

<p>Immersion into context</p> <p>Trip to the Landrover factory Coding to make a traffic light work/ see robots at work.</p> <p>Wallace and Grommit</p>	<p style="text-align: center;">Year 4 <u>KS2 – Year 3/ 4 – Cycle</u></p> <p style="text-align: center;">Robots</p> <hr/> <p>Outcome/Outcomes of sequence of learning</p> <ul style="list-style-type: none"> • Take part in a debate • Write a balanced argument • Write a story <hr/> <p>AfL – next steps for rapid progress</p> <p>Do you know it? Do you understand it? Can you use it? Can you compare, contrast or infer? Can you create something new? Can you evaluate it against set criteria?</p>	<p>Reading into writing opportunities /reading possibilities</p> <ul style="list-style-type: none"> • Comprehension on Historical inventors • Persuasion/ Debate language structures • Establishing viewpoints on a subject • Giving reasons for opinions • Using a dictionary and writing definitions. • Writing explanations of religious rites of passage. • Reading different religious scripts • Pie Corbett- Robot story • Character descriptions • Inventing new plots • Writing poems
<p>Related texts</p> <p><u>Shared reading</u> Doohickey and the Robots Iron Man by Ted Hughes</p>	<p>Role play and spoken language</p> <p>Learning the language for *debate *balanced argument language structures</p> <p>Role play to explore religious rites of passage and algorithm</p> <p>Giving definitions for words</p> <p>Inventing Call My Bluff games</p> <p>Songs to help learn Coding vocabulary</p>	<p>Contextualised grammar teaching</p> <p>*Fronted adverbials</p> <p>*Generalisers</p> <p>*Past tense and irregular past tense</p> <p>*Paragraphs</p> <p>*Phonics- Year 2 Intervention and Year 3/ 4 Spelling rules</p>

<p>Cross Curricular links</p> <p><u>Science</u> Electricity-Circuits- How does the robot break? Conductors and Insulators Electrical Inventors</p> <p><u>Computing</u> Coding and Programming</p> <p><u>PE</u> Gymnastics- stretching and curling Dance- The Machine</p> <p><u>RE</u> Why do some people think that life is like a journey and what significant experiences mark this?</p> <p><u>Art/DT</u> Picasso Cogs and Mechanisms</p> <p><u>Music</u> Musical notation, pitch and tempo. Music using ICT</p> <p><u>PSHE</u> Growth mindset and Skills for Success Healthy Living linked to Protective Behaviours</p>		<p>Immersion in vocabulary</p> <p>malfunctioning, control, remote control, robot, bleeping, battery, laboratory, functions, features algorithm, gadget, coding, instructions, programming</p> <p>Debate, discussion, agree, disagree, conclude, THE TEAM THAT AGREES THE TEAM THAT DISAGREES Many people believe... On the other hand... We have various reasons for... However... Our first reason... Alternatively... Furthermore... Whilst some people think.... Many also believe... In addition... It is not right to suggest that... It has been found that... Furthermore... These facts mean that... Also, we want to argue that... Without... The key factors for believing this are... Another key point... In addition... ...because... Importantly...</p> <p>name, address, characteristics, hobbies, main features, materials, buttons/levers , function, batteries , emergency, malfunction, maintain, design</p> <p>Scientific words on the subject of electricity</p> <p>Command words.</p> <p>Onomatopoeia- hiss, crack, eek,</p>
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