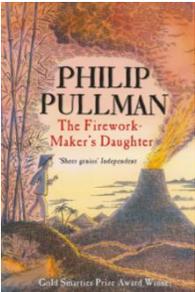


Inspiration/Theme: Firework Makers Daughter		Curriculum Driver: English/Talk for writing		Outcome of learning: Journey Story			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
<p><b>Core: The Firework – Maker’s Daughter</b></p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions to improve their understanding of a text .</li> <li>Infer characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> <li>Predict what might happen from details stated and implied.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul> 		<p><b>Hook/Super Starter</b> Read/retell the beginning of Firework Makers daughter and make ‘lava lamps.’</p> <p><b>Trips/Visitors/Marvellous Middle</b> Make a working volcano using papier-mâché.</p> <p><b>Celebration/Fabulous Finish</b> Story sharing with Year 2.</p>		<p>Journey stories will be published, displayed in the classroom and collated into a floor book to share with the year two children.</p> <p>The reading area will display a variety of journey and adventure stories, including recommendations from the children.</p> <p>English Learning wall and washing line of shared writing linked to the unit.</p>		<p><b>The language of retelling</b> In the beginning..... Subsequently..... I remember that..... With hindsight..... Reflecting upon... In the event that..... Lastly..... In the end..... To conclude / In conclusion / To sum up.....</p> <p><b>The language of describing</b> It looks/feels/tastes/sounds/smells like..... It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... In comparison to.....</p>	
Topic Table		Book Area		Maths Challenge table		Home Learning	
<p><b>Key questions</b> Where is Mount Merapi? Can you find it on a map or Atlas? Explain how to make a firework. How does Lila feel when she is told no? (ch.1)</p> <p><b>Key images/artefacts</b> Fireworks, images of jungle animals, recipes.</p> <p><b>Key vocabulary</b> Indonesia, Mount Merapi, volcano, sacred, crackle-dragon and other types of firework, Grotto, talent, courage.</p>		<ul style="list-style-type: none"> <li>Firework workshop – jars/recipes.</li> <li>Display ‘lava lamps’ made in super starter.</li> <li>A variety of Information texts relating to the Indonesian Jungle and the animals that live there.</li> </ul>		<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Maths starts at 10.25am and lasts for 45 minutes. At what time does Maths finish? (and other which are similar)</li> <li>If I have 4 right angles and 2 sets of parallel lines, what shape am I?</li> <li>If I have 250ml of water in a bucket, and add 65ml, how much water do I have?</li> </ul> <p><b>Key images/artefacts</b> Clocks, shape pictures, measuring instruments.</p> <p><b>Key vocabulary</b> Quarter to/past, half past, clock time, hour, minute, seconds, hands, decimal, decimal point, tenths, hundredths, thousandths, centimetre, metre, millimetre.</p>		<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don’t forget to record your reading in your Reading Log.</p> <p>Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>	

English	Maths	Science	PE
<p><u>Outcome of learning:</u> A letter to the character's father. Write a journey story which shows application of paragraphing.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Create paragraphs in narrative.</li> <li>• Apostrophes for possession and contractions.</li> <li>• Use speech punctuation.</li> <li>• Maintain tense throughout.</li> <li>• Maintain person/character.</li> </ul>	<p><u>Outcome of learning:</u> Understanding and application of fractions, time, decimals and shape, space and measure.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Children will learn how to identify half past, quarter past/to.</li> <li>• Using money to add and subtract decimals.</li> <li>• Be able to use implements to measure</li> <li>• Children will learn how to identify half past, quarter past/to.</li> <li>• Using money to add and subtract decimals.</li> <li>• Be able to use implements to measure.</li> </ul>	<p><u>Outcome of learning:</u> Children will complete an investigation into changes of state (solid, liquid, gas).</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• To control variables.</li> <li>• Children will learn how to identify how changes of state occur and what needs to happen to force the change.</li> <li>• Explain and describe states of matter.</li> </ul>	<p><u>Outcome of learning:</u> Perform a dance (choreographed by themselves) to a member of senior team.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Perform movement sequences with increasing development of strength, co-ordination and control.</li> <li>• Further explore quality of movement (e.g variations in movement flow and use of force, tension and weight).</li> <li>• Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns.</li> </ul>
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u> The children will produce a piece of batik, involving layering of colour and taking inspiration from the Firework Maker's Daughter.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Layering of colour.</li> <li>• Using resist wax.</li> <li>• Applying Knowledge of mixing colours.</li> </ul>	<p><u>Outcome of learning:</u> Understand what can we learn from stories shared by Christians, Jews and Muslims.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Share stories from various religions.</li> <li>• Understand meanings behind each story.</li> <li>• Identify similarities and differences.</li> </ul>	<p><u>Outcome of learning:</u> Compose a piece of music linked to the weather and the environment.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Continuing to develop skills on Ukulele using chords and tab.</li> <li>• Listening and be able to recognise musical elements.</li> <li>• Use a stimulus to create a piece of music.</li> <li>• Listen and evaluate each other's composed music.</li> </ul>	<p><u>Outcome of learning:</u> Design and label a working volcano.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including volcanos.</li> </ul>
Computing	PSHE	DT	MFL
<p><u>Outcome of learning:</u> Deconstruct a mobile phone to investigate the components.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Identifying parts of physical systems.</li> <li>• Sequential removal of components.</li> </ul>	<p><u>Outcome of learning:</u> Using internet safety week to remind children of how to be safe online. Complete a poster of the key things to remember.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Begin to take responsibility for their safety online.</li> </ul>	<p><u>Outcome of learning:</u> Design a firework linked to science.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Test and evaluate the effectiveness of their products against the design criteria.</li> <li>• Select from a range of materials and components, selecting the most appropriate to fit the design criteria.</li> </ul>	<p><u>Outcome of learning:</u> To be able to articulate likes/dislikes in French.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Name at least 15 different foods in French.</li> <li>• Ask others which foods they like/express own likes and dislikes of certain food.</li> <li>• Role play a scene in a café or snack bar, ordering a snack or a drink politely.</li> <li>• Cultural understanding: To learn about Mardi Gras, French April fool's day and French Easter. traditions. To learn about some food traditions in France.</li> </ul>

## ENGLISH

Week 1 – Wb 19.2.18	Week 2 – Wb 26.2.18	Week 3 – Wb 5.3.18	Week 4 – Wb 12.3.18	Week 5 – Wb 19.3.18	Week 6 – Wb 26.3.18
<p><b>Mon</b> Read up to page 12 (the letter) Scan in extracts from the text and display so children can pick out words and phrases which support their inferences. Roll on the wall feelings, thoughts and emotions on the inside and how the character portrays themselves on the outside. Children come back with additional information to add to the class Role on the Wall. <b>Learning Intention:</b> Infer character’s thoughts and feelings</p> <p><b>Tues</b> Read p12-17 hot seat the reason behind Lila runs away and why she is so cross. Have a prepared model of writing in role. Put up on washing line when completed. (T prepare learning wall for tomorrow – see notes) <b>Learning Intention:</b> Infer character’s thoughts and feelings</p> <p><b>Weds</b> Explain audience and purpose and share the toolkit. These will be displayed in the classroom. Consider as a class what we</p>	<p><b>Mon</b> Shared write continuing class letter focusing on adverbials to link ideas and modelling use of plan. Children continue to write their own letter. Success Criteria to include writing using first person pronouns and adverbials. Editing to ensure correct tense. <b>Learning Intention:</b> Sequence ideas using adverbs</p> <p><b>Tues</b> Scan in one of the children’s letters which is a strong model, highlighting and discussing what makes it successful. Children continue to write their letter and self- review <b>Learning Intention:</b> Sequence ideas using adverbs</p> <p><b>Weds</b> Edit the letter focusing on tense and fronted adverbials. Chn to add one if not present. Model peer review slips and chn to edit and review. <b>Learning Intention:</b> Proof-read and edit to improve writing.</p>	<p><b>Mon</b> Tell story with actions and map (map to be pre-prepared) Get chn to help with some of the actions Learn opening and in small groups freeze frame a small section/sentence. Thought tap and take photos <b>Learning Intention:</b> Begin to learn story</p> <p><b>Tues</b> Tell the story again and focus on next section in detail. Look at a setting description and identify features to create tool kit (adjectives, prepositions, noun phrases) Children to have a different one to identify the features from the toolkit- are there other features we can add to the toolkit?- Prepare images of jungle for learning wall for tomorrow <b>Learning Intention:</b> Identify features of setting descriptions</p> <p><b>Weds</b> Continue practising story Display images and sounds of jungle animals and collect descriptive vocabulary <b>focusing on noun phrases and propositions</b> <b>Learning Intention:</b> Create effective noun</p>	<p><b>Mon</b> Finish boxing up and model completing boxing up grid. Children complete their own –washing kine it <b>Learning Intention:</b> Organise and structure writing</p> <p><b>Tues</b> Using class boxing up grid,recap how/when to change paragraphs and begin shared write – have model of first few sentences one in advance so you can model changing paragraph- put rules for changing para on learning wall next to original text <b>Learning Intention:</b> Understand when and how a paragraph needs to change</p> <p><b>Weds</b> Shared write as yesterday focusing on paragraphing and making links between them- write- refer to rules on learning wall <b>Learning Intention:</b> Understand when and how a paragraph needs to change</p> <p><b>Thurs</b> Shared write as yesterday – model up-model correct use of speech punctuation – do in different colour – add a</p>	<p><b>Mon</b> Peer review and edit stories so far and make relevant changes <b>Learning Intention:</b> Proof read for accuracy</p> <p><b>Tues</b> Edit and publish- consider quality of paper to publish on- use children’s art for background or similar <b>Learning Intention:</b></p> <p><b>Weds</b> Publish <b>Learning Intention:</b></p> <p><b>Thurs</b> Publish <b>Learning Intention:</b></p> <p><b>Fri</b> Read own writing aloud to a partner as a finished piece Reflect on own learning over the unit. Complete reflection grid using language structures in books stick the published photocopy in book as well as display <b>Learning Intention:</b></p>	<p><b>Mon</b> Hot task effective opening Plan a story independently (looking for paragraphing and speech particularly) <b>Learning Intention:</b></p> <p><b>Tues</b> Hot task effective opening Write and edit story indepnedtely <b>Learning Intention:</b></p> <p><b>Weds</b> <b>Learning Intention:</b></p> <p><b>Thurs</b> <b>Learning Intention:</b></p>

<p>need to put in each section for boxing up. Discuss ideas for own boxing up. Making notes of ideas not actual letter. Give out prepared boxing up.</p> <p><b>Learning Intention:</b> Identify key features of a text</p> <p><b>Thurs</b> Finish planning ideas and box up</p> <p><b>Learning Intention:</b> Organise and structure writing</p> <p><b>Fri</b> Shared write letter using AP if...then sentence. (If you hadn't shouted then I wouldn't have left. If you had listened to me then ... If, if then ... The more the more . The more you got cross with me the more I was determined to leave. Display on learning wall. Class boxing up and then children to write their own.</p> <p><b>Learning Intention:</b> Sequence ideas using adverbials.</p>	<p><b>Thurs</b> Publish- consider paper used to raise quality and purpose may be torn and crumpled as a piece she's got hold of when away- consider displaying in envelope Remind it's imagined purpose but WILL be displayed in school so high quality</p> <p><b>Learning Intention: Publish writing for an audience</b></p> <p><b>Fri</b> Publish and display in classroom with envelopes</p> <p><b>Learning Intention:</b></p>	<p>phrases</p> <p><b>Thurs</b> Continue practising story Shared write a description of the jungle, chn to write their own. Add to washing line</p> <p><b>Learning Intention:</b> Apply features from tool kit to create a setting description</p> <p><b>Fri</b> Display text of story on board and box up the structure together as a group. Look at each paragraph and summarise- Begin planning from boxing up Collect bank of ideas for alternative characters/setting etc. Ch start their own- Display box up frame on washing line. Add original text to learning wall</p> <p><b>Learning Intention:</b> Organise and structure writing</p>	<p>different speech sentence to learning wall</p> <p><b>Learning Intention:</b> Use speech punctuation correctly</p> <p><b>Fri</b> Shared write - write Scan in children's writing to show correct use of speech punctuation- - add to learning wall</p> <p><b>Learning Intention:</b> Use speech punctuation correctly</p>		
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