Topic Name: Is nature more powerful than man?
Class Reader: The Firework Makers Daughter/ Who let

the gods out?

Trip: Southport Eco Visitor Centre / Escape Room Significant organisation/person: UNICEF, The Salvation

Army, Hans Zimmer

| | MATHS |
|---------------|--|
| Creative | Children will continue in their learning to |
| | become fluent in the 3, 4 and 8 multiplication |
| Multiple | tables. |
| perspectives | |
| | Write and calculate mathematical statements |
| Justify | for multiplication and division using the |
| | multiplication tables that they know. |
| Debate | |
| | Multiplying two-digit numbers by one-digit |
| Cause + | numbers, using mental and progressing to |
| Consequence | formal written methods |
| | |
| Share a Story | Add and subtract amounts of money to give |
| | change, using both £ and p in practical |
| Make | contexts |
| Connections | |
| | Interpret and present data using bar charts, |
| Wider World | pictograms and tables |
| | |
| Economise | Measure,compare, add and subtract lengths |
| | (m/cm/mm) |
| | |
| | |

| Wider World Economise | Interpret and present data using bar charts, pictograms and tables Measure,compare, add and subtract lengths (m/cm/mm) |
|--|--|
| Creative Multiple perspectives Justify Debate | RE Qualities of religious worship and leadership Consider how a place of worship can be a spiritual home for the believer. Discuss whether all Christians should go to church on Sunday. Research how a religious building is used by the community. |
| Cause + Consequence Share a Story Make Connections Wider World | Conduct an enquiry into worship in other religious traditions Explore the concept of vocation. Discuss the roles and responsibilities of modern day leaders of faith communities. Reflect upon the impact of religious and secular leadership on religious traditions and cultures. |

| | | ENGLISH |
|--|--------------------------|--|
| | Creative | |
| | Multiple perspectives | Report on a natural disaster that occurred in the past- Floods of 1987 |
| | Justify | Fact files about tornadoes, hurricanes, tsunamis or earthquakes. |
| | Debate | Emotive poetry about the effects of natural disasters. |
| | Cause + | |
| | Consequence | Write a weather report script and give a weekly weather report on the school's radio |
| | Share a Story | station |
| | Make | |
| | Connections | |
| | Wider World | |
| | Economise | |
| | | |



Creative

Multiple perspectives

Justify

Debate

Cause +

Consequence

Share a Story

Make Conne

Wider World

| Primary School |
|--|
| PSHE |
| Families and Close Relationships and friendships |
| Relationships and Sex Education |
| |
| |
| |
| |
| |

HISTORY -Ancient Greece Creative Pupils will find out about the states of Athens Multiple and Sparta, warfare and seamanship everyday perspectives life, beliefs, culture and Greek mythology. Justify We will focus on the continuing legacy of Ancient Greeks and the children explore their Debate influence on education, language, architecture and government. Cause + Consequence The emphasis throughout the unit is on developing the children's skills of historical Share a Story enquiry including how evidence is used to make historical claims, and on developing their Make understanding of historical concepts such Connections continuity and change, similarity and difference

and significance.

Wider World

Economise

Economise

| | GEOGRAPHY |
|--------------------------|--|
| Creative | Examples of the types of natural disasters the children may have heard of such as |
| Multiple perspectives | earthquakes, volcano eruptions, hurricanes and tsunamis. |
| Justify | Talks about specific disasters, have they been caused by human action? |
| Debate | |
| Cause + Consequence | Discuss sustainability and suitability. Can their actions may lessen the possibility of some of these disasters happening? |
| Share a Story | |
| Make Conne | Why do significant natural disasters not occur in Wigan? |
| Wider World | Ham de national dispertance of fact the according |

of a country?

How do natural disasters affect the economy

| | SCIENCE – Light/Plants |
|---------------|---|
| Creative | |
| | Create a mind map of everything that they |
| Multiple | know about light. |
| perspectives | Play mirror games to help understand how they work. |
| Justify | Design and advertise a pair of sunglasses or a sun hat. |
| Debate | Investigating what happens when you change |
| | the distance between the object and the light |
| Cause + | source. |
| Consequence | |
| | Learn the names of different parts of |
| Share a Story | plants, and the jobs they do. |
| | Work scientifically and collaboratively to |
| Make Conne | investigate what plants need to grow well, and will |
| Wider World | present their findings to their classmates. |
| | Predict what will happen in an exciting |
| Economise | investigation into the transportation of water |
| | within plants. |
| | |

| Creative | PE Athletics |
|--------------------------|---|
| Multiple perspectives | Begin to develop their ability to choose and use simple tactics and strategies in different situations. |
| Justify | Develop the following skills with increasing accuracy and velocity: |
| Debate | Throw a variety of objects with one hand and know how to aim these to improve |
| Cause + Conse | performance (using strategies). Show accurate pace - Run at a speed that is |
| Share a Story | appropriate for the distance being run. Take a running jump with appropriate feet |
| Make Conne | patterns/movements. Take part in relay activities, understanding |
| Wider World | the concept. Know, measure and describe the short term |
| Economise | effects of exercise on the body. |



| Creative | ART – Digital Media |
|--------------------------|--|
| Multiple perspectives | Look at the digital photo collage artwork of Hannah Hoch |
| Justify | Look at a biography of who Hannah Hoch was and when and how she became known for her |
| Debate | photomontage artwork |
| Cause + Consequence | Take a landscape photo, change the scale, brightness and contrast of the image |
| Share a Story | Select images and use fragments of photos to create a photo collage in the style of Hannah |
| Make Conne | Hoch depicting a natural disaster |
| Wider World | |
| | |

| Creative | DT - Kite Construction |
|--------------------------|--|
| Multiple perspectives | Explain how a small event led to a larger significant event in Design and Technology which helped shape the world. |
| Justify | · · · |
| Debate | Look at Benjamin Franklin and the kite experiment. |
| Cause + Consequence | Use research to create ideas and refine them to develop design criteria. |
| Share a Story | Build and join strong frame structures and stiffen materials. |
| Make Connectio | |
| Wider World | Apply their understanding of where and how kites need stiffening. |
| Economise | |

| Creative | COMPUTING - Networks - understanding how information and images can be |
|--------------------------|---|
| Multiple perspectives | transferred |
| Justify | Can I understand how information and images can be transferred in different ways? (e.g. via |
| Debate | email) |
| Cause + Conse | Can I explain how people can work collaboratively on the same digital project on |
| Share a Story | different devices using a network? |
| Make Conne | Children to save work on to a network folder and access another file than their own to add |
| Wider World | and enhance a digital project - natural disasters |

MUSIC/MFL

Recognise words and phrases heard by

Repeat sentences heard and make simple

Write some single words from memory

Create their own piece of music using

Listen and reflect on a piece of orchestral

Learn musical language appropriate to the task

Recognise some familiar words and phrases in

responding appropriately

adaptions to them

Music Hans Zimmer

instruments and voice

Perform as an ensemble

written form

music

Spanish

Creative

Multiple

Justify

Debate

perspectives

Cause + Conse

Share a Story

Make Conne

Wider World

Economise

Fconomise