

The Big Question: *Is technology making a positive impact on today's society?*

Trip: *Museum of Science & Industry (MOSI), Manchester*

Class Reader: *The Iron Man by Ted Hughes*

MATHS

Children will:
Read Roman numerals to 100 and understand that over time, the numeral system changes to include the concept of zero and place value.

Recognise and show, using diagrams, families of common equivalent fractions.

Add and subtract fractions with the same Denominator.

Describe positions on a 2D grid as coordinates in the first quadrant.

Find the area of rectilinear shapes by counting squares.

Divide 2-digit and 3-digit numbers by a 1-digit number using formal written method.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

ENGLISH

Children will write a descriptive setting description, based on the opening chapter of *The Iron Man*, using a range of figurative language.

Children will write a short biography of Margret Thatcher – CC History.

Children will answer the 'Big Question' - *Has Technology had a Positive Impact on our World?*

Creative

Multiple perspectives

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HISTORY – Mining (Local History)

Children will learn about mining and its significance in the local area.

How did people perceive the closure of mines and how were they affected? Children will look at the 'for and against' arguments for the closure of the mines.

What were the causes and consequences of the mine closures? Look at the towns/villages affected, split families, economic justification, dangers of mining etc. Research other fuels.

Create a profile of Margaret Thatcher – 1st female Prime Minister – CC English.

Look at the social differences/divides of the people closely involved in the mining closures and the effect on the economy of Wigan and other areas.

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RE

What do creation stories tell us about caring for the world? Read a selection of creation stories from a variety of religious and non-religious backgrounds. Children will ask questions and suggest reasons for the different creation stories and the secular explanations for the beginning of the world. They will reflect on the beauty of the world and give their own response to it.

Why is pilgrimage important to some religious believers? Children will gain knowledge and understanding of pilgrimages in different religious traditions and be able to explain what a pilgrimage is and why it is important to believers. They will explain the reasons why people go on pilgrimage and the impact it has on their lives.

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Multiple perspectives

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PSCHE

Looking Forward – Children will focus on responsibility and teamwork. Children will explore change, where and how to get help, e.g. when playing outdoors, as well as e-safety and keeping personal information safe.

Healthy Bodies, Healthy Minds - Children will explore ways of coping with feelings, such as stress and anxiety. Children learn how to make choices for themselves, including being assertive. The concept of risk is discussed and children learn about the importance of making healthy choices.

Creative

Multiple perspectives

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GEOGRAPHY

Children will watch 'A Day in the Life of a Wigan Coal Miner 1911' and read the newspaper article 'The lost world of the 'Pit Brow Lasses'' and will describe and understand key aspects of human geography of Wigan and compare and contrast then and now.

Children will tell the story of Wigan and suggest how to take care of the places we live in. Children will think of how we can take more responsibility for our school environment and our community.

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Creative	<p>SCIENCE – Electricity</p> <p>Children will identify common appliances that run on electricity and how to use these safely.</p> <p>They will be able to construct a simple series electrical circuit, identifying and naming the basic components. Children will identify if a circuit will light a bulb or not and explain their reasoning.</p> <p>Children will be able to recognize some common conductors and insulators and set up a simple investigation to test these properties.</p> <p>Children will know who Thomas Edison is and his importance in this area.</p>
Multiple perspectives	
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Creative	<p>PE</p> <p>Dance: Children will respond imaginatively to a range of stimuli related to character and narrative. They will take the lead/control when working with a partner or in a group. Perform complex dance dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Invasion Games: Children will develop the range and consistency of their skills in all games. Use rules accurately. Keep, adapt and make rules for different games, and play by them fairly. Use and adapt tactics in different situations, individually during a game according to what is happening and with a team during breaks.</p>
Multiple perspectives	
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Creative	<p>MUSIC/MFL</p> <p>The Impact of Electricity on Music Children will explore the use of electrical instruments and find out when they were first used and when they were most popular. They will be able to tell the story of electrical music.</p> <p>They will create a timeline of the history of electrical music, and how it changed music and the influence it has made.</p> <p>Children will sing songs as part of an ensemble and will play and perform in solo or ensemble contexts with increasing confidence and precision.</p>
Multiple perspectives	
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Creative	<p>ART</p> <p>Children will find out about famous printmakers such as Andy Warhol and Katsushika Hokusai.</p> <p>They will then explore the landscape printmaking of the artist Angela Newberry. Children will use carbon paper to duplicate their designs and print on a range of materials.</p> <p>Children will then visit, explore and sketch the local landscape and create a mono and 4 colour print from their ideas. They will use aluminum foil tape printing to create their final artwork.</p>
Multiple perspectives	
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Creative	<p>DT</p> <p>Children will be creating an appealing pop-up illustration involving a working circuit to accompany an extract from 'The Iron Man'.</p> <p>Children will investigate and explore how pop-ups work to create their own. They will choose an extract to illustrate and decide how they will incorporate a circuit into their design.</p> <p>Children will select from and use a range of tools and equipment to make their pop-up. They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
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Creative	<p>COMPUTING</p> <p>Children will work with and manipulate text and images.</p> <p>They will type up their DT evaluations and will know how to use the spellcheck/grammar check tool.</p> <p>Children will insert a picture/text/graph from the Internet or personal file, and change the layout of a slide. They will create a title slide and choose a style? Children will continue to present a multi-slide presentation that includes images, text and sound to a group.</p>
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