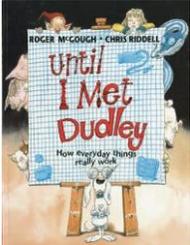
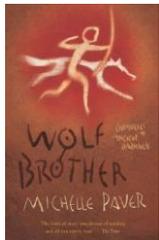


Inspiration/Theme: Marvellous Machines	Curriculum Driver: STEM	Outcome of learning: Explanation text and trust wide skype conference on artificial intelligence.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
  <p>Until I met Dudley by Roger McGough</p> <p>Wolf Brother By Michele Paver</p>	<p><u>Hook?</u> Take apart a household devise/mechanical machine.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Trip to a manufacturer/ visit from engineers.</p> <p><u>Celebration/Fabulous Finish</u> Share explanation text with year three children. Skype conference on artificial intelligence.</p>	<p>Explanation texts with artwork to share with year three children.</p> <p>Interactive poster displayed in classroom and corridors.</p>	<p>Language of explanation: Because of..... x happened For example..... In conclusion.....</p> <p>The Language of Comparison: In some ways....and.....are alike. For instance they both..... Another feature they have in common is that..... Furthermore they are both..... However they also differ in some ways. For example.....while..... Another difference is.....</p> <p>The Language of Opinion: Therefore / In my opinion / I believe He considers..... It is my opinion that.....however others may/might believe.....</p>
Topic Table	Book Corner	Maths Challenge table	Home Learning
<p><u>Key questions</u> What is it? How does it work? What is it made of? What do these gears do? What do levers do?</p> <p><u>Key images/artefacts</u> Machine parts / pictures of machines</p> <p><u>Key vocabulary</u> Levers, gears, cogs, bolts, forces, pulleys</p> <p><u>Science Table</u> Space</p>	<p><u>Key questions</u> How would you describe this text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of.....</p> <p><u>Key images/artefacts</u> Survival kit, woodland objects/images</p> <p><u>Key vocabulary</u> wolf, prospect, bewildered, speculate, menace, ominous, livid, endure, acclaim, conjure, despondent</p>	<p><u>Key questions</u> What graph would you use to present this data? What is a fraction? Why are these not equivalent? Do fractions have to be equal? How would you compare these fractions?</p> <p><u>Key images/artefacts</u> Graphs linked to industrial revolution, images showing fractions</p> <p><u>Key vocabulary</u> Fractions, graphs, data, equivalent, mixed number, line graph, data set</p>	<p>There are many ways in which you can help your child at home...</p> <p>Please support your child with his/her home learning. Your child will receive their home learning on a Friday to complete and return to school by Wednesday.</p> <p>Spellings: Spellings are made up of words from the National Curriculum, our week's spelling rule lesson and review words from previous years. The twelve spellings go home in your child's home learning book on a Friday and are tested the following Thursday in school.</p> <p>P.E. Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms.</p> <p>Coats: Please ensure that children have waterproof coats with them if there is any possibility of rain: outdoor playtimes will go ahead wherever possible. Wellington boots also help us to maximise our outdoor learning opportunities.</p>

English	Maths	Science	PE
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will write their own explanation text. Children will write a speech on artificial intelligence. <p><u>Explanation Key Skills:</u></p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing selecting the appropriate form and using similar model for their own. Use organisational and presentational devices to structure texts and guide the reader. <p><u>Speech Key Skills:</u></p> <ul style="list-style-type: none"> Articulate and justify arguments and opinions. Speak audibly and fluidly with an increased command of standard English. Select and use appropriate registers for effective communication. Gain, maintain and monitor the interest of the listener. <p><u>Reading key skills:</u></p> <ul style="list-style-type: none"> Discuss words and phrases that capture the reader's imagination. Identify themes and conventions across books they have read. Draw inferences about characters' feelings, thoughts, emotions and actions. Ask questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be learning about graphs and fractions. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Read and interpret information in tables and line graphs. Use data to answer word problems. Construct line graphs. Divide and multiply fractions by whole numbers. Write improper fractions. Find equivalent fractions. Compare and order fractions. Add and subtract fractions. <p><u>Cross Curricular:</u> Measuring machine parts, distance and speed in space, historical timelines and graphs from industrial revolution.</p>	<p><u>Outcome of learning:</u> Children will create a model of the solar system.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Describe the features of the solar system. Describe the movement of the sun across the sky. Describe the sun, earth and moon as approximately spherical. 	<p><u>Outcome of learning:</u> Children will create, practise and perform a gymnastics routine.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Select and perform jumps appropriately in response to the sporting situation. Be aware of possible dangers when planning an activity. Identify specific parts of performance to improve and design ways to do this.
	RE	Music	Geography/History
	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will explore how religion and faith is expressed through the arts <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Discuss how art can be inspired by religion. Explore the aspects of religion that are represented in art. 	<p><u>Outcome of learning:</u> Children will learn songs about The Vikings.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Learn lyrics. Learn about and play percussion instruments. Develop skills to keep a part rhythmically. 	<p><u>Outcome of learning:</u> Children will create an interactive poster to show the geographical and historical changes over time.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify the human characteristics of regions in the UK and understand how aspects have changed over time. Note connections, contrasts and trends over time and develop the appropriate use of historical terms linked to the industrial revolution.
	MFL	PSHE	
	<p><u>Outcome of learning:</u> Children will learn about weather, clothes and traditions.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Apply French vocabulary and grammar to allow them to choose the right phrases to write about weather. 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will learn about keeping safe and responding to emergencies and explore responses to difficult changes. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Explore how our attitude to change affects our situation. Reflect on and celebrate the lives of those who have passed away and what it feels like to lose them. Understand and prepare ourselves for an emergency and why we need to know and how to deal with them. 	
Art	DT and Computing		
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will create illustrations for their explanation texts. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Visual elements: line, tone, colour Art processes: drawing Explore different materials to express ideas Evaluate and improve 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will build an interactive poster. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Design specification and exploded diagram. Debugging Decomposition Apply their understanding of computers to program and control their own product. Evaluate methods used 		