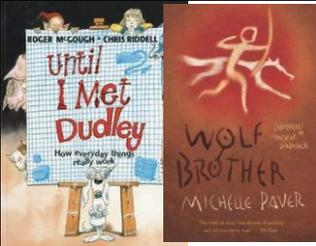


Inspiration/Theme: Marvellous Machines	Curriculum Driver: STEM	Outcome of learning: Explanation text and trust wide skype conference on artificial intelligence.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p>Until I met Dudley by Roger McGough</p> <p>Wolf Brother By Michele Paver</p>	<p><u>Hook</u> Take apart a mechanical machine.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Trip to a bike shop / factory / visitor from driverless car manufacturers.</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 posters displayed inside 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/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 five words from the National Curriculum, four from our week's spelling rule lesson and three 'yellow' spellings that are taken you're your child's own work. The twelve spellings go home in your child's home learning book on a Friday and are tested the following week 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>

English	Maths	Science	PE
<p><u>Outcome of learning:</u> Children will write their own explanation text. Children will write a speech on artificial intelligence.</p> <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"> Be able to construct arguments and opinions fluently Speak audibly and fluidly using appropriate language for the audience <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> Children will be learning about graphs and fractions.</p> <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> We will make relevant links to our topic through measuring machine parts, exploring distances and speed in space, applying our knowledge of the four operations using timelines and graphs.</p>	<p><u>Outcome of learning:</u> Children will create a model of the solar system based on scientific understanding</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Outline the key the features of the solar system. Outline 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.
DT and Computing	RE	MFL	Geography/History
<p><u>Outcome of learning:</u> Children will create an interactive poster.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Design according to a specification and an exploded diagram. Recognise how to debug a programme Decomposition of processes Apply their understanding of computers to program and control their own product. Evaluate methods used 	<p><u>Outcome of learning:</u> Children will explore how religion and faith is expressed through the arts</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Explore 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 about weather, clothes and traditions.</p> <p><u>Key Skills:</u> Apply French vocabulary and grammar to allow them to choose the right phrases to write about weather.</p>	<p><u>Outcome of learning:</u> Children will create an interactive poster to show the geographical and historical changes during the industrial revolution.</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.
Art	Music	PHSE	
<p><u>Outcome of learning:</u> Children will create illustrations for their explanation texts.</p> <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> Children will become familiar with a number of pieces from the 'BBC 10 Pieces 3' and develop an understanding of the context of the music. Children will use the music as a stimulus to create composed music and choreograph dance.</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> Listen and discuss the style of the music and its structure. Explore the story behind the music. Work together to create new compositions. Share performances and review and evaluate together. 	<p><u>Outcome of learning:</u> Children will learn about keeping safe and responding to emergencies and explore responses to difficult changes.</p> <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. 	

