

'Robots' OVERVIEW 2015-2016

Week	Experience	Literacy Genre	Topic work	Links to NC
1/2	Japanese culture day – food, Japanese dress, Japanese artwork.	Leaflets - Information texts about Japan	Geography: Japan Technology in Japan Introduction to robots	• Locate the world's countries using maps. • Identify human and physical features. • Use maps and atlases • Economic activity including trade links and distribution of resources.
3/4	Bring in favourite toy. Research projects – where did it come from, how was it made? Share findings.	Newspaper report – new toy launch.	History of toys/inventions Timelines	•
5/6		Posters advertising graphic art exhibition	Graphic Art – children to create their own graphic work. EG: Eric Joyner Animation Programming- Scratch	• Learn about artists, architects and designers in history. • Understand computer networks • Use search engines • Design, write and debug programmes
7/8	Wall-E @ Bristol	Iron Man narrative	Electricity, circuits, forces, magnets, light DT:	• Understand and use mechanical systems • Understand and use electrical systems • Understand how key events and individuals in design shaped the world • Investigate and analyse existing products • Use research and develop design criteria. • Generate, develop, model and communicate ideas. • Use a range of tools and equipment. • Select and use a range of materials. • Play and perform solo and ensembles • Develop an understanding of the history of music • Improvise and compose music • Identify electrical appliances • Construct circuits, recognise conductors, insulators, simple series circuits, switches and lamps. • Identify how sounds are made, recognise vibrations travel, pitch, volume and distance of travel.
9/10	Design and make a robot	Poetry	Design and make a moving robot with light.	
11/12	Metal Workshop!	Letters regarding recycling in North Devon. Balanced Arguments	Recycling Music Junk model robots	



				• Recognise light is needed to see, light is reflected, light from the sun is dangerous, recognise formation and reasoning of shadows. • Magnets attract and repel and materials. • Describe magnets as having two poles. • Predict whether magnets will attract or repel.
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Year 3 coverage Year 4 coverage Years 3 & 4 coverage

