**Half Term Curriculum Plan**

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| **Term:** Autumn 2 | | **Theme:** The Iron Man | | |
| Key Questions:   * Are all monsters bad? * What makes people good or bad? * What causes different behaviour? | | ***Stimulus:***  ***Text:* The Iron Man by Ted Hughes**  In groups, children will design models of the Iron Man, complete with light-up eyes. This will be used a stimulus for writing.  Children are asked to bring in cardboard cereal boxes (or similar) and other materials from home – please save your card cereal boxes for Week 4. | | |
| **As Writers we will:**   * Read a range of newspapers * Investigate the key features of newspaper articles * Role-play as newspaper reporters interviewing people at the scene of an incident * Learn how to lay out our writing in the style of a newspaper front page * Write using direct quotes from our interviews alongside using reported speech * Write an independent newspaper article * Investigate homophones. | | **As Artists we will:**  N/A | **As Designers we will:**   * Learn about how electrical products work * Analyse and evaluate electrical products * Design a product to meet a specific set of specific user needs * Make and evaluate an Iron Man head desk lamp | **As Computer Engineers we will:**   * Explain that sound can be recorded * Explain that audio recordings can be edited * Recognise the different parts of creating a podcast project * Apply audio editing skills independently * Combine audio to enhance a podcast project * Evaluate the effective use of audio. |
| **As Musicians we will:**   * Listen to a song / appraise a song / learn a song / perform a song: Stop! * Listen to Gotta Be Me, Radetzky March by Strauss, Can’t Stop The Feeling, Libertango by Astor Piazallo and Mas Que Nada by the Black-Eyed Peas |
| **As Mathematicians we will:**   * Investigate area by counting squares, making shapes and comparing areas of shapes * Learn multiples of 3 * Multiply and divide by 6; multiply and divide by 9 * Multiply by 1 and 0 * Divide a number by 1 and itself * Multiply three numbers. | |
| **As French speakers we will:**   * Learn about French adjectives * Learn about food * Learn how to give an opinion about food * Learn how to shop for food in French | | **As Scientists we will:**   * Make simple circuits and test to see if a material is an electrical insulator or conductor * Make a variety of switches * Apply knowledge of circuits and electricity to make an Iron Man head desk lamp (links with DT). |
| **As Geographers we will:**   * Explain what sustainability means * Draw up an action plan to help the school become more sustainable * Learn how wind turbines and solar panels generate electricity. | **As Historians we will:**  N/A | **As Sportspeople we will:**  Indoors:   * Copy and create actions; choose actions that relate to a theme * Develop dance using matching and mirroring * Develop a dance phrase to use as part of a class performance   Swimming   * Learn to swim competently and confidently over a distance of 25m * Use a range of strokes effectively, such as front crawl and back stroke and perform safe self-rescue techniques in different situations. | | **As learners of Religion we will:**   * Learn how people express their religious and spiritual ideas on pilgrimages * Explain what Muslims believe about pilgrimages * Present the main events of the Hajj * Explain what Jews believe about pilgrimages * Explain why pilgrimages are special   **In RSHE we will:**   * Learn about keeping friendships healthy * Ask are friendships always fun? |