

**Spring Term 1 2018**

**5 Weeks**

**Connected Curriculum**  
**The Iron Man**

**Subject Areas**

**Design Technology**

Children will be making a pop-up book to retell the story of The Iron Man to a KS1 child. They will begin by researching examples of 'pop-up' books for KS1 children, looking at examples of pop-up mechanisms which use systems of levers and linkages. Children will then consider which materials and approaches will ensure that the product is robust and will stand up to a KS1 child working with it. They will use sketches and words to convey their ideas. Once their product is complete, the children will discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

**Science**

Children will

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

As an introduction to this unit of science, children will be presented with the question "What do robots eat for breakfast?" Children may have heard adverts for breakfast cereals talk about them containing iron. We will discuss what the term 'iron' means. We will then investigate how much iron is in breakfast cereal by conducting an experiment that allows children to extract the iron from cereal using magnets.

**Music**

In this theme, children will study the music of Marvel Studios - home to the Iron Man movie franchise. This will then lead them to investigate the impact of music on film trailers and films in general before they then compose their own music or special effects to a trailer of their choice. They will begin by watching/listening to 'The Music of Marvel studios' and will identify adjectives to describe how the music sounds to them. They will list the instruments they can hear and consider the speed of the music. Children will watch some suitable film trailers without the sound and discuss how effective they are without any music. They will then make their own music and/or sound effects for these trailers.

**Art**

Within this theme, children will explore the role of book illustrators who bring visual impact to a text. In particular, they will consider Laura Carlin and her award winning illustration of 'The Iron Man', on her website. The children will then make detailed observational studies of cogs, spanners, bolts and chains etc. in their sketchbooks which will inform a larger piece of work which will be displayed in our classroom.

## English

### **Novel as a theme - The Iron Man by Ted Hughes**

Children will be studying one of the greatest of modern fairy tales, 'The Iron Man' by Ted Hughes. Children will begin by interpreting ideas in order to visualise the character of The Iron Man. They will annotate sketches of The Iron Man using vocabulary from the text. Children will compare their visualisations with the film versions and will be able to discuss events. Children will deepen their understanding of the characters using drama techniques such as 'hot seating'. In reading the text, children will specify points and use evidence from the text to justify opinions. Towards the end of the unit children will write an innovated story or a story with a change of viewpoint which includes the language, sentence structure and grammar we have been learning.

### **Recount: Diaries**

Children will read extracts from diaries and they will identify who they think has written each extract. They will the key points of a diary using who, what, where, when, why and how with evidence from the text. Children will be participating in a group presentation, reporting accurate details about the diary extracts they have read. As a class we will select a context for writing a diary. This will be linked to either the children's own experiences e.g an event in school, or writing in role of a character from The Iron Man. By the end of this unit, children will create diary entries which will include determiners and text type features.

## Maths

- **Week 1**

Year 3 - Place value, counting and mental addition and subtraction

Year 4 - Place value and counting (including negative number)

- **Week 2**

Year 3 and Year 4 - Fractions

- **Week 3**

Year 3 and Year 4 - Fractions and division

- **Week 4**

Year 3 - Counting, sequences and multiplication

Year 4 - Area and multiplication

- **Week 5**

Year 3 - Measurement (volume/capacity and mass)

Year 4 - Position and direction

**Cross-curricular Mathematics:** linked to learning opportunities in Science where children will be investigating how far they can make a toy car travel, children will utilise their measuring skills.

They will create a ramp with a given height, roll the car down from the top and measure how far it travels along the floor from the end of the ramp. Measurements will be taken to the nearest half centimetre and could be rounded to the nearest centimetre.

Linked to learning opportunities in design technology, there will be opportunities for children to apply their knowledge and understanding of geometry, in particular, shapes, lines, horizontal, vertical, parallel, perpendicular and angles.

## 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.

## Physical Education

### **Gymnastics**

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

In addition to children's PE lesson with West Lancashire Sports Partnership they will also be taking part in weekly sports initiative 'Born to Move'.