

Unit planner: What makes the Earth angry? 6 weeks

<p>Lead Subjects: Literacy, Geography, Science</p> <p><u>National curriculum subject</u></p> <p>Writing Pupils should be taught to: Plan and write within a given structure - fact-file, diary, newspaper report etc Organise work using paragraphs to group related material. Use inverted commas to punctuate direct speech Write using the main features of a report including headings and sub-headings. Plan writing by discussing writing that is similar. Plan by discussing and recording ideas. Draft and write by recording ideas in a given structure. Spell words correctly from the year 3 literacy appendix. Proof read own work to check for errors in spelling, grammar and punctuation. Evaluate and edit own work using Purple Polishing Pens to make corrections. Read work out loud to a group or the whole class with fluency and accuracy. Write using a legible joined script.</p> <p>Geography Pupils should be taught to: Ask and respond to geographical questions. Analyse evidence and draw conclusions. Recognise that different people hold different views about an issue. Understand and use geographical terms and vocabulary - topic specific. Use and interpret maps, globes, atlases and digital mapping to locate countries and key features. Use grid references and the 8 points of a compass. Know the physical and human features of the locality studied. Name and locate cities within the UK. Explain about different weather conditions/patterns in the UK and the wider world.</p> <p>Science Pupils should be taught to: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter. Report on findings from enquiries. Describe in simple terms how fossils are formed. Identify differences, similarities or changes related to a simple scientific idea or process.</p> <p>Art and DT Pupils should be taught to: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at a particular audience. Generate, develop and communicate ideas through collaborative discussion. Select from and use a wide range of tools and materials. Investigate and analyse a range of existing products. Evaluate their design and end product. Experiment with materials to create a range of effects and use the taught</p>	<p>Starter: Newspaper of Leicester Earthquake. Outcome: Non-fiction book on different disasters showing different text types.</p> <p>Objective: How is the world different in different places?</p> <ul style="list-style-type: none"> • Geography focus- physical geography looking at poles etc... • Local Geography- what is it like in Leicester? Have we ever had any natural disasters? • Look at the Leicester earthquake caused by football fans. <p>Objective: What are volcanoes?</p> <ul style="list-style-type: none"> • Look into the earth's core • Understand what magma and lava is. • How volcanoes are formed • What has happened historically with volcanoes. • Understand how volcanoes still impact the world today. • Volcano demonstration children to make and 'fire' their own volcanoes. <p>Objective: What makes the earth shake?</p> <ul style="list-style-type: none"> • Tectonic plates. • Investigation into the crust of the earth and how it moves. • How an earthquake impacts the world- destruction and tsunamis etc... • Recognise and compare different types of rocks. • Understand that soil is made up of rocks and organic matter. • What are fossils? How did they get there? <p>Objective: What's so bad about weather?</p> <ul style="list-style-type: none"> • Weather patterns- how wind can be dangerous. • Investigate the different weather that can impact areas of the world and how it can be dangerous. • How it is different in different places. • Investigation- what is the most dangerous weather? Rain or wind? <p>Objective: What's life like in the danger zone?</p> <ul style="list-style-type: none"> • Look into areas that people live in the danger zone. • Why do they live there? Look into the benefits of these areas eg volcanic soil being nutrient rich. • Diary from the POV of a person living in the ring of fire. • How to survive guide. <p>Objective: Can you represent disaster using the arts?</p> <ul style="list-style-type: none"> • Creation of artwork based around Hokusai tsunami work. • Creation of papier mache volcano • Dance- looking into interpretive dance and drama. Children to create their own 'performance' to show one of the disasters that we have learnt about. <p>Objective:</p> <ul style="list-style-type: none"> • • <p>Pupil led learning: Could you live in danger?</p> <ul style="list-style-type: none"> • Pupils to research and discover why people live in dangerous places, reflect as to what they would do in that situation. ICT •
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techniques in the completed piece of work. Use care and control over materials and their use. Explain what they like or dislike about their work. Experiment with different materials and techniques.			
Text types: <ul style="list-style-type: none"> • Non-chronological report • Diary • Letter 	Literature: <ul style="list-style-type: none"> • Diaries of people from danger areas. 	ICT: <ul style="list-style-type: none"> • Internet Research • Multi-media • Seesaw 	Assessment Opportunities: <ul style="list-style-type: none"> • Written piece throughout Literacy teaching. • Newspaper report at start and end of unit to show clear progression. • Dance skills assessed through creation and appraisal of dance.