SPRING Year 4 – IMAGINARY WORLDS

Herne Junior School

Description/Theme Intent:
The children will go on a magical adventure through the wardrobe to Narnia. They will learn all about different types of imaginary worlds. They will use a variety of stimuli to help them create their own imaginary world using Art, DT and ICT. Children will present all of their work throughout the theme in an exhibition to their parents.

Curriculum Hook:
Children will venture through the magical wardrobe to Narnia to experience first-hand an imaginary world come to life!
A visit to Shrek's Adventure in London that brings Fairy Tales to life.
Create their own map of their own imaginary world.

- **Quality Text / Whole Class Reader:** The Chronicles of Narnia – The Lion, the Witch and the Wardrobe – C. S Lewis; The Chronicles of Narnia – The Magicians Nephew – C. S Lewis (Whole Class Reading Text); The Phantom Tollbooth – Norton Juster; Tuesday – David Wiesner; The Borrowers – Mary Norton; Alice in Wonderland- Lewis Carroll

Links to being a British and Global Citizen:
Morals in Narnia linked to Christian Values. Relate Aslan to resurrection. Link to evacuees in WW2 and what life was like for children, (in preparation for Portal to the Past unit). How stories are passed down, told and recorded through history. Use of recycled materials for own imaginary world to highlight importance of recycling. Litter picking to help the environment.

Links to SMSC, RRR and HARMONY:
Article 29 (UNCRC) – Children's education should develop each child's personality, talents and abilities. Article 32 (UNCRC) - children have the right to protection from work that harms them and is bad for their health and education. Children will discuss the health and safety considerations for creating their own circuits by generating a risk assessment.

Life Long Learning Skills (Problem Solving, Creativity, Resilience, Independence and Collaboration):

- Collaboration – children will work in groups using ICT and DT to conduct research, take photos and present work.
- Problem Solving – Children will create imaginary worlds, where they have to problem solve to overcome different electrical and design issues.

Outcome/Impact:
They will showcase their written work in a topic book for parents to view in an exhibition. They will produce an imaginary world created from recyclable and natural materials with an electrical element as well as a map of their imaginary world.

As readers, writers and performers, we will:

- use film, music and stories based on imaginary worlds to discover how authors use language to create mood, atmosphere and a sense of wonder.
- find features of imaginary world stories, and the children will use these to create their own imaginary world and character descriptions.
- use emotive language to write a diary entry, description, recount and letters from a character's perspective. We will finish the unit writing an information text about their imaginary world.

As mathematicians, we will:

- continue our studies into multiplication and division, including factor pairs, formal written method (HTO X O), problem solving and reasoning. (3 weeks)
- practise our measurement skills, focusing in on calculating area. (1 week)
- look at fractions, including recognise and show families of equivalent fractions; count up & down in hundredths; solve increasingly hard problems using fractions to divide quantities and add fractions with the same denominator. (2 weeks)
- Further understanding of fractions, including recognise and show families of equivalent fractions; count up & down in hundredths; solve increasingly hard problems using fractions to divide quantities and add fractions with the same denominator. (2 weeks)
- deepen understanding of money by learning how to convert pounds and pence, order, compare and estimate amounts of money and applying knowledge to solve money problems. (1 week)
- build on Year 3 understanding of measurement (time) by learning how to tell the time accurately, convert between digital, analogue and 24 hour formats, calculate durations, and apply knowledge to solve problems. (2 weeks)

As scientists, we will:

- learn to build a simple working circuit, with the goal of incorporating this knowledge into their imaginary world.
- learn about different switches to control different components.
- learn about electrical safety.
- understand how the human digestive system works.
- describe the simple functions of the human digestive system.
- compare human digestive system to other animals.
- construct and explain a simple food chain.
- identify different types of human teeth.
- identify the different functions of animal teeth.
- plan an enquiry to identify the effects of sugar on our teeth.

As geographers, we will:

Use maps, atlases and globes to locate countries. They will identify different geographical features in a variety of landscapes across the continents and create a map of their own imaginary world, using grid references, compass points and land features.

Celebrating our community

- We will use the Narnia garden that has been created in our school grounds, which is hidden within the woodland.