

Summer Term 1 2018

7 Weeks

Connected Curriculum
The Great Plague

Subject Areas

History

Children will begin by finding out what London was like in the time before the Great Fire of London in 1666. We will recap the events of the fire, and reasons why it spread so quickly. Children will then find out about the plague and how it spread from rats. 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.

Geography

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.

Art

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.

Computing

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.

English

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.

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 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

<u>Year 3</u>	<u>Year 4</u>
Week 1 - Fractions and division	Week 1 - Fractions and division
Week 2 - Addition and subtraction involving money	Week 2 - Adding and subtraction involving money
Week 3 - Multiplication and division in the context of measures	Week 3 - Counting and sequencing using statistics and measures
Week 4 - 3D shape including sorting	Week 4 - Measures (perimeter, volume/capacity and mass)
Week 5 - 2D shapes and angles	Week 5 - Shape and area
Week 6 - Multiplication facts, sequences and statistics	Week 6 - Multiplication facts and time
Week 7 - Assessment	Week 7 - Assessment

Cross- curricular Mathematics:

Linked to the history learning opportunity, we will look at a map of London from 1593 which was prior to the Great Fire of London. We will use the key to find the places that are numbered. We will find that map makers use a system of vertical and horizontal lines on a numbered grid. By using these numbers, or coordinates, we can identify places more easily.

Religious Education

Unit 3.5 Which rules should we follow?

The aim of this unit is to give pupils an opportunity to consider the concept and purpose of rules. We will examine Christian rules for living and reflect upon their own lifestyle and the influences upon it. Using a child friendly version of the Bible we will look at and discuss the 10 commandments and their impact. Children will consider which of the 10 commandments they think is the most important and why.

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

Athletics

- Delivered by WLSP, children will continue using running, jumping, throwing and catching in isolation and in combination. They will compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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.