

Literacy

- Rosie Revere Engineer - Leaflet for local landmarks
- Iggy Peck Architect - Fact files

Speaking and Listening:

Using vocabulary to explain and describe direction. Ensure that events are retold in the correct order to ensure that we are giving directions in the correct sequence. Using scientific vocabulary to describe the properties of materials.

History

Significant Individual - Brunel: Look at 'Clifton Suspension Bridge'. Find out information and facts about the bridge. Look at how it was designed, what it is made from, how it was built. Compare to bridges that are made now. (Barnaby Bear)

Significant Place - Bridgwater Docks: Explore the significance of the docks to Bridgwater. How they were used in the past, what it bought to Bridgwater. Link to the creation of the canal and how Bridgwater was a market town. Local history for background. Look at different mythical creatures

Art

Focus Artist: Banksy.

Talk about graffiti art, link to bridges - common place for graffiti art. Look at a variety of graffiti art. Talk about urban art. Discuss how Bristol is a city. Banksy is an artist whose art originates in Bristol. Look at his work and create own graffiti / stencils. (Barnaby Bear visits a city - Bristol).

Create clay trolls / sculptures.

Design your own troll

Observational drawing of river when visiting.

DT

Link to making bridge in science when exploring suitability of materials.

Create and build bridges for beebots to move over and under.

Design and create a jacket for three goats.

Make beebot mats for beebots to move around and follow.

(Include Barnaby Bear testing clothing or bridges).

Numeracy: White Rose (if appropriate)

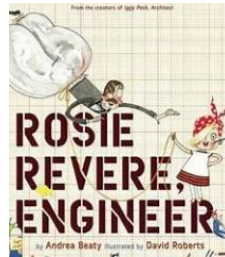
Measurement: Link to making bridges measure length and height how much weight it can hold. What is the capacity of the river below? What is the temperature of the river water?

Identify and use the appropriate standard units to estimate and measure in: length, height, mass, capacity, temperature

Read scales and divisions of 1s, 2s, 5s, and 10s in practical situations where all numbers on the scale are given.

Read scales and divisions of 1s, 2s, 5s and 10s in practical situations where not all numbers on the scale are given.

How do you get there?



Ongoing curriculum

PSHE: Jigsaw - Puzzle 3: Dreams and Goals.

Music: Musical storytelling. Kapow unit - Instruments.

RE: What do Christians believe about Salvation?

PE: Bridges (gymnastics)

Esafty: Active Bytes. Spring Term A - I am safe and secure. Relationships and Privacy.

Science

Materials (The Bridge): Identify suitability of materials to create and build bridges. Compare and discuss the suitability of materials e.g., why is paper not suitable for a bridge? Talk about and identify how the different uses of the same materials e.g., what else are bricks used for? Discuss that the same objects e.g., bridges can be made from different materials - wooden bridges, metal bridges etc. Find out how shapes of materials can be changed when goats are walking over the bridge e.g., squashing, bending, twisting.

Compare uses of everyday materials in different environments. Investigate, design and test suitable materials to create a waterproof jacket. Find out about people who have developed useful materials e.g., John Dunlop, Charles Macintosh.

Living Things: (Under the Bridge). Who lives under the bridge? What is he like? Discuss and describe the importance of exercise and hygiene to keep healthy. Talk about digestion and how the body uses food to get what it needs.

Geography

River: Name the river in Bridgwater - The Parratt. Locate where it starts and where it ends. Find out facts about it e.g., how long. Visit the river and carry out observations, record how fast it flows etc. Have a picnic by the river. (Barnaby Bear)

Canal: Locate where it starts and where it ends. Find out facts about it e.g., how long. Discuss and understand the difference between a river and a canal. Visit the canal. (Barnaby Bear).

Look at find out basic information about. Trolls in Scandinavia. Identify river animals **Water play**

Cultural awareness

Elderly people and loneliness: Explore generations and elderly people. Discuss how they many need additional support. Identify charities that help and support them. Carry out a task to help and support the elderly or lonely. Connection to Oak Trees. Link to Troll and loneliness.

Computing

Light up my Lightbot (Programming / Core): Use the program to introduce / reinforce the use and creation of algorithms, to direct the lightbot around the course.

Explore my topic with floor robot - Beebot (Programming / Choice): Create bridges when investigating materials in science and rivers when learning about rivers. Use these to create a floor map and direct the beebot to go around and over the bridges. Create a bridge that is strong enough and suitable for a beebot.

Design a bridge using paint program.