

Literacy

Class Text: The Iron Man by Ted Hughes

Genres:

**Revision of a variety of genres
(fiction, novel, children's
literature)**

Journey 1:

Exploring the narrative.

Immerse

- Hear the opening to the story and introduce the character 'Iron Man'. Followed by the creation of split-pin iron men artwork in response to the opening of the story.

Analysis

- Look at how the author describes the introductory settings, including the cliff and scrapyard, and analyse the significance these environments have within the story.
- Apply the '5Ws' (Who, What, Where, When, Why) to gather information and investigate the character 'Iron Man' in more depth.

Skills

- Identify the tense used within the text and apply the correct tense to own writing.

Plan

- Plan considered and creative questions to ask the character 'Iron Man', using the hot seat technique. Choose

three well-developed questions that will form the basis of the independent write.

Write

- Write three reflective and introspective answers that successfully respond to the pupil-initiated questions.

Edit

- Applying resources, including model texts and thesaurus, to revise word choices and sentence structures.
- Proofread for spelling, punctuation, and grammar.
- Self and peer review of questions and answers.

Journey 2:

Writing a convincing character description

Immerse

- Watch key events from 'The Iron Giant', a film adaptation of the 'The Iron Man' story, to gain further understanding of the plot and identify where key events fit within each stage of the story mountain.
- Match descriptions of the text to images that reflect the stages of the story mountain.

Analysis

- Analyse and infer character feelings, thoughts, actions, and motives to create detailed character fact files.
- Analyse the development of the character; where does the character succeed and struggle?

Skills

- Identify adverbials of time, place, and manner within the text and apply this skill to own writing.
- Identify similes used within the text, e.g., 'eyes like headlamps', and consider why the author used this literary device; what impact does it have on the reader?



Plan

- Plan unique, thoughtful similes applicable to the Iron Man using the character fact file and images from the immersion session.
- Consider what adverbials would be appropriate and contribute to a more thorough understanding of the 'Iron Man' within descriptive writing.

Write

- Independently write a convincing character description for the 'Iron Man'. Pupils must apply practiced literary devices; similes and adverbials of time, place, and manner to create detailed and refined character descriptions.

Edit

- Applying resources, including model texts and thesaurus, to revise word choices and sentence structures.
- Proofread for spelling, punctuation, and grammar.

Journey 3: Writing a Fictional Narrative

Immerse

- Introduce key themes of bravery, prejudice, irrational fear, and inclusion and identify where this is present in the text. Furthermore, what can be learnt from the themes of the narrative, and what key messages has the author conveyed?

Analysis

- Consider and identify what literary devices the author has used purposefully within the opening to the narrative, including similes, powerful adjectives, and ambitious vocabulary.
- Reflect on how this intensifies imagery while additionally creating more engaging writing.

Skills

- Use of 'a' or 'an' according to whether the next word begins with a consonant or a vowel [a rock, an umbrella].
- Use of present perfect form of verbs instead of simple past [He has gone out to play/He went out to play].

Plan

- Plan an alternative opening of the Iron Man using paragraphs as a way to group related material. E.g., The first paragraph to describe the appearance and movement of the Iron Man, and the second paragraph to describe an alternative setting.

Write

- Write a unique opening for the 'Iron Man' using skills developed over the term, including the present perfect form of verbs, the correct use of 'a' or 'an', adverbials expressing time, place, and manner, similes, and the correct tense.



Edit

- Proofread for spelling and punctuation errors.
- Evaluate and edit by ensuring the correct use of tense throughout a piece of writing.
- Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning.

Graphs

- Interpret and present data using bar charts, pictograms, and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Addition and subtraction

- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Length and perimeter

- measure, compare, add, and subtract: lengths (m/cm/mm).
- measure the perimeter of simple 2-D shapes.

Rocks and Fossils

Pupils who are secure will be able to:

- Recall that rocks are solid materials made up of minerals and identify the layers of the earth made up of rock.
- Identify three types of rock: sedimentary, igneous, and metamorphic, and describe the features of rocks.
- Describe some properties of rocks and investigate the permeability of rocks.
- Describe how the properties of different rocks make them suitable for different uses.
- Recall what fossils are and describe how they are formed.
- Recall what the four components that are found in soil are and discuss the importance of soil.

Children will work scientifically in this unit by:

- Making careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Ask relevant questions and use different types of scientific enquiries to answer them.
- Use a range of equipment.
- Use results to draw conclusions and make predictions.

History	<u>N/A This half term.</u>
Geography	<p><u>Settlements and Land Use</u></p> <p>Lessons will cover:</p> <ul style="list-style-type: none"> • Where are mountains and hills in the UK? • Which seas and oceans surround the UK? • Where are rivers located in the UK? • Where have people chosen to settle in the UK? • What are the counties of the UK? • How is land used in the UK? <p>This unit takes the pupils on a journey to understanding the physical landscape and surrounding seas and ocean of the UK. Within this unit, pupils will explore the mountains and hills in the United Kingdom, the seas and coasts surrounding the UK, and how coastlines in the UK have changed over time. Pupils will learn what rivers are and follow their journey from source to mouth. Pupils will learn about the different types of settlement and where and why people have chosen to settle in certain locations and investigate different areas and settlements of the UK using digital mapping tools. Pupils will find out about the different counties of the UK and begin to look at how different types of land are used. Finally, pupils will investigate how land is used in the UK with regards to countryside and built-up land. Pupils will learn about how people choose to live in these areas because of the way the land is used.</p>
Art	<p><u>Drawing: Growing Artists</u></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • To recognise how artists use shape in drawing; <ul style="list-style-type: none"> ➤ Recognise and draw simple shapes in objects. ➤ Identify both organic and geometric shapes. ➤ Use shapes to form the basis of drawings.

- **To understand how to create tone in drawing by shading;**
 - Recognise that tone refers to the light and dark areas of an object or artwork.
 - Use the side of a pencil so that the lead is flat to the paper.
 - Shade in one direction, with no gaps and straight edges.
 - Blend from light to dark to create smooth tones.

- **To understand how texture can be created and used to make art;**
 - Create different textures on paper by using a rubbing technique.
 - Apply the technique of another artist.
 - Change the tool or colour to alter how rubbing looks.
 - Tear and shape my rubbings to create a final piece.

- **To apply observational drawing skills to create detailed studies;**
 - Use simple shapes to sketch the form of an organic object.
 - Add detail using careful observation.
 - Add tone using shading skills.

- **To explore composition and scale to create abstract drawings;**
 - Select an interesting composition.
 - Draw in a large scale.
 - Experiment with drawing skills and tools.

Computing	<p><u>iProgramme</u></p> <p><u>National Curriculum links</u></p> <ul style="list-style-type: none">• Design, write, and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts.• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. <p><u>Success criteria</u></p> <ul style="list-style-type: none">• The children program sprites to move on screen.• The children program sprites to move using coordinates.• The children program sprites to change costumes.• The children program sprites to move to music.• The children use the pen tool to draw shapes.• The children combine sound, motion, and images to create an animation about themselves.
PE	<p><u>Fitness</u></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none">• Know how to collect and record scores.• Recognise their strengths within fitness.• Know how to persevere and complete exercises with control.• Know the components of fitness and provide feedback using key terminology.• Know how to show balance and can apply this when changing direction.• Can use key points to improve sprinting technique.• Work safely with others.• Understand that there are different areas of fitness.

RE

Prophecy and Promise

Prior learning: Creation and covenant.

Understand

- Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.
- Give a simple description of how Catholics celebrate the Mass.
- Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.
- Recognise how Joseph puts his trust in God when the angel appears.
- Make links between the angel's message about Jesus and the words of the prophet Isaiah.
- Recall that angels bring God's message in the gospels of St Matthew and St Luke.

Discern

- Talking, asking, and answering questions about their experiences of liturgies and the Mass.
- Consider how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.
- Talking, asking, and answering questions about Joseph and Mary trusting in God.
- Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.

Respond

- Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.
- Reflecting on what Sunday Mass means for Christians.

Spanish

I Am Learning Spanish (Aprendo español)

By the end of the unit, pupils will have the knowledge and skills to be able to introduce themselves, say how they feel, and have a wider appreciation for the country/countries where Spanish is spoken.

Pupils who are secure will be able to:

- Find Spain on a map of the world.
- Repeat all their personal details in Spanish and ask for the same information back without help.
- Say numbers 1-10 clearly in Spanish and spell some of these numbers.
- Say 10 key colours in Spanish and spell some of these colours.

Music

Ballads:

Pupils who are secure will be able to:

- **To use musical vocabulary to explain the stylistic features of a ballad.**
 - Name the key features of a ballad.
 - Use musical vocabulary to describe the features of a ballad.
 - Learn the lyrics of a song and use actions to help me remember it.
 - Follow the tune of a ballad.
- **To explore how actions can impact performance.**
 - Remember the lyrics and tune of a new song.
 - Perform the song with actions.
 - Understand what a ballad is and can sing in that style.
- **To plan a musical structure inspired by a story.**

	<ul style="list-style-type: none"> ➤ Write sentences to accompany a storyline. ➤ Summarise a story. <ul style="list-style-type: none"> • To create lyrics that match a melody. <ul style="list-style-type: none"> ➤ Contribute to lyrics written by the class. ➤ Write lyrics that rhyme. ➤ Write short sentences to create a story. <ul style="list-style-type: none"> • To show awareness of style, structure, and features to perform a ballad. <ul style="list-style-type: none"> ➤ Write nonsense words to fill time in my ballad. ➤ Accurately perform my lyrics with confidence.
RSE	<p><u>Me, My Body, My Health</u></p> <ul style="list-style-type: none"> • We don't have to be the same • Respecting Our Bodies • What is puberty? • Changing bodies
Immersive Events/Visits/Vistors etc.	

