

Inspiration/Theme: Where the Wild Things Are	Curriculum Driver: English	Outcome of learning: The children will make their own Wild Thing books.	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Texts: Where the Wild Things Are The Gruffalo Windows by Julie Baker Mr Gumpy’s outing Lost and found My grannys gone to market</p> 	<p><u>Hook/Super Starter</u> The children will discover the key text during the first week in a surprising way...</p> <p><u>Marvellous Middle</u> The children will visit a different setting and explore settings to support their writing.</p> <p><u>Celebration/Fabulous Finish</u> The children will take a journey, find their wild thing and catch a wild thing! The children will read their stories to the reception children and to their own parents.</p>	<p>The children will create a monster using brusho inks as an illustration to their own innovated story around the text Where the Wild Things Are. The children’s monsters will be displayed with their writing.</p>	<p><u>Evaluating</u> I found...easy/hard because... I like/dislike because... I feel that ...next time In my opinion...because</p> <p><u>Hypothesising</u> I think...because...and... I don’t think ...because...and... ...will happen because...</p>
Topic Table	Role play	Maths Challenge table	Home School Links
<p><u>Key questions</u> What equipment would you need to explore a jungle? What can we do to help Max?</p> <p><u>Key images/artefacts</u> Globe, atlas, world maps, different types of transport, texture box, sand, stones, grass, post cards.</p> <p><u>Key vocabulary</u> Explore, journey, crunchy, smooth.</p>	<p>Wild Things forest and boat. Travel agents. Explorer’s cove.</p>	<p><u>Key questions</u> How much does it weigh? How can you measure mass? Which is heavier/lighter? How do you know? Where are you sitting?</p> <p><u>Key images/artefacts</u> Different scales Weights Objects to weigh</p> <p><u>Key vocabulary</u> Top, middle, bottom, around, close, near ,far, above, up and down. Heavier than, lighter than, heavy as mass, scales, weight</p>	<ul style="list-style-type: none"> • Weekly Home Learning linked to our topic. • Daily reading. • Weekly spellings. • Number bonds to 10, 20 or 100. • My maths and ‘Times Table Rockstars.’ • When you next go on an adventure why not write a diary entry or send us a post card. You may also like to collect objects from your adventure. • You might like to visit the local woods or national trust sites to create your own journey.

English	Maths	Science	PE
<p>Outcome of learning: The children will create and innovate a journey story based on 'Where the Wild Things Are' .</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Say out loud what they want to write. • To use exclamation marks. • To use capital letters for names and places. • Use conjunctions such as and, but, because. • Plan story ideas and include topic vocabulary. • Use of adjectives, nouns and plurals. • Re read own writing to ensure that it makes sense. • Edit own stories. • Publish own story to share. 	<p>Outcome of learning: The children will be able to weigh different objects and say which is heavier or lighter. They will be able to say what position they are in.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Compare mass and say which objects are heavier and lighter. • Group objects into heavy and light. • Use non-standard units to measure mass. • Describe the position of objects in relation to one another. • Describe the movement of objects. 	<p>Outcome of learning: The children will research different materials and create a boat fit for purpose.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Observe closely the properties of materials. • Ask questions to find out what will happen. • Compare different materials for particular properties. 	<p>Outcome of learning: The children will understand what it means to compete against others.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Through a range of team and individual games, perform balance, agility co-ordination movements with control. • Compete against self to achieve your personal best.
Art	RE	Music	History
<p>Outcome of learning: The children will create a Wild Thing using a variety of media.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To create a mood board. • To use different lines and tones to create textures. • To use different materials and explore the effects. 	<p>Outcome of learning: The children will be able to discuss what God means to them.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To explore the meaning of God. • To discuss and listen to other people's opinions. 	<p>Outcome of learning: The children will learn and perform a song.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Using voices to sing songs and speak chants and rhymes including simple singing games. 	<p>Outcome of learning: The children will be able to explain an individual's contribution to history.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learn about the lives of significant people (Amelia Earhart) using Goodnight Stories for Rebel Girls. • Find out about a famous person from the past and research them. • To pose historical questions. • To give a plausible explanation for the use of an object.
Computing	PSHE	DT	Geography
<p>Outcome of learning: The children will store and save images from their setting journey. Children will send an email to their new teacher to ask question.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Develop basic programming skills using visual based programming (Scratch Jr). • Saving and storing our work. • Digital literacy. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> • The children will know the differences between boy and girl babies. <p>Key Skills:</p> <ul style="list-style-type: none"> • Understand not to touch medicines and that substances in the house can be dangerous. • Know that as we grow we change • Understand that babies become children and then adults. • To use the correct vocabulary to explain the differences between boy and girl babies. 	<p>Outcome of learning: The children will create a boat that floats.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Test their made products for durability against the design criteria. • Design purposeful products that are appealing to themselves. 	<p>Outcome of learning: The children will create a map of the United Kingdom labelling the capital city.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.