TITLE Break a Leg

VISIT Hull New Theatre (Billionaire Boy)

ROLE PLAY Classroom Theatre

ENGLISH	ART & DESIGN	LANGUAGES
Billionaire Boy Poem (rhyming schemes) Letter writing (to Mr Spud) Design and creatre a flyer for the theatre performance Performance review Factual writing and scientific drawings on how we hear sounds DaVinci and Gaileo biography writing (discovered how sound travels) Play script writing Storm writing – creative and descriptive poems about storms (electricity from lightning as a stimulus) Drama – Silent movies Emotions and body language Colour poem Written descriptions of body language Diary of a storm chaser Explanation/instructions text – how to make a circuit Drax – producing electricity Compare a normal day for us to that of a village without electricity – electricity free day/week to just prove how much we rely on it and how our lives have changed	Storm artwork Kadinsky Hear colours through music to create abstract pieces Picasso colour mood mask Creating soundwaves Kandinsky's Concentric Circles Christmas bauble designing and creating	Madame Nugent Basic commands and sentences Parts of the body Stage directions French performance

SCIENCE	DESIGN & TECHNOLOGY	COMPUTING
Circuit building Experimenting with different conductors and insulators Class 4's loudest voice challenge Looking at what thunder and lightning is and how it creates noise Sound experiment in different environments around the school – using a decibel metre to record and analyse. Looking at pitch and amplitude. Electricity • Is able to identify common appliances that run on electricity • Is able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Is able to identify whether or not a lamp will light in a simple series circuit, based on whether ot not the lamp is part of a complete loop with a battery • Recognises that a switch opens and closes and associate this with whether or not a lamp lights in a simple series circuit • Is able to recognise some common conductors and insulators, and associate metals with being good conductors Sound	Designing an amphitheatre – salt dough? Paper straws/matchsticks Papier Mache theatrical masks	**Using** **technology** Continue to develop typing skills to develop competency in digitalising written work. Understand the purpose of a range of different technology (Look at data bases, publisher and power point and decide on which is best use for different purposes) Independently use a range of technology. **Digital** **literacy** Recognise acceptable and unacceptable behaviour using technology. Understand the use of search engines and think about the term use carefully (Discuss online use and cyber bullying).

- To identify how sounds are made, associating some of them with something vibrating - To recognise that vibrations from sounds travel through a medium to the ear - Is able to find patterns between the pitch of a sound and features of the object that produced it - Recognises that sounds get fainter as the distance from the sound increases Is able to find patterns between the volume of a sound and the strength of the vibrations that produce it		
HISTORY	**MUSIC**	**RE**
DaVinci and Gaileo Comparing different civilisations and how they did certain tasks without electricity History of theatre – especially Ancient Greeks (inventors) and the Roman Theatres	Experimenting with pitch and volume in different environments Using different types of instruments to create different sounds Listening to music to create artwork	UNDERSTANDING CHRISTIANITY Topic linked tthics and values of different religions and groups of people both past and present (animal circus', roman theatres etc)
GEOGRAPHY	**PE**	**MATHS**
How sound travels different over different terrains, how/why it echoes in a closed environment Sound walk – what can we hear in different environments?	Gymnastics (jumps, rolls, counter balances, sequences) NET/WALL activities and adapted games	**Measuring sound in different environments (decibel meter)** **Measuring sound in school at different times of the day and using this data to create line graphs** **Produce echoes and see how long we can make them last** **Number Place Value** **Number – Addition and Subtraction** **Measurement. – Length and perimeter** Link to measuring distance sound travels

| | | **Number – Multiplication and Division** |
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