

## Repton Manor Primary School Topic Planning – Topic Coverage

Year Group: 3+4	Big Questions	Learning Opportunities	Subject Coverage	Objectives Covered
<p><b>Term(s):</b> 5&amp;6</p> <p><b>Topic:</b> Narnia</p> <p><b>SS:</b> Actors invited into school. Narnia theme.</p> <p><b>MM:</b> Speaker invited into school. <a href="http://www.primaryscienceworkshops.co.uk/sound/4590023871">http://www.primaryscienceworkshops.co.uk/sound/4590023871</a></p> <p><b>FF:</b> Roman work shop.</p> <p><b>Trips / Visitors:</b> Visit from historical group.</p> <p><b>Learning Environment:</b> Through the wardrobe theme outside classrooms. (Narnia in the classroom – wardrobe outside)</p>	<p><b>How do creatures and habitats in the real world compare to Narnia?</b> 4 weeks</p>	<p>Animals including humans.</p> <p>Living things and their habitats</p>	<p>Science Kent scheme yr4</p>	<p>Kent scheme (Yr 4 Animals including humans and Living things and their habitats)</p>
	<p><b>Can you create your own world?</b> 2/3 weeks</p>	<p>Location/culture/environment/religion</p> <p>Art work/build own land/landscapes. Use inks to bleed colours together and create landscapes- research Artists for this and experiment with technique before final piece.</p> <p>Religions from around the world/cultures</p> <p>Sikhism Hinduism</p>	<p>Geography 5a, 5b</p> <p>DT 2,3,4,6 Art 1,2,3</p> <p>RE AT1 B Practices and ways of life AT2 E Meaning, AT1 C Forms of expressing meaning AT2 F Values and commitments</p>	<p>This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
	<p><b>What can you hear in Narnia?</b> 2weeks</p>	<p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Science Kent scheme yr4</p>	<p>Kent scheme (Yr 4 Sound)</p>

	<p><b>What makes a great leader?</b></p> <p><b>3 weeks</b></p>	<p>The Roman Empire  Julius Caesar  Successful invasion by Claudius and conquest  Boudica  Inventions –What did the Romans do? What did the Narnians do? Aslan</p>	<p>History  2  DT  8,9,4</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
	<p><b>Can you retell an event from The Lion, The Witch, and The Wardrobe?</b></p> <p><b>2 weeks</b></p>	<p>Chn to use a variety of software to create a scene from Narnia.</p> <p>Discovery RE  Do religious people lead better lives?</p>	<p>IT  6,7  Art  1,2  DT  2,3,4</p> <p>AT2F</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>