

Class: **Class Two**

Year Groups: **Year 3 and Year 4**

<p>Spring Term 1 2016</p>
<p>6 Weeks</p>
<p style="text-align: center;">Connected Curriculum The Great Plague</p>
<p><u>Subject Areas</u></p> <p><u>History</u> Children will begin by finding out what London was like in the time before the Great Fire of London in 1666. They will find out about the plague and how it spread so quickly. Children will learn what the nursery rhyme, Ring-a-ring o' roses represents. They will discover what help was available at the time and find out about plague doctors and their uniform. Children will consider how people felt being incarcerated with dying relatives and friends and they will consider how they would feel if the cross was painted on their door.</p> <p><u>Geography</u> In this unit children will learn about the importance of taking care of the environment. They will consider environments at a range of scales from their classroom to the whole world. It will include issues around litter and waste. Children will recognise how people can adversely affect, as well as improve, the environment.</p> <p><u>Art</u> Children will explore the use of the image of the skull. This has long been used to represent ideas linked with death, such as decoration on the front cover of the Bills of Mortality. Children will look at how Damien Hirst has developed a skull motif in print and in 3-D. Extensive drawing will help children manipulate improved images for printmaking. The children's drawings will be developed into prints using Quickprint foam.</p> <p><u>Computing</u> Linked to the history learning opportunities, children will use several good sources on the internet to gather information pertaining to the deaths from the plague. Children will interrogate the data they discover using questions.</p> <p><u>English</u></p> <p>Fairy Tales - The Pied Piper Children will listen to, read and discuss The Pied Piper. While reading, children will make predictions based on information stated and implied. They will draw inferences around characters' thoughts, feelings and motives. By the end of the unit, children will be able to write a story, based on a model, which includes appropriate use of fronted adverbials for 'where', speech using inverted commas and features of the fairy tale genre.</p> <p>Recount: Newspapers Children will listen to, read and discuss a range of newspapers in print and on screen. They will analyse and evaluate how specific information is organised within a newspaper text. Children will be able to develop ideas using drama and</p>

they will plan their own newspaper reports, using paragraphs to organise their ideas. By the end of the unit, children will be able to write a newspaper report with appropriate pronouns and noun phrases.

Classic Narrative Poetry

Children will listen to, read and discuss classic narrative poetry. They will collect effective words which capture the readers interest and imagination. They will demonstrate active reading strategies such as generating questions, finding answers and constructing images. Children will work towards performing a poem by heart using tone, intonation, volume and action. Children will adjust their performance after evaluation and feedback.

Cross-curricular writing:

Children will put themselves in the position of child from 1666 who has had a cross painted on their door. They will use their knowledge of events to describe the situation and how they feel.

Maths

- Place value, Roman numerals, Counting (including negative numbers)
- Mental and written division and multiplication
- Shape, position, direction and area
- Fractions and division
- Addition and subtraction (statistics, measures and money)

Cross- curricular Mathematics:

Sequences can be explored through thinking about how disease was spread through the rat population and also the human population. Linked to the geography learning opportunities children can select an appropriate sorting diagram to best sort the different types of mail.

Religious Education

Unit 4.3 Jesus the Son of God

- Children will deepen their understanding of Jesus, who he was, his teaching and behaviour. They will explore the stories of Jesus meeting and healing people and use these stories to emphasise that we believe Jesus was a man but he was also God.

Science

Animals, including humans

- Children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- They will also identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Physical Education

Dance

- Children will develop flexibility, strength, technique, control and balance.
- They will perform dances with a range of movement patterns.

Swimming

- Children will use a range of strokes, develop their confidence and proficiency in the water and learn how to stay safe in and around water.