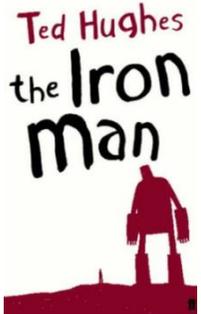
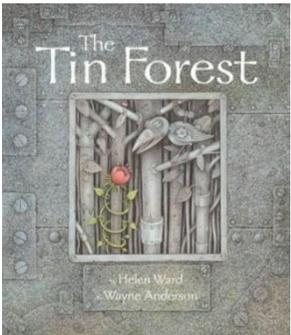


<p>Inspiration/Theme: Tin Forest Iron Man Where can hope grow? What happens to all the things we throw away?</p>	<p>Curriculum Driver: STEM</p>	<p>Outcome of learning: Children to share their stories with another class. Class Assembly to parents. Applying historical knowledge during a visit to Stonehenge. Showcase of learning to parents</p>	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 	<p><u>Hook/Super Starter</u></p> <ul style="list-style-type: none"> <li>Trip to the woods to explore setting in preparation for our descriptive writing.</li> </ul> <p><u>Trips/Visitors/Marvellous Middle</u></p> <ul style="list-style-type: none"> <li>Class assembly</li> <li>Stonehenge day trip</li> </ul> <p><u>Celebration/Fabulous Finish</u></p> <ul style="list-style-type: none"> <li>Parents into sharing learning. "Showcase of learning"</li> </ul>	<ul style="list-style-type: none"> <li>Build a tin forest.</li> <li>Children's artwork embedded within the forest of recyclable goods.</li> <li>Different texts (fiction and non-fiction) about forests, jungles and woodland areas.</li> </ul>	<p><b>Language of prediction – Computing/ DT:</b></p> <ul style="list-style-type: none"> <li>I predict that..... because....however/meanwhile/therefore...</li> <li>I predict that.....after.....</li> <li>I predict that.....as a result of.....</li> <li>This is probable because...and.... are different in that....</li> <li>After.....I predict that.....</li> <li>The outcome will be... because....</li> </ul>
Topic Table	Reading	Maths Challenge table	Home School Links
<p><u>Key questions</u> Who is the man? Why is he there? Where did he come from? How was he feeling when....? How would you feel if.....? Who is the Iron Man? Is the Iron Man kind? Dangerous? How do you know? Where is your evidence? <u>Key images/artefacts</u> Different texts (fiction and non-fiction) about forests, jungles and woodland areas. <u>Key vocabulary</u> Recycling, waste, loneliness, forest, fossils, sedimentary, metamorphic, igneous, metres, kilometres, centimetres, kilograms, grams, measurement, algorithm, debugging.</p>	<p><b>Read, Write, Inc</b> to continue throughout the term. Children will focus on a new sound each week and will begin to apply this to reading, handwriting, spelling and comprehension.</p> <p><b>Whole Class Reading-</b> The Iron Man. Children will be focusing on; making inference and prediction, language, structure and presentation and comprehension.</p> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>Endings that sound like /shun/ -tion, -sion.</li> <li>Words containing the letter string ough.</li> <li>Statements, Commands, Questions.</li> <li>Tenses.</li> <li>Nouns/ verbs/ adjectives/ adverbs.</li> <li>Expanded noun phrases.</li> </ul>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>Length and mass word problems.</li> <li>Additional challenges.</li> <li>How many ways can you measure a tree?</li> <li>Could you use resources to help you?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>Rulers, tape measures, scales.</li> <li>Flipchart examples from our learning.</li> <li>Measuring cylinders/beakers, different sized bottles – in preparation for next chapter.</li> </ul> <p><u>Key vocabulary</u></p> <ul style="list-style-type: none"> <li>Word problem, length, mass, bar models measurement, longer, shorter, heavier, lighter.</li> </ul>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Published book to share with another class.</li> <li>Perform our poems to the class.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the main events.</li> <li>Sequence and organise ideas into paragraphs.</li> <li>Use speech punctuation correctly.</li> <li>Begin sentences using prepositions and fronted adverbials.</li> <li>Construct and use noun phrase to specify and describe in poetry.</li> <li>Analyse different poetry and describe its impact.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to estimate and accurately measure length and mass.</li> <li>Solve problems involving length and mass.</li> <li>Explain different ways to measure length, including centimetres, metres and kilometres.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use centimetres and metres to measure length.</li> <li>To convert different measurements- grams to kilograms, centimetres to metres.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be able to explain how fossils are formed.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Tennis.</li> <li>Swimming.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Perform accurate catching and throwing.</li> <li>Congratulate a ‘winner.’</li> <li>Explain what I am doing and why I am doing it.</li> <li>Swim competently over a distance of 25m using a range of strokes.</li> </ul>
Art	RE	Music	Geography/History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Wire sculpture of life from a forest (super start).</li> <li>Collage picture of the Tin Forest or similar setting.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Continued modelled use of sketchbooks to collect and record visual information.</li> <li>Create textures with a wide range of media and tools.</li> <li>Show an awareness of 3-dimensional shapes by using shading techniques.</li> <li>Designing a structure.</li> <li>Shaping wire using tools.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore symbols and actions from different religions.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Make links between different religions, beliefs and symbols.</li> <li>Discussing symbols personal to us.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will use excerpts of the text from the ‘Iron Man’ to compose ‘sound pictures’.</li> <li>Become more confident playing the descant recorder and reading traditional notation.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of how instruments create atmosphere.</li> <li>Compose music that describes the text</li> <li>Include changes in the volume (dynamics), speed (tempo) and layers of sound (texture) to give interest.</li> <li>Successfully evaluate the performances.</li> <li>Become more proficient playing the recorder by performing complex melodies using more notes.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Create a presentation on an area of prehistory they have found most interesting, considering how we know.</li> <li>Locating North and South America- concentrating on environmental regions.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Be aware of the changes in Britain from Stone Age to Iron Age, noting connections, contrasts and trends over time.</li> <li>Know that historical information comes from a range of sources.</li> <li>Locating countries on maps, laptops and in books.</li> </ul>
Computing	PSHE	DT	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will take part in different ‘unplugged’ activities to develop understanding of algorithms and instructions.</li> <li>Create a working set of instructions for Lego We-Do.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Investigate and be able to explain how devices respond to instructions and produce different outcomes.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Food Bank- organising an event where food is collected and donated to a local charity.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Awareness of Recycling with a focus on food waste.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Explore resources to build simple circuits and record their findings.</li> <li>Create a circuit with a switch/ sensor/ buzzer to put in a model.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand how simple electrical circuits work.</li> <li>Ask relevant questions and with support use different types of scientific enquiry to answer them. (Science Curriculum)</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>La Chenille qui fait des trous (The Very Hungry Caterpillar).</li> <li>Learn simple repetitive version of the story.</li> <li>Vocabulary: fruit, days of the week, numbers to 20, simple sentence structure.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Name 10 different foods.</li> <li>Say whether they like certain foods and ask others if they like something.</li> <li>Count to 30 and practise days of the week.</li> <li>Say and recognise months of the year.</li> </ul>

