



Marvellous 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.

Grange View C.E Primary School



KUW
OUR ARTIST SPINE IS:
William Kamkwamba (Wind turbines)

Science—
To identify the features of an electrical circuit
To investigate the best conductor of electricity
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 - Unit L2.3
Christianity unit—Big Story of the Bible
What is the trinity and why is it important to Christians?

Career related Learning:
Forest fuels v Renewable (Energy Futures Educations)

Snap circuits (Equans foundation)

KUW— Skills based objectives to focus on:
Science—
Light, sound and electric
Identify common electrical appliances
Complete a simple electrical circuit identifying and naming the basic parts
Identify whether or not a lamp will light in a circuit based on if the lamp is part of the complete loop with a battery
Recognise that a switch opens and closes a circuit
Identify some common conductors and insulators and identify metal as being good conductors.
Geography—
Place knowledge
Begin to understand simple geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
History -
Continuity and Change
Begin to make links between main events, situations and people with support.
Begin to identify, with support, changes within and across different periods and societies studied.

Communication Language and Literacy
Poetry: Hocus Pocus (Read Write Perform) Hook text: Walking on the bridge of your nose. By Michael Rosen
NF: Non Chronological report —Hook text: Awesome Engineering, Skyscrapers. By Sally Spray

ICT
To describe how networks physically connect to other networks
To recognise how networked devices make up the internet
To outline how websites can be shared via the world wide web
To describe how content can be added and accessed on the www
To recognise how the content of the www is created by people
To evaluate the consequences of unreliable content

Literacy Poetry—Hocus Pocus RWP (2 weeks)

Week 1 and 2

ICT—How do networks work?
4TH NOVEMBER—HANCOCK & QUAYSIDE VISIT
Science—What is a circuit ?

ICT—What is the internet made of?
DT—What is a mega structure?
INTERFAITH WEEK

Week 3 and 4

ICT - How do we share information?
History—How has the quayside in Newcastle changed over time?
Science—What is a circuit?

Literacy Non chronological reports (3 weeks)

ICT - What is a website?
Geog—what do mega structures look like around the world?
Science—What is a conductor?

Week 5, 6 and 7

ICT— Who owns the web?
DT—What materials are suitable for the purpose?
Science— How can the bulb be made the brightest?

ICT—Can I believe what I read?
DT—What tools and techniques are needed to create your mega structure?
Art—How can water colour mixing create a mega structure painting?

OUR ARTIST SPINE IS: Gaudi 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
Identify ways they could improve their design and product

Numeracy

Year 3:
Will be learning about the four operations:
Add and subtract 1s, 10s, 100s
Add and subtract 1s and 10s across a 10
Add and subtract 2 and 3 digits formally with exchanges
Estimate answers and inverse operations
Multiplication using arrays and equal groups
Multiples of 2, 5 and 10
Multiply and divide by 3, 4 and 8

Year 4:
Will be learning about the four operations and area
Efficient subtractions
Estimating answers
Using checking strategies
Count squares, make shapes and compare areas
Multiples of 3
Multiply and divide by 6, 9, 7, 11 and 12
Multiply by 1 and 0
Divide a number by 1 and itself
Multiply three numbers

MFL—Instruments

Be able to say 'I play...' plus an instrument
Match sound to instrument sound /

Arts specific learning (Y4):

DT: Technical knowledge - Mechanical systems:
To design, make and evaluate

PSED—How can we treat each other with respect?
Relationships: Respect for self and others; courteous behaviour; safety; human rights.
PoS refs: R19, R20, R21, T22, R25, R27, R30, R31, G45, L2, L3, L10

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- the rights that children have and why it is important to protect these*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns

Physical Development

TUESDAY am
Newcastle Foundation:
Games: Problems

WEDNESDAY pm -
Swimming

Key
Outside environment
Multiculturalism
Arts

