

## Medium term planner – Pure Imagination

**Title and duration:** Pure Imagination; 10 weeks

**Year group:**Year 4:Autumn2 & Spring 1

**Description:** All children will be given a Wonka Bar- will they get a Golden Ticket? They will be set a challenge of designing and creating a robot to work in a factory. During this they will experience a range of imaginary worlds from books, films & art work. They will write stories with imaginary settings. They will image editing software in ICT to create imaginary settings with different atmosphere. They will use their science knowledge and skills to create their own robot with a working circuit inside. Their work will be presented with photos and explanations in the form of an E-book, using the 'Book Creator' app, which can then be read by others on i-pads.

**Hook:** Children will be given a Wonka Bar- will they have a Golden Ticket? They will later be set the challenge of designing and creating a robot to work in Mr Wonka's factory.

**Learning value 1:**

- Collaboration - children will work in groups using ICT to conduct research, take photos and present work.
- Responsibility - Prior to creating electrical circuits, children will responsibly consider the risks and controls to manage their own safety.

**Quality Texts -**

- Tuesday - David Wiesner
- The Borrowers - Mary Norton
- Alice in Wonderland- Lewis Carroll
- Charlie and the Chocolate factory- Roald Dahl
- The Tin Forest - Helen Ward

**Art:**

The children will use watercolour to depict their own imagining of Willy Wonka's Chocolate Room, based on an extract from the book.

They will look at different perspectives of everyday objects and create their own photographs of the world around them from the point of view of a Borrower.

**Literacy: Poetry, Charlie and The Chocolate Factory, Stories set in imaginary worlds and explanation texts.**

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. We will also find features of imaginary world stories, and the children will use these to create their own imaginary world story openings, based on an image stimulus. The children will look at how character reactions can give clues about the setting and explore how descriptive language such as similes and metaphors can be used to create an image in their reader's head.

**DT - Control**

The children will research different types of robots and what they have in common. Using this information, they will design and build their own robot for the factory. They must incorporate an electrical circuit in their robot, which links to elements of their science work. They will think specifically about creating switches and storing the components safely.

**Application subject: Science: Circuits and conductors.**

Children will learn to build a simple working circuit, with the goal of incorporating this knowledge into their working robot. They will also learn about different switches to control different components. They will also learn about electrical safety.

**Application subject: ICT - Music programme -** We are musicians- creating a sound track to accompany an imaginary world. **Logo** Children will learn to use Logo and how we can use computers to control robots. Children will write simple procedures to draw simple shapes and use this to create images for their imaginary worlds. The children also will learn how to edit photos in order to inspire them to create their imaginary world settings using photo editing tool on the iPads. They will take photos from unusual perspectives using the i-pads, and understand how to focus and frame an interesting image. They will use 'Book Creator' to present their topic work in the form of an E-book, which can be viewed and shared on the i-pads.

**RE: Sikhism -** Investigating Baisakhi and the key concept of identity.

**Outcome:** A visually appealing E-book showcasing a selection of work from the topic, with explanations of how they achieved their finished pieces. To be shared with other children across the school.

**Potential links to local, national, international communities:** A finished product which can be accessible to everybody, with a target audience of infant school children. Understanding how different landscapes from across the globe can inspire a writer/artist's imagination

**RRR and Values Links:** Article 29 - Children's education should develop each child's personality, talents and abilities. Article 32 - you have the right to protection from work that harms you and is bad for your health and education. Children will discuss the health and safety considerations for creating their own circuits by generating a risk assessment.