

Medium term planner – Imaginary Worlds

Title and duration: Imaginary Worlds; 8 weeks		Year group: Year 4: Autumn 2 & Spring 1	
Description/Intent: All children will go on a magical adventure through the wardrobe to Narnia, they will learn all about the different types of imagery worlds possible. We will use a variety of stimuli to help children create their own imaginary world using art, DT and ICT. 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 venture through the magical wardrobe of Narnia to experience first-hand an imaginary world come to life!			
Learning value 1: <ul style="list-style-type: none">• 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 - <ul style="list-style-type: none">• The Chronicles of Narnia - The Lion, the Witch and the Wardrobe - C. S Lewis• The Chronicles of Narnia - The Magicians Nephew - C. S Lewis• The Phantom Tollbooth - Norton Juster• Tuesday - David Wiesner• The Borrowers - Mary Norton• Alice in Wonderland- Lewis Carroll	
Art: The children will use a variety of different techniques to create imaginary worlds They will look at different perspectives of everyday objects and landscapes and create their own picture using the skills they have learnt.		Literacy: Stories set in imaginary worlds, diaries, description and letters. 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 and character descriptions. The children will use emotive language to write a diary entry and letters from a character's perspective. We will finish the unit writing an information text about their imaginary world.	
DT - Control The children will research different types of imaginary worlds. Using this information, they will design and build their own miniature imaginary world. They must incorporate an electrical circuit in their world, which links to elements of their science work. They will think specifically about creating switches, motors 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 imaginary world. They will also learn about different switches to control different components. Also, they will 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.			
Outcome: They will create a visually appealing E-book showcasing a selection of work from the topic, with explanations of how they achieved their finished pieces. They will produce an imaginary world created from recyclable and natural materials with an electrical element.			
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.			