

<p>Inspiration/Theme: A Winter's Tale Narnia – The Lion, The Witch and The Wardrobe</p>	<p>Curriculum Driver: Art</p>	<p>Outcome of learning: Invitations (letters) to persuade parents/carers to attend our Christmas Performance. Descriptive extracts to include in our performance.</p>	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>The Lion, The Witch and The Wardrobe by C.J Lewis.</p>  <p>Clips from BBC version of The lion, the witch and the wardrobe</p>	<p><u>Hook? Stunning Start</u> Immersing first day – transformation of the classroom and a day of exploring the film and book.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Sharing of campaigns- who will we elect as the king or queen of Narnia?</p> <p><u>Celebration/Fabulous Finish</u> 'Christmas is Narnia' Our Christmas performance</p>	<p>Display of published letters sent to parents (with copies of responses if received).</p> <p>Photos of our performance and artwork of the famous lamp post scene from Narnia.</p> <p>Large whole class English/art tree display.</p>	<p>Reasons for attending the performance: First.....because..... Next.....however..... Then.....therefore.... Finally/Eventually/Lastly.....because</p> <p>An argument for is because..... An argument against is.....because..... I understand ... however / due to / but.. Therefore</p>
Topic Table	Role play area	Maths Challenge table	Key vocabulary to be explicitly taught
<p><u>Key questions</u> What makes a good leader? What can you see? How do you feel? If you were the king or queen, what would you do? Why should we vote for you?</p> <p><u>Key images/artefacts</u> Wintery scenes, pictures taken from the films, characters and names etc. Book corner set up as Mr Tumnus's house.</p> <p><u>Key vocabulary</u> Characters names, winter, seasonal, royalty, noble, magical</p>	<p><u>Theatre/Stage</u> Opportunity for drama – costumes, dressing up clothes – staging/red curtains. Play scripts to read and perform. Writing frames to create own plays or retell the story of The Lion, The Witch and The Wardrobe.</p> <p><u>Small World – Hansel and Gretel (spine book)</u> Retelling the story Multiple copies of the text – also shared through how class shared reading linked to team read approaches. Writing frames – character descriptions and for writing persuasively.</p>	<p><u>Key questions</u> Mr Tumnus says in Narnia there is magic maths... Is it magic? Think of a number. Multiply it by 5. Double it. Add 2. Subtract 2. Halve it. Divide it by 5. Have you got back to your original number? Is this magic? Can you work out what has happened?</p> <p><u>Key images/artefacts</u> Picture of Mr Tumnus asking the question. Range of maths resources.</p> <p><u>Key vocabulary</u> Renaming, subtraction, take away, minus, less than, inverse, decomposing</p>	<p>Persuading Exaggerating Emotive</p> <p>Algorithm Debugging</p> <p>Nutrition</p> <p>Creation stories AD, BC, decade Timelines</p>

English	Maths	Science	PE
<p>Outcome of learning: Persuasion: Write a persuasive letter inviting grown-ups to attend the Christmas performance. Speech and Language: Write and perform a speech in the role of the King/Queen of Narnia. Description: Describe their fantasy world and publish this onto an image to create a large art piece.</p> <p>Key Skills: Sequence ideas using paragraphs and link sentences using subordinating conjunctions. Speak audibly and fluently and maintain the interest of the listener. Use an increasing range of sentence structures. Assess effectiveness of own and others writing and suggesting improvements.</p>	<p>Outcome of learning: Addition and Subtraction: Learn a range of methods for addition and subtraction and apply these skills to word problems. Multiplication and Division: Learn a range of methods for multiplication and division and apply these skills to word problems.</p> <p>Key Skills: Apply addition/subtraction knowledge to 3 digit numbers, including renaming skills. Use bar models to support addition/subtraction. Multiplying and dividing numbers by 3,4 and 8. Multiplying and dividing 2 digit numbers, regrouping and renaming when necessary.</p>	<p>Outcome of learning: Design, perform & evaluate an experiment to test the most effective material for a sledge.</p> <p>Key Skills: Ask relevant questions and use scientific enquiry to answer them. Compare and group together materials based on their magnetic properties. Know that magnets have two poles & predict whether two magnets will attract or repel. Notice that some forces need contact between objects & magnets act at a distance. Answer questions through investigation. Make systematic observations and draw a simple conclusion.</p>	<p>Outcome of learning: Tag Rugby- Play a game of tag rugby, performing the correct arm and leg action for sustained runs. Hockey- Play a game of Hockey, consistently making contact and using the correct stance and striking technique.</p> <p>Key Skills: Consistently make contact, using correct stance and tackling technique. Understand and apply simple tactics such as attacking and defending. Select and apply appropriate movement skills. Understand emotions when winning or losing. Begin to become resilient to challenges.</p>
Art	Geography/History	Music	RE
<p>Outcome of learning: Create a piece of artwork inspired by Narnia considering size and colour hues to create depth.</p> <p>Key Skills: Create a colour wheel and explain primary and secondary colours. Explore making different hues of 1 colour. Draw objects of varying sizes to create depth in a picture. Build their own sense of identity & belonging. Develop respect and consider our responsibilities</p>	<p>Outcome of learning: Place the events of Narnia in their historical context by creating a timeline to outline key events in history. Create a map of the Narnia forest based on fieldwork from our visit to the woods.</p> <p>Key Skills: Describe events using the words: BC, AD, and decade. Use a timeline within a specific time in history to set out in order things that have happened. Observe, measure and record the human and physical features in the local area using a range of methods.</p>	<p>Outcome of learning: We will enjoy preparing songs for our Christmas storytelling event.</p> <p>Key Skills: Our confidence playing the recorder will increase as we add in more notes and complex rhythms. Our music listening will focus on music inspired by the season of Winter.</p>	<p>Outcome of learning: An acrostic poem using the words 'Light' and 'Dark'.</p> <p>Key Skills: Consider their own experiences, religious symbols and understanding of light and dark, good and evil by studying different faiths. Explore their own beliefs (whether religious or non-religious).</p>
Computing	DT	PSHEE	MFL
<p>Outcome of learning: Create a game on Scratch by creating sequences of instructions.</p> <p>Key Skills: Understand key terms- algorithm and debugging. Begin to programme using a simple algorithm. Debug areas when something does not work.</p>	<p>Outcome of learning: Design and make a cross-stitch Christmas/Winter card to give to families.</p> <p>Key Skills: Research existing designs for inspiration and create own design using design criteria. Select from a range of materials to achieve a desired effect in the final product. Evaluate our final product against the design criteria and consider how they could improve their work.</p>	<p>Outcome of learning: Be able to explain the school rules and how they apply to everyone around us.</p> <p>Key Skills: Understanding how the behaviour of others impacts me.</p>	<p>Outcome of learning: Have a simple conversation in French about our families and their birthdays.</p> <p>Key Skills: Name and ask about different members of the family in French. Count to 20 in French. Name the months of the year and days of the week.</p>

The Mead Academy Trust Medium Term Planning

