

Inspiration/Theme: Fantastic Beasts and The Spiderwick Chronicles		Curriculum Driver: English		Outcome of learning: Advertisements/Newspaper reports/Fact Files			
Core Texts		Provocation -inspire, Immerse		Display outcomes			
<p>Reading Skills Vocabulary, Inference, Predict, Explain, Retrieve VIPER Skills</p>		<p><b>Hook/Super Starter</b> The children will be creating some large pieces of artwork based on the creatures in <i>The Spiderwick Chronicles</i> and <i>Fantastic Beasts</i>. Mantle of the Expert - we will become characters in a story using our imagination to be experts.</p> <p><b>Trips/Visitors/Marvellous Middle</b> The children will be making models of their creatures using clay or Modroc. The children will also be making Spirobots linked to electricity in Science.</p> <p><b>Celebration/Fabulous Finish</b> The children will giving especially invited VIP guests from Castle mead, a tour of their Troll Sanctuary where they will find facts and information about newly discovered creatures.</p>		<p>The children will create a Troll sanctuary in classroom displaying artwork, advertisements newspaper reports and an information leaflet.</p>		<p><b>Topic specific speaking frames</b></p> <p>The Language of Explanation How... Why... Where... When... What... After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually</p> <p>The language of argument: I understand your point of view, however I disagree because... In my opinion... Perhaps some people would argue that... However, I would point out that....</p>	
Topic Table		Reading Area		Maths Challenge table			
<p><b>Key questions</b> Who invented electricity? How do we generate electricity? Why do we need electricity?</p> <p><b>Key images/artefacts</b> Resources from WJRS. Electricity through the ages. Books containing information on electricity.</p> <p><b>Key vocabulary</b> Component, switch, circuit, bulb, wire, buzzer, conductor.</p>		<p>Books relating to mythical creatures: Fantastic Beasts Miscellany of Beasts The Spiderwick Chronicles Harry Potter</p>		<p><b>Key questions</b> Explain the differences between the types of angles. What ways can we find to remember the different angles? How many ways can you find to describe the movement of...? <b>Key images/artefacts</b> A range of angles, shapes, protractors. <b>Key vocabulary</b> Angle, obtuse, acute, right angle, quadrilateral, triangle, vertices, roman numeral, coordinate, axis.</p>		<p><b>Home Learning</b> <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 Record. Log on to My Maths Practise times tables using Times Table Rock Stars.</p> <p>Now the weather is getting warmer please ensure all children are sent to school with a water bottle, a sun hat and sun cream.</p>	

English	Maths	Science	PE
<p><b>Outcome of learning:</b> The children will explore different texts and styles of writing in order to create advertisements, newspaper reports and fact files relating to The Spiderwick Chronicles and Fantastic Beasts.</p> <p><b>Key Skills:</b> Organising paragraphs. Use mature and rich vocabulary. Use of effective descriptive language (adjectives, noun phrases). Persuasive language Time adverbials and fronted adverbials followed by a comma.</p>	<p><b>Outcome of learning:</b> Children will have an understanding of geometry, position and movement as well as Roman Numerals.</p> <p><b>Key Skills:</b> Name and compare angles. Classifying triangles and quadrilaterals. Explore symmetry and symmetrical figures. Draw lines of symmetry on shapes. Describe the positions of objects. Learn how to describe positions on grids using coordinates. Introduce the x and y axes and build an understanding of how coordinates are written. Learn how to translate shapes using the terms 'left', 'right', 'upwards' and 'downwards'.</p>	<p><b>Outcome of learning:</b> Understand the components of a circuit.</p> <p><b>Key Skills:</b> Identify common appliances that run on electricity, Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit and whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors Set up simple practical enquiries.</p>	<p><b>Outcome of learning:</b> To maintain 30 minutes of vigorous exercise and practise for sports day.</p> <p><b>Key Skills:</b> Know how often and for how long I should exercise to be healthy. Know how to record and monitor how I am working including taking my own pulse. Explain basic fitness components (speed, strength, stamina, suppleness). I have a good understanding of making healthy lifestyle choices.</p>
<p><b>Outcome of learning:</b> The children will make a sculpture of their own 'fantastic beast' using clay or modroc.</p> <p><b>Key Skills:</b> Manipulating materials. Plan design and make a sculpture.</p>	<p><b>Outcome of learning:</b> Understand what the 5 pillars of Islam are and how they impact on daily life.</p> <p><b>Key Skills:</b> Reflect on beliefs, values and practises that are important in their own lives and to others. Explain key beliefs of Muslims. Identify similarities and differences between prayers in Islam and Christianity.</p>	<p><b>Outcome of learning:</b> The children will be performing in a Samba band.</p> <p><b>Key Skills:</b> The children will continue to learn Ukulele through tab and chords. The children will learn about Samba music through performance.</p>	<p><b>Outcome of learning:</b> Understand when and how the Anglo Saxons came to Britain and how they lived.</p> <p><b>Key Skills:</b> Britain's settlement by Anglo-Saxons Anglo Saxon invasions, Settlements and kingdoms: place names and village life linked to a local area.</p>
<p><b>Outcome of learning:</b> The children will produce a Fact File using Google Classroom.</p> <p><b>Key Skills:</b> The children will continue to build on their skills using a range of design tools to create a leaflet.</p>	<p><b>Outcome of learning:</b> The class will elect a school councillor and those who wish too will prepare a speech</p> <p><b>Key Skills:</b> Voting Speech writing Public speaking</p>	<p><b>Outcome of learning:</b> To incorporate a simple circuit into a model.</p> <p><b>Key Skills:</b> Create a design fit for purpose. Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work.</p>	<p><b>Outcome of learning:</b> To be able to talk about parts of the body and being healthy.</p> <p><b>Key Skills:</b> State which foods are healthy/unhealthy. Talk about hobbies and sport. Learn some parts of the body. Cultural understanding: to learn about favourite French sports and sporting events. Singing – heads, shoulders knees and toes. Writing vocabulary for parts of the body onto a diagram</p>