

	Literacy	History/Geography	Art/DT	Science	Other
Entry Point Day (Mon of Wk1)	<p>The chn find a footprint in the sand pit/mud/flowerbed outside classroom. There are a few lumps of chewed metal lying around. Millhouse has received a letter (which you show the chn) from the Old People's Home complaining that someone has been stealing all their cutlery and they are concerned that if it has happened to the school kitchen, the children will not be able to have their lunches with cutlery)</p> <p>Read Chapter 1 of the Iron Man: The coming of the Iron Man - collect similes and figurative language for the working wall, make predictions, discuss if it is anything to do with what's happened at school. Go outside and look for evidence - find cutlery hidden in the field.</p>				
Wk 1	<p><u>Skills lessons</u></p> <p>figurative language</p> <p><u>Context</u> describing characters/settings/situations (eg, how scary it is)</p> <p>Cold task: <u>write a story</u> based on iron man</p>		<p>DT: start collecting junk to make an iron man</p> <p>Art: Silhouette art. Look at the artwork in the book - how is it created? See Picture sheet for inspiration.</p>	<p>NOTE: magnets are highly poisonous to animals- never put in your mouth!</p> <p>Oh no! The Iron Man has swallowed a magnet by mistake and now he's got a tummy ache from a blockage inside him. What should he eat that is not magnetic to help clear the blockage?</p> <p>Plan a non-magnetic meal for the Iron man. He can only eat a very small amount of magnets as they are not good for him in bulk. (Investigate: magnetic vs non-magnetic)</p>	
Wk 2 Start to create a class scrap yard to investigate magnets	<p>Read Chpt 2 -The return of the Iron Man</p> <p>(The Iron man is eating all the farm machinery and annoying the farmers. They set a trap and Hogarth, a little boy, lures him into the trap. The farmers bury the Iron man in a giant pit. Hogarth feels guilty.)</p> <p><u>Skills lessons</u> description/figurative language</p> <p><u>Contexts</u> Letters - Hogarth writes to problem page and they reply etc</p>		<p>DT: Keep collecting junk</p> <p>Art: Recreate some scenes using a range of drawing implements, different hardness of pencils/media and apply tone in a simple way.</p>	<p>The iron man is getting tired bending down to search for his favourite magnetic foods (even though he knows he can only eat a very small amount).</p> <p>How can the Iron man find food more easily in the scrap yard? Investigate: how far does the magnetic force spread away from the magnet or/and does the size of the magnet affect its strength?</p>	<p>PSHE: what to do if you have a problem. seeking advice: does a problem go away if you bury it?</p>
Wk 3	<p>Read chpt 3 - What's to be done with the Iron man?</p> <p>(The iron man breaks out of the hill and Hogarth suggests he live in the scrap metal yard so he can eat anything he wants. Farmers and Iron man are happy with this)</p> <p><u>Skills lessons</u> Speech with inverted commas</p> <p>Context Interviews discussions between characters</p>	<p>Recycling - one persons junk is another's treasure. Undertake an environmental survey of the school grounds (litter?)</p>		<p>The iron man loves magnets now so much that he has started a collection. He's having trouble storing them in a container though as they jump around or stick to each other. Why is this?</p> <p>a) Investigate the properties of magnets (eg, how do magnets behave towards each other and explain using poles terminology) b) Predict and investigate whether magnets will attract/repel each other depending on which poles are facing</p>	<p>PSHE: Why are (space-bat- angel - dragon or the farmers) people mean? Can we help them be happier? (anti-bullying day)</p>
Wk 4	<p>Read chpt 4 - The Space-Being and the Iron Man</p> <p>(A space-bat-angel-dragon</p>	<p>Design a map/plan of the Iron man's scrap yard for visitors. What</p>	<p>DT/ART: Make a life-size iron man by junk modelling</p>		

	<p>appears from space and demands to be fed. It's an impossible feat, so Hogarth asks the Iron Man for help for a solution. He agrees.)</p> <p><u>Skills lessons</u> story mountain structure</p> <p><u>Context</u> Re-telling aspects of the iron man/alternative parts</p>	<p>geographical features would you see? Plot digital photos of objects you would find on the maps</p>			
Wk 5	<p>Read chpt 5 - The Iron Man's challenge</p> <p>Skills lessons: Practise story writing</p> <p>(The Iron man challenges the space being to a challenge - laying on a red-hot fire. The Iron man does it and succeeds ,and the space-being flies to the sun to do the same challenge. Iron Man wins and makes the Space being his slave. The space being offers to sing to the Earth, which results in an end to all war and creates peace and harmony on Earth.)</p>			<p>Research how magnets can be used in everyday life - present findings.</p>	<p>PSHE: Why is it important to be nice to people?</p> <p>Music: Compose a piece of music using percussion to "end all wars"</p>
Wk 6	<p><u>Skills lessons</u></p> <p>Working towards mastery on any aspects of choice</p> <p>Hot task - write a story based on the Iron Man. Note: updated assessment grids to be completed this week!</p>		<p>Make a Christmas present for the Iron man: a toy using a magnet (eg, fishing game, puppet) or make your own magnet (see internet!)</p>		<p>PE: Dance/movement to re-tell parts of the Iron man</p> <p>or</p> <p>ICT: Create short animations - use parts of the film for inspiration</p>
Wk 7	<p><u>Newspaper 3 days!</u> What has been going on?</p> <p>Teach features of a newspaper (writing for purpose): Headline, picture, caption, main body including quotes.</p> <p>Write articles to re-tell events and include interviews with the Iron man to apply speech work.</p>		<p>Produce pictures for the newspaper applying art skills learnt earlier in the term</p>		
Wk 8	Christmas-based lessons				

Suggested Texts:

The Iron man