



Marvellous Materials And Mega structures

Children will be learning about materials and mega structures around the world, the theme is then a vehicle for all creative, literacy and knowledge and understanding.



KUW

Science—

To understand the purpose of a property
To be able to list suitable properties for materials
To understand the suitability of properties linked to an object
To be able to suggest suitable materials for different purposes
To be able to plan own investigation considering fair testing and properties of materials
To be able to explain findings considering their prediction and results
To be able to research and record facts about different materials
To be able to include relevant facts and information, considering properties in their descriptions.,

Geography -

To be able to locate places in the world and match their mega structure man-made wonder.
To understand about the lifestyle, culture and climate of that area and how that may affect the structure and materials used.
To be able to read and study maps and photographs to highlight memory markers and hence identify chronological changes over time to a city or local area

History -

To be able to use secondary sources to research information about a local area
To be able to chronologically order mega structure pictures based on when they were built or Newcastle / Widdrington developments over time
To be able to give suggested reasons for changes such as the invention of steel, railway.
To understand the relevance of religion, cultural and social factors in the changes throughout the ages.

RE— See separate planning

Mathematical Development: (see LTP)

Number and place value (NPV);
Mental addition and subtraction (MAS)
Mental multiplication and division (MMD)
Written addition and subtraction (WAS);
Measurement (MEA):
Statistics (STA)
Written multiplication and division (WMD)
Fractions, ratio and proportion (FRP)

Target Numeracy: To solve subtraction problems using written methods

Fridays test practise: To apply understanding to answer written number stories

Physical Development

Dance - Unit 4 VS Year 4— Wimbledon

To develop simple motifs
To use different partner work devices
To perform a dance with two sections A and B
To capture the mood of the dance

Ongoing: How can the clarinet create a musical sound?

Week 1 and 2

Literacy - Poetry 3 weeks

ICT— What commands are needed to control?

Science—What are properties of materials?

Science—What is the benefit of different material properties?

Monday 9th November: Hancock Museum, Quayside and Ouseburn Tunnel trip

ICT— How can the commands be altered to get it right?

Science—How are different object materials appropriate?

Science—How can a test be kept fair?

Week 3 and 4

ICT— How can the repeat function help?

ICT—How can simple commands be used to control a motor?

History/Geography—What does an architect do?

Geography / Art—What do mega structures look like around the world?

DT—What materials are suitable for the purpose?

Literacy - Information Texts 3 weeks

ICT— How is ICT used to sort and classify objects ?

DT—What tools and techniques are needed to create your mega structure?

Week 5, 6 and 7

ICT— How is ICT used to sort and classify objects ?

Science / ICT —What facts did you find interesting about mega structures and materials?

Science —What is a circuit?

ICT— Which ways can our facts be presented?

Science —What is a conductor?

Science —How can the bulb be made the brightest?

Literacy - Poetry revisit— Christmas themed 1 week

ICT— How can our poetry be well presented?

Art—How can watercolor mixing create a mega structure painting?

Art—What pop up technique can we use to make a Christmas

Creative Development

Art -

To collect visual information to help develop ideas
Combine visual qualities of materials and match them to the purpose of the work
Compare approaches to their own and others' work
To question and make observations for starting points for their work

DT -

To generate and develop ideas, select appropriate materials and plan how they will make their design
To measure, mark out and combine components and materials accurately
To reflect on the progress of their work and identify ways they could improve their design and product

Music

To follow a steady beat
To understand the different of pitch
To understand how music is written down
To learn and perform a given tune on the clarinet

Communication Language and Literacy

Explanations —reading, studying and then writing own explanation texts

Exploring form (3weeks)

To explore a range of different forms of poetry focusing upon the language used to create a vivid image, suspense and description

Speaking and listening: to learn, recite and perform lines for the Christmas play with confidence, clarity and expression.

Writing Target

To be able to choose a range of appropriate openers.

Spelling, punctuation and grammar focus (linked to writing target)

Year 3: Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)

Year 4: Fronted adverbials (e.g. Later that day, I heard the bad news.)

ICT

To understand how control is using a list of commands
To know how commands are instructions that make things happen
To understand how trial and error is the best method to achieve a successful set of commands to do a given job.
How to create, sort and classify animals using a database
How to create, sort and classify using closed questions in a branching database
How to change the font, style, size and colour of text to suit a purpose

MFL- Trois Petit Cochons

To listen carefully and identify familiar words in a French traditional tale

To use knowledge of vocabulary to sort, identify and retell the traditional tale in French

Discrete Learning:

French - Traditional Tale: *Trois Petit Cochons*

PSHE - *SEALS: Getting on and falling out*

RE: 3.5 Rules for living
Judaism: Unit 1 - Festivals

PSED (SEAL)

'Getting on and falling out'

To develop confidence and responsibility as an individual
To make the most of their individual abilities
To play an active role as a citizen both inside and outside of school life
To develop a healthy and safe lifestyle
To develop good relationships with others and respect their individual

Esafety:

'My online community'

To consider what it means to go online and use the Internet.
To compare and contrast how they are connected to different people and places, in person and on the Internet.
To demonstrate an understanding of how people can connect on the Internet by drawing a map of their online community

Key

Outside environment

Multiculturalism

Arts



History / Geography—How

