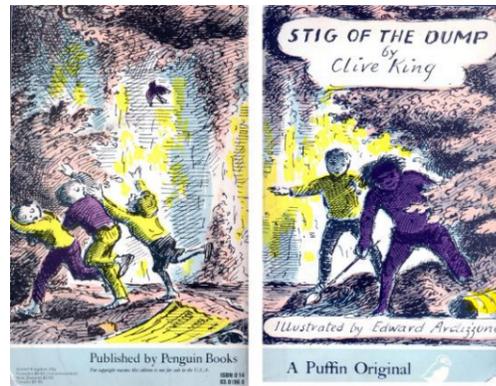


Stig of the Dump (5)

English	DT	Computing
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**Rationale**

The children will imagine that they are really there as they listen to the story of Stig of the Dump and hear the adventures of Barney, Stig and other characters in the book. They will try their hand at being become estate agents; using their creative writing skills to produce a promotional sales leaflet to sell Stig's Den; detailed character descriptions of Stig will be created using evidence from the text and their skimming and scanning skills. From reading the story, diary entries from Barney will also be produced. Expert ICT and Design and Technology skills will be needed to find a solution to the problem of how Stig will receive his gifts at the bottom of the dump lowered from Barney using a variety of levers, pulleys and other materials.



**Outcome**

The topic will end with Year 4's Stig of the Dump showcasing their learning including their diorama of Stig's home.

Can you see in the dark? (6)

Science	English	Music
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**Rationale**

Malmesbury Park school has been approached by a torch company who would like the Year 4 children to trial their new range of torches that they believe children will want to use for sleep overs, cub and brownie camps etc. The children will need to test out the range of torches to understand about shadows and look at the patterns in the shadows and the way they change. Some of the torches are not as effective as others and they will need to test out circuits and switches in order to advise the company of why some of their torches do not work, some do not shine brightly and what they have to do to improve them. They will devise the sound effects to be played in the background as part of the advertising campaign for the torches. The sound effects will be created by combining sounds from home made instruments and already known instruments. They will write slogans, captions and strap lines to support the advertising campaign trying out a range of poetic devices to support the writing of the lyrics.



**Outcome**

The children will produce a simple advert persuading potential customers to buy this particular brand of torches. The advert will be made on iMovie using existing templates.

Came, Saw, Conquered (5)

History	English	ART
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**Rationale**

Following the brave pronouncements and claims of Boudicca and Caesar, it is the task of the children to find out the truth of what really happened in that period so that they can set the record books straight and put an end to the bragging from both sides. The children will find out about the lives of Romans and Britons. They will be able to set the Romans in time and place. They will find out who Boudicca and Caesar really were and they will make comparisons between the Romans and Ancient Britons and study the invasion of Britain and the resistance by Boudicca. They will find out what the Romans really did for us and decide whether they did a good job or not, considering the legacy that was left by the Romans to the Britons such as plumbing, roads and buildings. Children will use a variety of sources to find out about how the Roman lives were ruled by their Gods and the stories that went with them (myths and legends.) They will write a legend for Boudicca or the Ancient Britons based upon what they have found out and the features of a myth or a legend. They will compile and collate all of the materials into a new history time box so that all future generations of children can know the truth about the Romans and the Ancient Britons.



**Outcome**

The children compile the time capsule box including all the information that they have found out about Boudicca and the Romans. The children will share their information with year 3 and warn the children not to be hoodwinked by the claims of Boudicca and Caesar who they will hear arguing, when they are in year 4.

Year 4 2015-2016 curriculum

Christmas – The Russian Shoemaker (3)

RE	English	PSHE
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**Rationale**

The children will watch the DVD clip of the Russian Shoemaker and listen to the story. They will think about the reason we give gifts to each other; they will think about what sort of gifts Jesus would want us to give to each other in our families; in our school; in the wider community - what can we do to help others? The children will write scenes from the story with stage directions to be performed and they will read poetry about poverty and giving. They will put all this in the context of the Samaritan's Purse project, they will identify simple items to make and sell in aid of The Samaritan's Purse charity. They will write letters to include in with the shoebox.



**Outcome**

The children will re-enact their scenes from The Russian Shoemaker; read their poetry and share their letters about Giving as part of the KS2 Carol Concert

Eruptions! (6)

Geography	English	Computing
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**Rationale**  
 The elders and society of Sicily are becoming anxious. They have been informed that another epic eruption of one of the world's volcanoes is likely to happen again in the next 20 years. The local people want to understand more about their local area to see whether they are at risk of Mount Etna erupting and causing chaos and devastation. They also want to know about eruptions in the past and what happened to Pompeii so that they can think if there is anything they could learn from it or anything they could do differently. The children will produce reports about the Island of Sicily and its geographical features to share with the community. They will investigate reports about the past and draw conclusions about what happened at the time. They will pull all of this information together to present back to the community and to provide their advice in the form of public safety broadcasts.



**Outcome** The children will bring all the information together that they have found out and will present it as a public information exhibition. They will give safety advice; reassure the community or advise the community what to do next using the information they have already found out

It all happens in London! (6)

English	History	
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**Rationale**  
 As part of election campaigns some of the politicians are trying to argue that the 21<sup>st</sup> Century is the best time to live in London and that Londoners 'have never had it so good' in an attempt to persuade the voters to vote for them. Some of the ghosts of the old prominent people in the history of London are turning in their graves and are arguing that their period was the best. The arguments are based around when London was the most dangerous; most progressive; affluent etc. Once the children are clear of the timeline through London's history they will pick a character from that period and find out all about it through their eyes and present their side of the argument to the Londoners today to help them decide whether the politicians are correct in their claim!

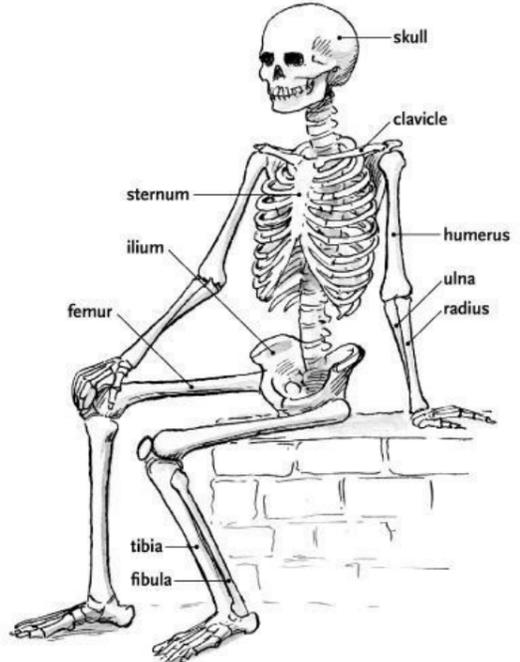


**Outcome**  
 The children will hold a live debate a chosen audience. They will need to become well practised at the skills of an orator and present their arguments. They will include details collected from the biography in order for the speaker to be properly introduced and they may choose to include aspects of the newspaper articles from the time in order to support their arguments. The live audience will vote on when was the best time period to be a Londoner.

Funny Bones (5)

Science	English	DT
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**Rationale**  
 The local Doctors surgery has some very old, tatty and out of date leaflets in their surgery providing information to patients. The local surgery would like the children to create new leaflets and these will be judged in a competition to decide which leaflets will be published and used to provide information to the patients. The leaflets needed are for leaflet for the circulatory system, functions of the blood, blood vessels and heart; drugs, alcohol, diet and lifestyle; the skeleton and muscles for support and protection; the teeth and the way in which nutrients and water is transported around the body. The children will work together in groups to produce these. They will not produce all the leaflets but they will learn about all the different functions of the body by sharing the information with each other and asking questions about it. They will argue for why we need to follow healthy lifestyle guidelines in order to live a safe and healthy life.



**Outcome**  
 The leaflets and presentations about healthy lifestyles will be presented back to the surgery. They will take them away and judge them and the winning leaflets from across the year base will be published for the whole school to see. They will be awarded to the surgery in assembly.