particular scene from the book. * Develop drawings into painting with, for example, watercolour. When dry, children can add depth and texture using dry media such as pastels. * Experiment with overdrawing on a painting.   **Evaluating**   * Children refer back to their original ideas in their journal or sketchbook to incorporate into their work as it progresses. * Ensure children have time to evaluate their work and that of others, describing what they like or might change next time, what materials they preferred using and what advice they may give another artist. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing** | **Programming**  **Skills**   * Write programs that accomplish specific goals. * Read what a sequence in a program does. * Work with various forms of input. * Work with various forms of output. * Use logical reasoning to predict outputs. * Create programs that implement algorithms to achieve specific goals. * Debug programs that accomplish specific goals through self and peer assessment. * Use sequence and repetition in programs * Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices. * Use sequences of commands to control physical devices using outputs. * Demonstrate and develop a sense of audience when appropriate. * Use and debug programs that control physical devices (n*ote real or screen simulations could be used).* * Use logical reasoning to detect and correct errors in programs.   **Knowledge and Understanding**   * Understand how to plan and write programs that accomplish specific goals. * Know a range of input devices and how they can be used. * Know a range of output devices and how they can be used. * Know the difference between an input and an output. * Understand that computers can collect data from various inputs. * Know what debugging is and how it can be used to achieve specific goals. * Understand that planning is a vital part of designing programs. * Understand that evaluation is a vital part of the design process. * Understand what the terms sequence and repetition mean and know how to use them in programs. * Understand how to control physical devices. | The learning within this theme allows children to explore and experiment with the use of inputs and outputs.  The children need to know about the differences between inputs and outputs and examples of their use. A useful starting activity is a discussion around different examples of input and outputs. The BBC Bitesize website defines the two in simple terms as 'An input is data that a computer receives. An output is data that a computer sends.' The site also has a useful animation ([here](http://www.bbc.co.uk/guides/zx8hpv4)).  Common examples of input devices are computer keyboards, mice, touch screens, microphones and cameras and common output devices are screens, speakers, printers and motors. Demonstrate several devices to the children so they can guess what the input(s) and output(s) are in each example. Some examples that can then be demonstrated with questions include:   * What inputs and outputs does a tablet device such as an iPad have? * What are the input and output devices when the Scratch game ‘Save the Mini-Figs’ on the Scratch website ([here](http://scratch.mit.edu/projects/10123832/)) is used? * What are input and output devices when we use datalogging equipment?   The teacher needs to explain what is happening between the input and the output. Show the clip 'How does input make an output?' on the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/zx8hpv4#zcf8d2p)).  Children can then investigate creating simple and more complex sequences of commands to investigate the inputs and outputs involved.  Linked to learning opportunities in design and technology, the children can design animations in their software (e.g. Scratch) of simple mechanisms such as levers. They can include information as text or sound to explain how the mechanisms work. This could also be linked to learning opportunities in science. Children will need to plan out their program to make sure they include all the necessary details or algorithms to complete their work. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing**  **(contd.)** | * Be aware that everyday devices use sensors and outputs, e.g. automatic doors, traffic lights, intruder alarms. * Understand how to use logical reasoning to detect errors in programs. * Understand how to use logical reasoning to correct errors in programs. * Understand that computers can collect data from various inputs. * Understand how to plan and write programs that accomplish specific goals. | Scratch allows children to draw their designs directly into the software through the graphic tool – the paint editor. They will have to plan and think carefully and logically about how they want their animations to work. A storyboard of the animation may prove useful to highlight which objects need to be drawn and how they will move. Ask the children if they can identify what will happen when the program is run and which are the input and output devices.  Children need to evaluate their programs to make sure they are fit for purpose and do not contain any bugs. If they have any errors then they will need to debug their programs.  Some devices such as the Makey Makey allow the user to use any conductive object(s) as an input (e.g. bananas). These can take the place of chosen keys from your device such as a laptop or desktop computer. Children can write programs in software such Scratch and then the inputs from their program can be run to the inputs connected to their Makey Makey device.  Programs created in software such as Scratch or apps such as Daisy the Dinosaur or Hopscotch can be controlled by different inputs. Children can investigate this by creating simple animations and testing the variety of input options. In the Daisy the Dinosaur app these are shaking the iPad and touching the screen or character.  As a further demonstration, and linked to learning in Year Four, teachers could also use the Lego Education WeDo kits (if available) with either the Lego Education WeDo software or with Scratch software. The children will create programs to control external devices such as this in Year Four.  **Resources**   * The FlowGo allows children to monitor inputs such as lights and pushes and control lights, buzzes and motors. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing**  **(contd.)** | **Online Safety**  **Skills**   * Use technology responsibly. * To create appropriate passwords. * Keep passwords and personal data safe. * Recognise acceptable behaviour. * Recognise unacceptable behaviour. * Be able to create a ‘secure’ password, e.g. combination of letters, symbols and numbers in accordance with the school’s eSafety policies and procedures / Acceptable Use Policy.   **Knowledge and Understanding**   * Know the school’s rules for keeping safe online and be able to apply these beyond school. * Know how to use technology responsibly * Understand the need to keep personal information and passwords private in order to protect themselves when communicating online. * Know how to respond if asked for personal details or in the event of receiving unpleasant communications, e.g. saving the message and showing to a trusted adult –according to the school’s eSafety policies and procedures / Acceptable Use Policy. | * 'Controlling Physical Systems' clip from the BBC Bitesize website ([here](http://www.bbc.co.uk/guides/zxjsfg8)). * KS2 Investigating Inputs Scratch activity from the Barefoot Computing website ([here](http://barefootcas.org.uk/programme-of-study/work-various-forms-input/ks2-investigating-inputs-scratch-activity/)). * KS2 Working with Outputs LEGO Education WeDo Scratch activity from the Barefoot Computing website ([here](http://barefootcas.org.uk/programme-of-study/work-various-forms-output/ks2-working-outputs-lego-wedo-scratch-activity/)).   **Protecting passwords and personal information**  It is important that children understand that they need to protect their personal information. When personal information is stored online then it is commonly accessed by passwords. Keeping our passwords safe and making sure that our passwords are ‘strong’ is two of the measures we can take but there are also others.  The following questions can be investigated by children or can form part of a class or group discussion:   * What is internet security? From the BBC Webwise website ([here](http://www.bbc.co.uk/webwise/0/22717881)). * What does your school AUP (Acceptable use policy) say about passwords and keeping safe online? * What information do we have online? * What information do the children have online? * What online tools do we have passwords for? * What is a ‘strong’ password? Password security information from the Get Safe Online website ([here](https://www.getsafeonline.org/protecting-yourself/passwords/)), Password checker from the Microsoft website ([here](https://www.microsoft.com/es-xl/security/pc-security/password-checker.aspx)) and The Password Rap from the NetSmartz website ([here](http://www.netsmartz.org/NetSmartzKids/PasswordRap)) are all useful tools to support this.   Keeping your computer safe from being attacked by malicious software such as viruses and Trojans is another way of keeping our data and information safe. Useful resources for this discussion include   * What is internet security? A teacher resource from the BBC Webwise website ([here](http://downloads.bbc.co.uk/webwise/get-connected/what_is_internet_security.pdf)). * What can happen if your online information is comprised? from the Get Safe Online website ([here](https://www.getsafeonline.org/index.php/protecting-yourself/privacy/)). |
| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Computing**  **(contd.)** |  | Discuss with the children appropriate ways of responding if they are asked for personal details online or if they receive unpleasant communications.  This can be linked to work on acceptable and unacceptable behaviour online e.g. logging into other people’s accounts or compromising other people’s passwords.  The children could make a rap or poem about how to make their passwords strong and how to keep them safe. These could be written down or recorded e.g. using Apple apps such as GarageBand, Voice Record or Audio Memos or software such as Microsoft’s Songsmith. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics** | **Number – number and place value**   * Count up and down in tenths. * Read and write numbers with one decimal place. * Identify, represent and estimate numbers using different representations, including the number line.   **Measurement**   * Measure, compare, add and subtract: lengths (m/cm/mm). * Recognise angles as a property of shape or description of turn. * 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. * Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.   **Geometry – properties of shapes**  Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.  **Statistics**   * Interpret and present data using bar charts, pictograms and tables. * Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. | Linked to learning opportunities in science where children are investigating how far they can make a toy car travel, children can utilise their measuring skills. They could create a ramp with a given height (e.g. 5cm at its highest point), roll the car down from the top and measure how far it travels along the floor from the end of the ramp. Measurements could be to the nearest half centimetre or rounded to the nearest centimetre in order to be within children’s number competence.  Ask them to test the statement 'The higher the ramp, the further the car travels.' They should repeat the experiment a number of times, but raise the ramp in 5cm intervals each time. Ask the children to suggest how the information could be recorded. Encourage them to identify patterns in the number sequences and understand what the data gathered means in relation to testing the statement.  The data collected in the table could then be presented as a bar line graph, such as the one below, using horizontal lines to represent distances travelled along the floor.    Children may need teaching that a bar line graph is an efficient way of representing a bar chart, using single lines instead of bars.  This method of representing data could also be used in the other experiments outlined in the science learning opportunities, such as those involving different surfaces. Children should answer questions that involve comparing and calculating the data. |

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| **Additional Curriculum Links** | | |
| **Subject** | **Key Learning** | **Creative Learning Opportunities and Outcomes** |
| **Mathematics**  **(contd.)** |  | Linked to the 'flying protractor' activity in science, children could mark ten equally spaced intervals along the length of the table top as the measure for the distance travelled by the protractor. If the markings show 0 as the start of the table and 1 as the end, each interval represents one tenth of the distance of the table. The distance travelled by the protractor can therefore be shown as a number of tenths of the overall length of the table.  Linked to learning opportunities in design and technology, there are opportunities for children to apply their knowledge and understanding of geometry, in particular, shapes, lines, horizontal, vertical, parallel, perpendicular, angles and turns including right angles. If levers are used in their finished product, children could also explore the angles that can be created, or the angles the levers must rotate through as they operate the product.  Pop-up books which open like the one on the right, are useful contexts in which to explore right angles and the  properties of lines such as parallel, perpendicular, horizontal and vertical.  front view  The Extreme Cards website ([here](http://extremecards.blogspot.co.uk/2008/05/pop-up-card-tutorial-lesson-1.html)) illustrates some simple  pop-up mechanisms which children can describe using the  appropriate mathematical terminology listed above.  During the designing and making parts of the process,  children will be required to measure accurately and  side view  calculate in the context of measures, in order to ensure  the different parts of the product fit together correctly. |

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| **English** | | |
| **Key Learning** | | |
| **Unit** | **Novel as a Theme** | **Recount: Diaries** |
| **Outcome** | * Story based on a plot structure from the focus text. | * Diary entries which include those written: * from own experience. * in role as a character. |
| **Possible Duration** | * 3-4 weeks. | * 1-2 weeks. |
| **Key Learning**  **Reading** | * Use knowledge of root words to understand meanings of words. * Use intonation, tone and volume when reading aloud. * Listen to and discuss a range of fiction. * Regularly listen to whole novels read aloud by the teacher. * Use dictionaries to check meanings of words they have read. * Sequence and discuss the main events in stories. * Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. * Explain the meaning of unfamiliar words by using the context. * Raise questions during the reading process to deepen understanding e.g. *I wonder why the character …* * Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. * Use point and evidence to structure and justify responses. * Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.* | * Listen to and discuss a range of diaries. * Read a range of recounts: diaries. * Analyse and evaluate texts looking at language, structure and presentation e.g. *diaries.* * Identify discuss and collect favourite words and phrases which capture the reader’s interest and imagination. * Discuss their understanding of the text. * Make predictions based on details stated. * Use point and evidence to structure and justify responses. * Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.* |
| **Key Learning**  **Writing** | * Select, generate and effectively use adverbs e.g*. suddenly, silently, soon.* * Explore, identify and create complex sentences using a range of conjunctions e.g. *since, until, in case.* * Read and analyse narrative in order to plan and write own version. * Identify and discuss the language and structures of narrative for writing. * Create and develop settings for narratives. * Create and develop characters for narrative. * Create and develop plots based on a model. * Generate and select from vocabulary banks e.g*. noun phrases, powerful verbs,* appropriate to text type. * Group related material into paragraphs. | * Use the determiner *'a'* or *'an'* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box.* * Read and analyse diaries in order to plan and write own versions. * Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. * Identify and discuss the language and structures of diaries for writing. |
| **English** | | |
| **Key Learning (contd.)** | | |
| **Suggested Texts** | * The Iron Man by Ted Hughes. * The Iron Woman by Ted Hughes. * The Iron Giant DVD. | * Range of diary extracts. * Diary models written by the teacher at an appropriate for the class. * My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by [Kees Moerbeek](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Kees+Moerbeek&search-alias=books-uk&text=Kees+Moerbeek&sort=relevancerank). * The Diary of Dennis the Menace by Stephen Butler. * Diary of a Wimpy Kid by Jeff Kinney. * Recounts page from the BBC Bitesize website ([here](http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/read/1/)). |

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| **English** | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes** | |
| **Creating interest**   * One sentence at a time, read aloud a description of a character e.g. The Iron Man by Ted Hughes. Ask children to visualise the character from the description, quickly sketching their initial interpretation. * Provide the description for the children to reread with a partner. Model highlighting key words and phrases. Add further details to drawings and label with annotations e.g. from The Iron Man: '*Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness. The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.'* * Linked to learning experiences in art, identify further time outside of the English lesson to develop the visualisations using a range of art materials. * Display and compare interpretations of the character. | **Learning outcomes**   * Children will be able to interpret ideas in order to visualise a character. * Children will be able to annotate sketches using words from the text. |
| **Reading**  **Grammar:** Warm ups throughout the reading phase **-** focus onselecting, generating and usingadverbs.  **Reading and responding**   * View the opening of the selected text on film e.g. *The Iron Giant DVD clip* or the clip on the BBC Bitesize website ([here](http://www.bbc.co.uk/education/clips/z878q6f)). * Compare the children’s visualisations of The Iron Man with the film versions. Use key questions to promote discussion e.g. *Is the character as you imagined? What is different? What is the same? Which do you prefer? Why?* * View the selected clip again and ask the children to be ‘spotters’ to collect favourite or interesting words and phrases. Collect these words and phrases on a flipchart. * On cards, provide each group with the description from the text of a body part of The Iron Man e.g. eyes, head, arms, legs, body etc. Each group examines their description e.g. eyes – *his eyes glowed red, then infra-red, then green*. * Through shared reading, explore chapter one. As the story develops, ask each group to bring their body part with description to label a life size figure of The Iron Man. Display this with the descriptions. * Use the drama technique of hot seating to further explore the character. Support the children in generating appropriate questions, e.g. *Who are you? What are you doing? What happened to you? Where are you? How do you feel? Why? What are you going to do next?* Model quality responses in the hot seat before children complete the hot seating in small groups. Link to short writing opportunities involving writing in role, e.g. thinking and feeling bubbles or diary entries. * Continue to identify, discuss and collect favourite words and phrases, from the text, which capture the reader’s interest and imagination. Model using dictionaries to check unfamiliar words read, before returning to the text to collaborate in establishing meanings in context. Collect and display these on the working wall. Continue this throughout the reading of the novel. | **Learning outcomes**   * Children will be able to identify, select, generate and use adverbs within sentences. * Children will be able to compare their visualisations with the film versions. * Children will be able to identify effective words and phrases. * Children will be able to identify key points in a text. * Children will be able to discuss events using a film text. * Children will be able to use drama techniques to explore character actions and feelings. * Children will be able to raise questions. * Children will be able to answer questions orally and in writing. * Children will be able to identify key events and represent the main points. * Children will be able to identify characters, setting and events. |

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| **English** | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Summarise chapter one, chunking the plot into a series of events on a chart or storyboard. * Introduce children to storyboarding the events, beginning with the opening, using a whole class planner e.g. capture images from the film or create storyboard events using illustrations or freeze frames of children in role. Add these to the working wall. Continue this for each section of the story during this phase. * Read the rest of the chapter outside of the English session. * Use a combination of reading and viewing the text e.g. *The Iron Man* and *The Iron Giant on DVD* to explore the whole story. Repeat activities from earlier in the phase to interrogate characters and plot from selected sections or chapters. * Model using point and evidence to develop using evidence from the text. Use speaking boxes and then provide a short writing opportunity. Provide the point or the evidence for children to discuss in groups, referring to a selected part of a text e.g.  |  |  | | --- | --- | | **Point** | **Evidence** | | The Iron Man was mysterious. |  | |  | *‘...everything in place except for one ear. He strode around the beach searching for his lost ear.’* |  * By the end of the phase, ensure the children need to have a secure understanding of the story.   **Reading and analysing**   * Model chunking an appropriate part of the story into sections which can be used as a plot pattern for writing later e.g. Chapter Two of The Iron Man.  |  |  |  | | --- | --- | --- | | **The Iron Man – Chapter Two** | **Extract the basic plot** | **New story or Change of viewpoint** | | Hogarth goes fishing. |  |  | | Iron Man appears – Hogarth tells his Dad. |  |  | | Dad and Hogarth look for Iron Man and see him – try to run him over then leave. |  |  | | Dad and other farmers discuss the damage Iron Man has done and build a hole to capture him. They wait but he doesn’t appear. |  |  | | Hogarth tries to trap a fox in the hole but then Iron Man appears. |  |  | | Iron Man falls into hole and it is covered. |  |  | | * Children will be able to specify points and use evidence from the text to justify opinions. * Children will be able to chunk a plot into a series of events. |

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| **English** | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Select the opening paragraph of a chapter e.g. chapter one or two in The Iron Man and analyse how the author combines character and setting. Use two colours to highlight the text, identifying references to character and setting. * With the children, begin to create a checklist for an effective opening paragraph. Provide further examples of opening paragraphs for children to analyse independently and identify details from the checklist/add to it – collate as a class and display on working wall. |  |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase– explore, identify and create complex sentences using a range of conjunctions e.g. *since, until, in case.*   * Use the plot structure created by chunking the plot during the reading phase to support the development of a new story. For a simpler alternative, change the viewpoint from which the original story is written. Extract the basic plot and create a new story or make notes from the viewpoint of one character if the outcome is a first person narrative in role.  |  |  |  | | --- | --- | --- | | **The Iron Man – Chapter Two** | **Extract the basic plot** | **New story or**  **Change of viewpoint** | | Hogarth goes fishing. | Main character taking part in activity or hobby. |  | | Iron Man appears – Hogarth tells his Dad. | Scary/mysterious character appears – character reports sighting. |  | | Dad and Hogarth look for Iron Man and see him – try to run him over then leave. | Characters try to get rid of the scary/mysterious character. |  | | Dad and other Farmers discuss damage Iron Man has done and decide to build a hole to capture him in. | People discuss damaged caused by the scary/mysterious character and make a plot to trap him/her. |  | | They wait but he doesn’t appear. | They wait but he/she doesn’t appear. |  | | Hogarth tries to trap a fox in the hole but then Iron Man appears. | Character gets on with their life but then the scary/mysterious character appears. |  | | Iron Man falls into hole and it is covered. | Scary/mysterious character is trapped. |  |  * Develop each section of the new plot as a class. | **Learning outcomes**   * Children will be able to develop a new story based on a familiar plot structure. * Children will be able to use drama techniques to explore new characters and events. * Children will be able to identify and develop interesting language to use. |
| **English** | |
| **Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Explore using drama techniques such as hot seating, freeze framing and role play. Add thoughts, feelings, details, vocabulary and dialogue to each section. * Use interesting and effective language collected during the reading phase and extend by using thesauruses to develop further word and phrase banks. |  |
| **Writing**   * Referring to the new plot structure created, use shared writing techniques to model a section at a time with the children. Focus on skills – the effective use of adverbs and creating complex sentences with conjunctions. * Model writing the opening paragraph which combines characters and setting before children write their own opening paragraph. * Continue to model each section or paragraph daily. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to write an innovated story or a story with a change of viewpoint which includes: * effective use of adverbs. * conjunctions to create complex sentences with adverb starters. * paragraphs. * an opening paragraph which combines character/s and setting. |
| **Outcome**   * Story based on a plot structure from the focus text or re-written from a different viewpoint. | |
| **Presentation**   * Book of short stories to be placed in class or school library, or on display. | |

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| **English** | |
| **Recount: Diaries – Creative Learning Opportunities and Outcomes** | |
| *Note: This unit could be integrated within the Novel as a Theme unit, or could stand alone.*  **Creating interest**   * Read extracts from diaries and ask children to identify who they think has written each extract e.g. *My Secret Scrapbook Diary - Little Red Riding Hood - Fairy Tale Diaries by* [*Kees Moerbeek*](http://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Kees+Moerbeek&search-alias=books-uk&text=Kees+Moerbeek&sort=relevancerank). | **Learning outcomes**   * Children will be able to infer and deduce from information provided. |
| **Reading**  **Grammar:**  Warm ups throughout the reading phase - focus on determiners.  **Reading and responding**   * Through shared reading, explore and discuss a range of diary entries written by real people and storybook characters. * Use the question hand to model identifying who, what, where, when, why, how details in the text. Annotate the text as appropriate. Following the modelling, provide children with differentiated diary extracts and question hand prompts to identify who, what, where, when, why and how details. Provide large flipchart paper for children to record their findings. * Ask children to use the notes they have collected to prepare a group presentation reporting back their findings and summarising the text read. * Use the notes collected to model writing a paragraph to summarise what is known about the author of the diary or the character. * Following further shared reading, use magic mirror and magic microphone to interview children as though they were the author of the diary or the character who has written the diary. Link to a short writing opportunity using thought and feeling bubbles.   **Reading and analysing**   * Model the analysis of a diary and create a checklist of features. Display this on working wall. * Review the features of recounts (diary is an example of this text type) by using the BBC Bitesize website ([here](http://www.bbc.co.uk/bitesize/ks2/english/writing/recounts/read/1/)). * Provide further diary extracts for children to analyse against the checklist of features. | **Learning outcomes**   * Children will be able to identify key points of a diary using who, what, where, when, why, how with evidence from the text. * Children will be able to participate in a group presentation, reporting accurate details. * Children will be able to identify thoughts and feelings. * Children will be able to respond in role expressing thoughts and feelings. * Children will be able to identify key features of diaries. |
| **Gathering content**  **Grammar:** Warm ups throughout the gathering content phase **-** focus on determiners.   * Select a context for writing a diary. This could be linked to: * the children’s own experiences e.g. event in school. * a context from a text for writing a diary in role as a character. * Develop ideas by plotting key events. * Use drama techniques such as magic mirror and magic mirror to develop thoughts and feelings, and then make notes. | **Learning outcomes**   * Children will be able to identify content for a diary. * Children will be able to organise content for a diary. * Children will be able to develop thoughts and feelings for use in writing. |

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| **English** | |
| **Recount: Diaries – Creative Learning Opportunities and Outcomes (contd.)** | |
| * Model creating a planning frame which details key events and thoughts and feelings in preparation for writing, before children plot their own e.g.  |  |  | | --- | --- | | **Key events:** | **Thoughts and feelings** | | 1 |  | | 2 |  | | 3 |  | | 4 |  | |  |
| **Writing**   * Use shared writing techniques to model a section at a time with the children. Focus on skills – use of determiners and text type features. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | **Learning outcomes**   * Children will be able to create diary entries which include: * determiners. * text type features. |
| **Outcome**   * Diary from own point of view and/or in role as a character. | |
| **Presentation**   * Create a class book of diary extracts. * Present using IT. | |