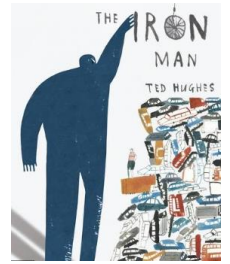


RATIONALE:

The classroom has been scattered with metals and it is a mystery where these have come from. When a book is posted to school from the Iron Man, the children begin to investigate what and who he is. The children will make suggestions about the characters personality, how he has lived, where and how he has survived. The children then receive a letter from the publishing company asking if they could write the final chapter for the book with accompanying music as they're hoping to make a film.

**HOOK:**

The classroom will be scattered with bits of metal and chairs, tables and items will have been emptied all over the room. It should look like something has been looked for. Later, a book will be received in the post with a clue reading 'this will explain all'. Lastly, the children will get an email from the publishing company, requesting that they write a 6th chapter and compose accompanying music because they'd like to create an iron man film.

L1 English:

Children will learn to:

1. Create a wanted poster using a clearly inferred character description
2. Write a news report on the discovery of the Iron Man.
3. Write a character description of Hogarth
4. Develop descriptive writing skills
5. To plan and write Chapter 6 of the Iron Giant

All objectives will be developed from the Hampshire Phase model for reading, writing and SPaG, alongside the Non Nonsense Spelling scheme.

L2 Music:

Children will learn to:

- What dynamics and tempo are in Music
- They will compare and contrast music types
- They will recognise the change of mood and character through the use of music.
- All children will compose and create a small section of music to accompany their 6th Chapter.
- All children will record the notation for their music.

L3 Science:

Children will learn to:

- Ask relevant questions and scientific enquiry to answer them
- Gather and record, classify and present data in a variety of ways
- Observe how magnets attract and repel each other and other materials
- Compare and group a variety of everyday materials on the basis of whether they are attracted by a magnet or not.
- Describe a magnet as having two poles
- Predict whether magnets will attract or repel depending on where the poles are facing.

Ap 1: Computing

Children will learn to:

- create a number of written instructions (algorithms) which will illustrate that all computer programs are just sequences of instructions.
- search for information on robot arms used in industry to understand how they work and will be designing their own. The children will then try to replicate their arm using shapes and sequences of instructions in Scratch.
- discussing ways to keep safe online

Thinking:

Children will continue to use the thinking hats to aid learning and opportunities are planned for use of graphical organisers throughout all areas of curriculum.

Ap 2: DT

Children will create a junk model version of the Iron Man. They will need to think about what shapes they will need and what materials they can use to create these. They will create a labelled design, make their model and evaluate how it went.

Independence:

Children will gain independence through explicit teaching of independent skills. Resources will be organised and accessible for all children and they will begin to set their own goals, keeping themselves focused and on track. Children will need to be responsible and make informed choices about their learning.

OUTCOME

To write the 6th chapter of the story and compose, record and play some accompanying music to go with it.

HOME LEARNING

To make a miniature iron man model out of small items such as match boxes, buttons etc.

WEEKS

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