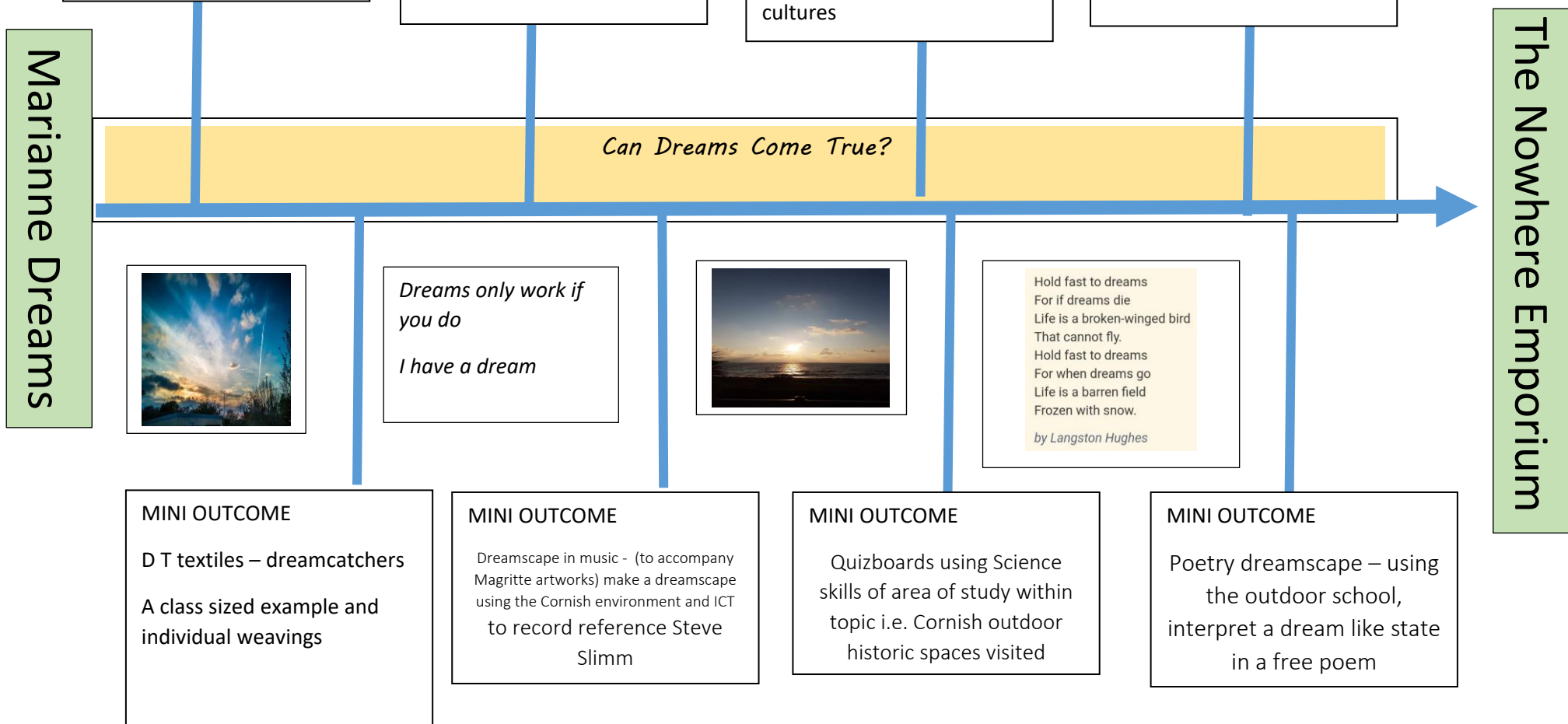




Class 4 Rinsey Medium term Plan **Can Dreams Come True?**

Topic Essential Question Can dreams come true?	Launch I Have a Dream – Martin Luther King Place on timeline – listen to speech – discuss why people have a dream. Create own speech.	Class Book Marianne Dreams and The Nowhere Emporium	End Authentic Outcome Make our own Nowhere Emporium using what we have learnt – virtual, outdoor or as a visitor experience
What will the classroom look like? Dream area with clouds Dream quotations found by pupils in corridor on cloud wall Set of class text for shared reading Dream door quote poster – Martin Luther King Dreams through history – timeline Nowhere Emporium cubes (prepared during Easter break)	Developing the classroom Dream catchers with dream poems woven inside Photographs of shot scenes from class readers Illustrations of The Nowhere Emporium and selected writing by pupils on the literacy areas	Trips/visits to support project Crenver Grove Carwynnen Quoit Beach – aboriginal art sand combing Caerhayes Castle – architect John Nash Merry Maidens/ Mel an Tol Gwennap pit Gwinear Church	Literacy genres Persuasive Letters Narrative – including time slip Speeches Myth Biography Poetry – Lost Words
	Clay models of Cornish landmarks visited Developing timeline of dreams	Use of outdoor class Scenes from Marianne Dreams filmed/photographed Visits to Cornish dreamscapes – Merry Maidens, Mel an Tol Drawing dreamscapes using outdoors Caerhayes Castle	Innovative use of ICT Dream surveys and spreadsheet presentation Powerpoint visual effects Digital photography Digital music



CAN DREAMS COME TRUE?

English

Using the different forms of adverb

Narrative based on dreams including time slip

Letters of persuasion

Non chronological reports – from visits and workshop

Biography – of choice (after study of Martin Luther King)

Poetry – Cornish dreams

Using the theme of 'Dreams' we will study how dreams can influence people in what they believe and investigate. Pupils will search through their own ideas and determine whether their own dreams are influenced by culture.

Science

- Famous scientific dreamers – biography and influences
- Investigative science into pupil's chosen areas
- Mummification processes and preserving other things i.e. fruit
- Making a dream floater dandelion seed
- Investigating maths linked to Science (also space broadcast postponed from last term, Electricity show)

History

Martin Luther King and his impact (Rosa Parkes)

Timeline of dreams throughout history

Interpretations of dreams in Aboriginal and Egyptian culture

RE Christianity/methodism

P E

Rounders/tennis – Athletics/cricket

DT – Klaas Rommelaire with The Newlyn Gallery

Textiles

PSHE/SMSC

Footprints	Be the best you.
Spaceship Earth	Knowing yourself
Energy saving	Managing my feelings
Where my food comes from	Looking after myself
Developed and developing	Working with others
Biodiversity	Making healthy choices
How can I make a difference	Being responsible

Music/Art

Environmental art – artists and their influences, transient environmental art

Musical soundscapes – using Steve Slim as an influence

Clay modelling of dream landscapes

The surrealist movement - Dali, de Chirico, Magritte

Dream catchers