



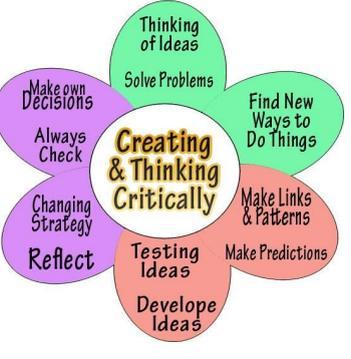
<p style="text-align: center;">Key Question/Mystery Human and Physical - The Impact</p>		
<p style="text-align: center;">Hooks for Learning (experiences which excite, motivate and hook the children into the learning to come)</p> <p style="text-align: center;">Building structures that can survive an Earthquake or Tsunami Kempo Drumming - Links to Japan Japanese day Play werewolf game to support independent writing projects</p>		
Engagement	Motivation	Thinking/Learning
<p>Drumming, linked to Japanese music and comparing modern music.</p> <p>What warning systems are there to help save lives during earthquakes and tsunamis.</p> <p>What impact do natural disasters have on people? SD</p> <p>Inherited and environmental characteristics -</p> <p>Design and make an orienteering course. OL</p> <p>Key geographical features of Japan - oceans, volcanoes, major cities, tectonic plates - Collect key facts</p> <p>Children create a labelled diagram for an invention that would save lives during natural disasters.</p>	<p>Using graphic design skills to draw models of buildings.</p> <p>Using graphic design skills to draw models of school and their classroom. OL</p> <p>Talking safely online. BV</p> <p>What is cyberbullying and what impact does it have on ourselves and others? BV</p> <p>Using an earthquake simulator to design a building that will survive an earthquake.</p> <p>Japanese day to include: food tasting, making lanterns, writing their names in Japanese, counting in Japanese.</p>	<p>Building a building to survive earthquakes and tsunamis.</p> <p>Create a model/ animation to explain how tectonic plates create earthquakes and tsunamis.</p> <p>Deciding on type of pencil to create the best effect of shadow when sketching.</p> <p>Children can describe and understand how tectonic plates and earthquakes are formed.</p> <p>Understanding the impact of earthquakes and tsunamis on local people. SD</p> <p>Thinking about the differences and similarities between science and creation. SD</p> <p>Science investigation linked to bird beaks and adaptation -</p>

<p>Poster to show different theories of creation.</p>		<p>Which tools are best to pick up 'food' ?</p> <p>Do the Japanese have the same values as we do? BV</p> <p>What was the impact of the Blitz on Exeter? - compare maps</p>
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KEY
 OL - Opportunities for Outdoor Learning
 BV - Opportunities for Promoting British Values
 SD - Opportunities for Promoting Spiritual Development

- Opportunities for Writing**
- Information text - Japan
 - Diary Entry - Linked to before, during and after the tsunami in Japan (as a scientist)
 - RE - Balanced argument - Science and Creation
 - How a Tsunami is formed - comic strip
 - Haiku Poems - God is loving and Holy
 - Biography - Charles Darwin
 - Science - beak investigation
 - Science - investigation linked to egg strength

Reflection on Learning

Engagement	Motivation	Thinking/Learning
		

Next Steps or Missed Opportunities

