



Edison Learning – Connected Curriculum Autumn Term

Year 3 Learning Unit – Bright Sparks: Overview

Subject Focus – Science

Possible Starting Points

- Undergo training to be a “Bright Spark”
- Make a collection of battery-powered toys

Possible End Product

- Graduation ceremony of “Bright Spark”
- Exhibition of houses with demonstrations and explanations

Computing

- Safety with electricity
- Control
- Word processing
- Exploring websites

History

- Homes before electricity (*also link to homes without electricity today*)
- Inventors

Possible visit

Science Museum

Connected Curriculum/Switched on Science

- I wonder...?
- Lighting up a bulb
- Electrical conductors
- Switches
- Lighting up a picture
- Concept map magnets
- Magnetic materials
- Static electricity
- Finding out about magnets
- Memorise Science ‘Killer Facts’

Design & Technology

- Design and make Three Little Pigs houses
- Incorporate electrical components, furniture and décor

Sketch Book

- Using sketch pencils
- Using pastels

Art

- Observational drawing
- Create a picture/scene

Music

- Skill Builders: Beat it (Beat) / Pop of the Peeps (Rhythm) /Line by line (Pitch)
- Focus: Building (Exploring Beat)

School Core Values

- September: Self (self-esteem, self-reliance, self-respect)
- October: Forgiveness

PSHE/P4C

- Anti-bullying
- Making choices

Literacy Links

- True Story of the Three Little Pigs
- Write newspaper report
- Explore play scripts

Speaking and Listening

- Discussion – Are all wolves bad?
- Questions
- Group planning
- Question and interviewing ‘witnesses’
- Demonstrating and presenting

Drama

- Safety with electricity
- Scenes from “The Three Little Pigs”

Homework and Independent Learning

- Safety poster
- Electrical appliances
- Switches



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Year 3 – Learning Unit – Who were the greatest builders in the world?: Overview

Subject Focus – History

Possible Starting points:

- CGI: The body in the bog.

Possible End Product:

- Create a pyramid

Possible Visits

- British Museum

Literacy Links

- Researching life in ancient Egypt

Speaking and Listening

- Fact or opinion
- Presentation
- Explanation

Music

- Skill builders: Ping Pong (Beat)/ Tah Mahal Dancing (Rhythm) Ping Pong (Pitch)
- Focus: Sounds (Exploring Sounds): Geography - Stamping tubes

PSHE/ P4C

- Keeping Safe
- What jobs could be replaced by a robot?

History

- Discovery of Lindow Man, the bog body
- How long have people lived in Britain?
- Where were the first towns and cities in the world?
- Overview of first civilisations and changes in Britain from Stone Age to Iron Age
- Depth study of achievements of Ancient Egypt
- Timelines

Geography

- Locating Egypt
- What is Egypt like?

Design and Technology

- Evaluation of House
- Baking Egyptian wholemeal bread
- Making an Ancient Egyptian Crown and clay pot

Art and Design

- Celtic tradition patterns
- Bridget Riley limited palette and patterns

School Core Values:

November: Tolerance

December: Respect

ICT

Computing (Switched on Computing)

Internet Safety

Coding (Part 2)

PE

Coach:

Teacher: Real P.E.

Social Skills: static balance and dynamic balance to agility.

Science

- Germinating and growing
- Testing bricks
- Moving heavy objects
- Memorise Science 'Killer Facts'

Homework/Family Learning Opportunities

- Write a simple message in hieroglyphics

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Year 4 – Learning Unit - Should we stop eating Chocolate?: Overview Subject Focus – History and Geography

Possible Starting Points

- Mmm...Chocolate
- Model map
- *Questions to investigate*

Possible End Products

- *Presentation of chocolate product with advertising campaign*
- Presentation/display materials from research findings

History

- *Story of Maya & Aztec chocolate and Europe*
- *Research – Columbus, Hernando Cortez and the missing Maya Interpretations of the past*

Geography

- *Where cacao trees grow- location maps*
- *Physical and human geography*
- *Destruction of the rain forest*
- *Interdependence and fair trade from cocoa beans to chocolate bars*

PSHE

- Healthy lifestyles
- Hand washing
- *Facing new challenges*
- *Exploring how the media present information*
- *Evaluating your efforts*

Design and Technology

- Conduct market research
- Design chocolate product
- Make the prototype chocolate product
- Adapt and improve product
- Make final chocolate product
- *Analysis of wrapping papers*
- *Design of packaging*
- Evaluation of final product

Science

- Dissolving investigation
- Food value of chocolate bar
- How does the chocolate become fuel/energy for our bodies?
- Which sugar dissolves first?
- Should we continue to eat chocolate as far as our teeth are concerned?
- Changes occur when materials are heated or cooled*
- Temperature is a measure of hot and cold
- Heating solid materials can cause irreversible changes*
- Burning materials results in irreversible changes*
- Memorise Science 'Killer Facts'

Drama/Speaking and Listening

- **Starting Point** - *Should we stop eating chocolate?*
- Food labelling on chocolate wrappers
- *Debate – If chocolate makes people fat, should it be banned?*
- Making TV advertisement for chocolate product - Publicity

Homework and Independent Learning

- *Country of origins of food*
- Market research
- Design a poster
- Watch and time television advertisements

Links to Core Values

- Wisdom - taking care of our bodies
- *Responsibility – self discipline and self respect*
- *Responsibility for others*
- *Integrity – how the media present information*
- *Courage - to evaluate honestly*

Literacy Links

- Chocolate poems
- Charlie and the Chocolate Factory (perceptions of different children in story, different home lives)
- Information text
- Explanation
- Instructions
- Playscript

Art

- Illustrate chocolate poem
- *Aztec print border for display*
- *Rainforest collage*

Sketchbook

- Graphics - lettering

Computing

- Internet research
- Exploring simulation software
- Collecting and presenting information
- Developing repeated patterns
- Word processing

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Year 4 – Learning Unit - From a Railway Carriage: Overview

Subject Focus – Music, Art, Dance and Drama

Possible Starting Points

- Digital photos taken from a train carriage.
- The painting 'Travelling Companions' by Augustus Egg
- Thinking Skills 'Reading Images' Activity
- The Railway Children DVD
- Train sound effects/music
- Train set/dance/music performance

Possible End Products

- Choral speaking
- Display of views from a carriage window
- Return to initial enquiry questions

Role Play Area

- Passengers in a carriage

Homework / Independent Learning

- Learn the poem
- Answering enquiry questions
- Ask parents/grandparents about train journeys when they were young.

Creative Development

Art & Sketchbook

- Railway pictures
- View from a railway carriage
- Design the train of the future

Music

- Sound Start
- Music performance

Physical Development – Dance

- Creating movement pattern
- Creating sequence of movement to soundtrack
- Dance performance

History/Geography

- Passengers on train journeys
- Oral history about train journeys in the past
- Railway history
- *Train journeys in different places*

Core Values

- Courage
- Respect
- Wisdom
- Responsibility
- Compassion

Literacy Links, Speaking & Listening and Drama

- Read the poem *From a Railway Carriage* by R L Stevenson
- Analyse poem
- Comparison with other railway poems
- Guided writing – creating a class poem
- Write own poem
- Group discussion – detail of the poem
- Practice and rehearse choral speaking
- Freeze frame – view from the carriage
- Passengers on the train
- Choral performance

Mathematical Development

- Train fares, giving change
- Time, timetables



Year 5 Learning Unit – Mysterious Materials: Overview

Subject Focus – Science

Possible Starting Point

- Class undergo training in order to become a 'Materials Scientist'

Possible End Products

- Reports and presentation to various bodies
- Quiz
- Graduation as 'Materials Scientist'

PSHE

- Pollution and recycling
- Mixtures
- Life cycles
- Courage and wisdom

Computing

- *Researching plastic*
- Revisewise
- *Research common gases*
- Interactive challenges
- Data logging
- PowerPoint presentation to Highways Agency

Design and Technology

- Make lolly containers

History

- Research the invention of plastic

Science

- Quiz (part1)
- Trainee Materials Scientists
- Key terms
- *Classifying materials*
- *Problem – sustainable carrier bags*
- Dissolving
- Separating insolubles
- Evaporation
- Recovering sugar
- Evaporating perfumes
- Solids, liquids, gases
- Cornflour slime
- Gases
- *Keeping it cool*
- Non-reversible changes
- Big separation problem
- Quiz (part 1 and 2)
- Memorise Science 'Killer Facts'

Sketch Book

- Patterns
- *Patchwork – materials*
- Drawing 3D shapes

Art

- Wire sculptures

P.E.

Coordination: Ball skills

Agility: Reaction/ Response

Personal, Social and Emotional (CLS)

- Recognising feelings & understanding emotions
- Developing a positive sense of one's self
- Stress management and conflict resolution

Links to Core Values

- Integrity
- Respect
- Responsibility
- Courage
- Wisdom

Literacy Links

- Scientific report
- Glossary of scientific terms
- Making jelly
- News report
- Observational record

Speaking and Listening

- Debate

Numeracy Links

- Measure
- Reading scales
- Graphs
- 3D shapes

Homework and Independent Learning

- Plastics around the home
- Changing materials
- Solids, liquids and gases at home



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Year 5 Learning Unit – Why would someone build a castle here? :Overview

Subject Focus – History

Possible Starting Point

Trip to The Tower of London
Google Expedition – Castles
Visit WW1 Memorial

Possible End Product

Collaborative letters to The Royal British Legion and the organisation responsible for conserving the local castle PLUS feedback from the Headteacher and Chair of Governors

Possible Visit

- Castle – The Tower of London

Literacy Links

- Historical fiction reading & writing
- Instructions, Explanation and Letter writing
- Evaluating poetry

Speaking and Listening

Why are the Norman Conquest and World War One called 'turning points' in our past?

Why do people want to remember wars and castles?

History

- What has World War One got to do with castles?
- How did life change here for people like us during World War One?
- How did life change here for people like us during the Norman Conquest?
- Castle visit and follow up
- Why are the Norman Conquest and World War One called 'turning points' in our past?
- Why do people want to remember wars and castles?
- *What was life like in other countries during World War One?*

Design and Technology

- Design and make a template of a helmet for a child to make and wear at the castle

Science

- Catapult investigation

Geography

Location of

- countries involved in the Norman Conquest of England and World War One
- sites of castles in our region
- using field trip, atlases, aerial photographs and maps of various scales

Art and Design

- Work of WW1 war artists – Anna Airy, John Singer Sargent, John and Paul Nash

Music

- WWI songs listen
- Marching rhythm
- WWI songs learn
- SoundStart guitars

Links to Core Values

- Wisdom – good judgement
- Responsibility – *carrying out a group role*
- Courage – *uncertainty of life in the past (link to present for many people)*
- Compassion – caring for one another
- Justice – punishments past and present

PSHE

- Keeping safe
- Code of conduct
- Team work

Role play

Norman advisers to William of Normandy after the Battle of Hastings and rebellions across England

Homework and Independent Learning

- Why are the Norman Conquest and World War One called 'turning points' in our past?
- Why do people want to remember wars and castles?

PE

Static Balance: Seated

Static Balance: Floor work

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Year 6 Learning Unit – Out of this World: Overview

Subject Focus – Science

Possible Starting Points

- *The year is 2050. Your class have been commissioned to investigate and explore the problems and solutions that could be encountered in sending thirty people into space for five years. (Link to issues such as global warming and population levels)*
- Turn classroom into a spaceship. Pupils are space explorers seeking information about a “mysterious” planet called Earth. Set “Space missions” to be completed during duration of learning unit.

Possible End Product

- Group Learning Unit booklets containing reports from experiments, information collected, stories written etc.
- Shared work on Google Drive
- Class assemblies
- Year Group Garage Band Concert

PSHE

*Living together in a spaceship
Keeping safe and healthy*

- *Eating and drinking*
- *Roles and responsibilities*
- Job description
- Interviews
- Preparing to leave

P.E.

- Dance (Coach)
- Real PE Unit 1 – Cognitive skills focus; physical focus on ball skills and agility (Class Teacher)

Science

- *I wonder...?*
- *Enough water*
- *Investigating evaporation and condensation*
- *Water cleaning*
- Position of the Sun
- Day and night
- Earth’s orbit
- Moon’s orbit
- Role Play
- Moon shapes
- Relative sizes of planets
- Gravity
- Names of planets
- Investigating insulation
- Rocks and soils
- Memorise Science ‘Killer Facts’

Computing and Music

- Use of Garage Band and iPads
- Music to communicate.
- Space music composition

Art

- Design a logo for the spaceship
- “Out of this World” painting

Link to Core Value

- Courage – of astronauts
- Responsibility – of living and learning together
- Hope – Vision of space travel planners
- Compassion – Space shuttle disaster
- Integrity – Balancing long-term gains with short-term risk
- Wisdom – of scientists and technicians who made space travel possible

Literacy Links

- Glossary of terms
- Job advertisements, description and person specification
- Letter of application
- Instructions
- Play script
- Journalism
- Writing from other perspectives
- Describing unknown places

Speaking and Listening

- Debate space missions
- Living together in a spaceship (PSHE)
- Interviews

Numeracy Links

- Distance/light years – place value.
- Time and distance.
- Relative sizes of Earth, Moon and Sun

Homework and Independent Learning

- Design an alien using Purple Mash
- Teach parent/carer orbits
- Selfie as an astronaut on Purple Mash