



Leon and the Place between

Synopsis:

Children use the book, Leon and the Place Between as the stimulus. Children focus on developing their understanding of figurative language to create an engaging narrative that interweaves character, setting and plot.

Geography

Locational Knowledge

Name and locate countries, cities and regions of the UK

Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time

Human & Physical Geography

Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)

Understand the interaction between physical and human processes and features and how these change over time

Skills & Fieldwork

Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps

In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length

Place Knowledge

Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways

D&T

Design

Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing

Confidently take calculated risks to become innovative, resourceful and enterprising

Evaluate

Generate own design criteria and critique ideas and products against these

Technical Knowledge

- Construct more complex structures by applying range of strategies in order to solve real / relevant problems

Making connections to real & relevant problems, apply understanding of wider range of mechanical systems (gears, pulleys, cams, levers and linkages)

Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products

Make

According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes

Art

Media & Materials

Capture artistic process in sketch book

In collage, combine visual and tactile qualities

	<p>In painting, combine colours, tones and tints to enhance mood</p> <p>In drawing, use a wide range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration</p>
Significant Artists	<p>Communicate ideas and comment on artworks using artistic language</p> <p>Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</p>
Vocabulary	Use wide range of artistic vocabulary to evaluate own work and communicate ideas / comment on artworks eg atmosphere, symbolise, mastery, evocative
Skills	Master art/design techniques with wide range of materials
Science	
Make Observations	Independently decide which observations to make
Perform Tests	<p>Explain which variables need to be controlled and why</p> <p>Recognise and control variables where necessary</p>
Ask Questions	<p>Plan different types of scientific enquiry in order to answer questions</p> <p>Use science experiences to explore ideas and raise different types of question</p>
Gather Data	<p>Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and present findings from enquiries, examining causal relationships and reliability of results</p>
Analyse Data	<p>Use test results to make predictions to set up further tests (comparative/fair) and explain reasoning</p> <p>Interpret scientific evidence that has been used to support/refute arguments</p>
Use Equipment	Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate
Writing	
Language & Vocabulary	<p>Develop characters, settings and atmosphere using language and vocabulary from reading/books</p> <p>Integrate dialogue to advance action and convey character</p> <p>Become familiar with the language of writing eg figurative language, imagery, style and effect</p> <p>Evaluate how authors use language and consider effect on the reader</p> <p>Use dictionaries (and thesauruses) to check meaning of new words/language</p>
Plan, Draft, Edit & Evaluate	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose of writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Assess effectiveness of own and others' writing</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Choose the appropriate register (formal/informal)</p>
Grammar & Punctuation	Use hyphens to avoid ambiguity

Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)

Use semi -colons in a longer list and to mark boundaries between clauses

Use colons to introduce a list and mark boundaries between clauses

Punctuate bullet points consistently

Identify formal/informal structures eg question tags, subjunctive form

Text Structure & Features

Summarise and present familiar stories in their own words

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure

In fiction, consider how authors develop character and setting

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures

Summarise main ideas from more than one paragraph using evidence

Use a wide range of devices to build cohesion within and across paragraphs

Use further organisational and presentational devices to structure text