

TITLE Life as we know it

VISIT ??

ROLE PLAY: Kensuke’s Kingdom reading area

ENGLISH	ART & DESIGN	LANGUAGES
<p>Grammar: modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p> <p>Topic Questions</p> <p>Persuasive/balanced argument – should we colonise Mars?</p> <p>Debating the use of plastic and the effects it has on our oceans</p> <p>Letter writing to MP’s to persuade them to ban single use plastic</p> <p>Write a story depicting the scene after waking up and being the last person left on Earth</p> <p>Formal letter to David Attenborough for his services to human sciences/geography)</p> <p>Presentation on one of the 7 wonders of the world</p> <p>Fact file on the 7 continents set out as the picture</p> <p>Should Michael go sailing? (Kensuke’s Kingdom)</p> <p>Diary writing (as Michael from KK)</p>	<p>Sketch a series of stills from the class novel (KK)</p>   <p>Create silhouettes of sea creatures</p> <p>Self portraits (Roy Lichtenstein)</p>	<p>See Mrs Nugent</p>



SCIENCE	DESIGN & TECHNOLOGY	COMPUTING
<p>Light https://www.youtube.com/watch?v=kLMdikxL4WM Experiment with shadow puppets to demonstrate that light travels in a straight line. Use the data recorded to create a line graph.</p> <p>Explain the different components of a human eye</p> <p>Electricity Experiment with brightness of a lamp by changing the amount and/or voltage of cells.</p> <p>Draw scientific and technical drawings to explain how a circuit works.</p>	<p>Design and build a rocket that could help in our mission to colonise Mars</p> <p>Create (to scale) models of the planets in our Solar System using paper mache.</p> <p>Food from around the world</p> <p>Design a create a Mars rover</p>	<p>Use a variety of programmes to plan/draft/perform their work including group presentations.</p> <p>Use search engines to find information and start to understand the differences between reliable and unreliable sources when collecting info.</p>
HISTORY	MUSIC	RE
<p>Timeline of major events across the globe (group project)</p> <p>Research how Earth has changed in terms of human history and geographical history (land loss/ice sheets etc and what it could look like in the future)</p>	<p>See Mrs Jenkins</p>	<p>Understand the core values of the main religions across the planet</p>
GEOGRAPHY	PE	MATHS
<p>Locate areas of the Earth prone to natural disasters and study their features (tsunamis/earthquakes/hurricanes/cyclones etc)</p> <p>Study tectonic plates and locate/draw onto a map</p> <p>Research how Earth has changed in terms of human history and geographical history (land loss/ice sheets etc and what it could look like in the future)</p>	<p>Gym/Dance</p> <p>Develop and refine a range of fluent and controlled movements involving a variety of apparatus.</p> <p>Create longer sequences of movement, including more difficult combinations including 5-second balances and inverted balances.</p>	<p>Follow WRM</p> <p>Place Value</p> <p>4 calculations</p> <p>Fractions</p> <p>Position and direction – creating maps in relation to KK. Link p+d to maths (grids/co=-ordinates etc</p>

Develop creative responses to a variety of stimuli and perform for an audience.

Create and develop own dance composition giving reasons for choices and using peer feedback for reinforcement.

Athletics

Develop understanding and control when running, jumping and throwing, providing feedback to peers/self to improve performance.

Improve upon, apply the appropriate skills and tactics and set targets to improve personal best.