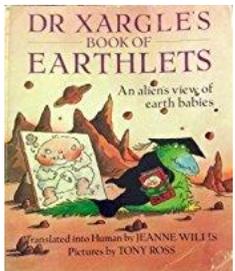| Inspiration/Theme: How does a robot work?	Curriculum Driver: STEM	Outcome of learning: Stories inspired by the animation: Mon ami le robot

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
Dr Xargle's Book of Earthlets. DR XARGLE'S BOOK OF EARTHLETS An aliens view of earth babies. Translated into Human by JEANNE WILLIS Pictures by TONY ROSS Mon amie le robot http://www.literacyshed.com/mon-ami-le-robot.html	<u>Hook/Stunning Start</u> A robot is roaming the grounds – let's go and look for clues. <u>Trips/Visitors/Marvellous Middle</u> A robot comes to visit (Bath Spa). <u>Celebration/Fabulous Finish</u> Invite parents in twilight technology evening to show stories, art and computing work.	Topic display up at the end of term showcasing all curriculum areas. Robot art work inspired by Eric Joyner on display. Stories and instructions on display. Photos of the children performing their robot dance.	<u>Language of describing</u> It/this is ….. and ….. This has …. and …… This is …… They are …… <u>Language of evaluation</u> I think….. because…. Next time I could…. I found …..hard/easy because…. I like…… because……

Topic Table	Role play	Maths Challenge table	Home School Links
<u>Key questions</u> What would you use this for? Why? How can you change this material? Can you squash it? Bend it? Twist or stretch it? <u>Key images/artefacts</u> Different materials (wood, paper, metal, plastic, brick, paper. <u>Key vocabulary</u> Hard, soft, smooth, transparent, opaque, stretch, twist, bend, malleable, shiny.	**Key questions** What does your robot need to do? What materials will you use? Who is your robot for? **Key images/artefacts** Design frames, robots, scrap material **Key vocabulary** Hard, soft, smooth, transparent, opaque, stretch, twist, bend, malleable, shiny.	<u>Key questions</u> Is there a better way of adding? What way could we group them? How many lots of…? Can you draw an array to show…? <u>Key images/artefacts</u> Different objects to be grouped. Groups of equal size. <u>Key vocabulary</u> Multiplication, groups, repeated addition, lots of, groups of, sharing	***Weekly Home Learning****: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.* ***Spellings:*** *Each week children will receive spellings to be learnt at home. These will be tested on a Wednesday.* ***Maths Challenge:*** *You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week.* ***Reading at home****: Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.* ***Slippers:*** *We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact.* ***Water:*** *Please ensure your child has a bottle of water in class.*

English	Geography/History	Science	Maths
Outcome of learning: To publish a story inspired by the animation Mon amie le robot and a set of instructions to maintain a robot. Key Skills: Reading- • Discuss the sequence of events in books and how items of information are related. • Make inference on the basis of what has been said or done. Writing • Write narratives about personal experiences and those of others • Use sentences with different forms e.g questions, statements, exclamations and commands • Use sub-ordination and co-ordination in their writing. • Re-reading to check that their writing makes sense and make changes to improve.	Outcome of learning: Understand how technology has changed within a lifetime and understand there are four compass directions. Key Skills: • Sequence a set of objects in chronological order and give reasons for their order. • Pose and answer questions. • Use simple four point compass directions to describe the location of features and route on a map (Maths curriculum link – Geometry, direction and position).	Outcome of learning: To make a poster showing what the different parts of a robot are made from. Key Skills: • Working scientifically- perform simple tests. Use observations and ideas to suggest answers to questions. Record in tables (Maths link – data handling). • Identify and compare the suitability of a variety of everyday, materials for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Find out about people who have developed useful materials.	Outcome of learning: To understand and apply multiplication and division. Key Skills: • Multiplication as equal groups • 2, 5, 10 times tables • Multiply and divide by 2,5 and 10 • Solve word problems • To understand commutative law • Investigate the links between the 2, 5 & 10 times tables • Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. • Use grouping as a way of dividing • Divide by sharing an amount
Art	Computing	Music	PE
Outcome of learning: To create and imaginative painting inspired by Eric Joyner. Key Skills: • Sketchbook work involving texture and shape. • Create a mood board using the work of Eric Joyner. • Explore using different media's to create 2D textures. • Evaluate and improve our work.	Outcome of learning: A robot face controlled by algorithms. Key Skills: • Write a simple set of instructions • Develop further understanding of what algorithms are and how they are implemented. • Make programmable toys, achieve specific outcomes.	Outcome of learning: Using pitched percussion instruments to perform together as a class. Key Skills: • In Music we will be focused on pitch; how melodies can combine low notes, high notes and repeated notes. We will also enjoy performing songs about Robots and improve our mathematical skills with songs about Math.	Outcome of learning: To learn a dance inspired by robotics and learn key gymnastics skills. Key Skills: • Children will learn key skills of tuck jumps, running jumps and small hurdle. • Perform a robot themed dance. • Replicate a simple movement sequence. • Copy, remember and repeat set movement pattern, with basic control and coordination. • Explain why we need a warm up and cool down.
RE	PSHE	DT	Modern Foreign Languages
Outcome of learning: Discuss and identify feelings. Key Skills: • Ask and respond sensitively to questions about their own and others experiences and feelings.	Outcome of learning: Decide how to choose a material to build a robot based on cost. Key Skills: • Understand that you can choose to save or spend money (Maths curriculum link – measurement & number).	Outcome of learning: Design, make and evaluate our robot. Key Skills: • Design purposeful robots based on a design criteria. • Select from a wide range of tools and materials. • Evaluate their ideas against a design criteria.	Outcome of learning: Learn members of the family in French. Key Skills: • Speak audibly and fluently in standard French. • Learn to understand everyday vocabulary in French.