



GREENSIDE FILM FACTORY
The Year of Changing Places
Big Ideas
2019-2020

STAR Day Planning: Spring Term 1 - 2020

Y1 Class Teacher: Katie Trapp

Class Film Text: *Mulan*

Class Book/ Text: Chinese student's Favorite Stories: Fables, Myths and Fairy Tales

WEEK 1 THEME/ Hook: *Mulan*

Monday 6th January – Wednesday 8th January

Learning Experiences

On Monday we will gather as a school to share a film immersion and spend the day on a range of linked learning experiences - - Changing Words - Spellbound

Immersion in the text/genre. We will introduce our theme and ask our big questions about ***Mulan***.

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

We will watch the film and pick out the main themes and ideas that we notice. We will make creative items for our class display based on the film during the afternoon.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

We will begin to examine this film and begin to ask ourselves what the theme is.

What does honour mean to you? What traditions do you and your family have? What is gender equality?

Learning about & through Film: Film Analysis/ Film Making

Y1 will be looking at the gigantic industry of Disney. How has Disney progressed through time? How have the animations changed over time? What do Disney do now that they didn't used to?

Skills:



- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
 - Apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Link reading to own experiences
 - Discuss significance of title & events
 - Make simple predictions
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - leaving spaces between words
 - saying out loud what they are going to write about composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading what they have written to check that it makes sense
 - Read own writing to peers or teachers
 - Begin to use basic punctuation: . ? !

English: (Including any experiences for inspiration)

Mulan is set in the beautiful country of China. This week is all about immersing ourselves in the rich culture of China, for example, what do chinese lanterns and blossom trees symbolise? Chinese lanterns symbolise bright futures and blossom trees symbolise love. What symbols are important to you and what do they represent?

We will consider the big topic of 'Changing Places' with regard to the different characters in the film - what are their stereotypical qualities? How does Mulan change/break these stereotypes. What 'big idea' of hers leads to the saving of China? This film has elements of addressing current issues in the world. It also explores a wide spectrum of deep emotions regarding self identity and gender equality/stereotypes. We will be hot seating Mulan and asking questions about her life and finding out why she decided to impersonate a male soldier? What was it like being a soldier? What was it like growing up as a girl in China? Students will pretend to be Mulan and write letters to her father about why she ran away. We will be recapping all the skills we have learnt throughout the year in their piece of writing which will go up in our class display. Students will have an opportunity to share their writing with their peers and teacher to encourage self correction and promote reading their own work.

GPS:.

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence. Students will be starting to use connectives to make compound sentences in their writing. Conventions of letter writing.

Reading Tree: We will introduce our class book.

This week we will focus on identifying / explaining key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Maths in the Movies / STEM:

We will be looking at what language Mulan speaks and writes in. Students will be looking at Mandarin numbers and how they look different to our numbers, This week students will be looking particularly at odd and even numbers. Students will be organising a wide range of numbers into odd and even. This will go on our display, but we will also be

- Use capital letters for proper nouns.
- Sit correctly at a table, holding a pencil comfortably and correctly
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Read & write numbers to 20
- Use +, - and = symbols
- add and subtract one-digit and two-digit numbers to 20, including zero
- Use a range of materials
- Use drawing, painting and sculpture
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms

showing our numbers in Chinese to fit in with our China immersed classroom.

We will be looking at key patterns of even numbers and how this matches the two times tables. What digits will it always end in? Students will be making a counting in 2's dragon. Each scale shall contain a number and counting up in 2's. Students will then explore different dragons that start from different numbers. What number will come next? Can we use our knowledge of the 2 times tables to find missing numbers in the dragon's scales?

Arithmetic Focus:

This half term we are continuing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 become mathematical superstars. This week's focus will be addition.

Display:

Students in Y1 will be creating a blossom art piece inspired by the blossom tree in Mulan. *"The flower that **blooms** in adversity is the most rare and beautiful of all."* Y1 will be creating their own unique blossom tree scroll painting inspired by Chinese art techniques. Students will be practicing using different mediums to create this art piece and reflect upon their work after.

Letters to farther- Students will be displaying their emotional letters to Fa Zhou explaining why she made the decision to impersonate a soldier and express what it is like to be a soldier. These will be written in their neatest writing onto a decorated bordered letter.

Odd and Even dragons- Students will be placing numbers (shown in both English and Chinese) in the correct category.



Friday 10th January

Learning Experiences

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

Friday Big Write:

Each week students will be listening to one of the many fantastic songs in Mulan. During their big write they will explore the meaning and importance of the lyrics in the song in full sentences using basic punctuation. Students will write about what the song symbolises and what the lyrics tells the viewers. They will also be looking into what they like about the song and why? Why is it important in the movie? This week we will be looking at the 'Honor to us all' song.

Messy Maths:

Problem solving/reasoning/word problems of two times tables.

PE/ Sports: (Activities, key skills / techniques)

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- relays consisting of running focusing on how to hand over the baton correctly, correct running posture of head up and pumping the arms and legs; jumping focusing on using the arms for extra momentum and landing in a balanced way; and aiming in to a target using their other arm to aim, focusing on accuracy not power.

Skills:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Spell very common 'exception' words
- Read own writing to peers or teachers
- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Solve one-step problems, including simple arrays

WEEK 2 THEME/ Hook: Food of China

Monday 13th January – Wednesday 15th January

Learning Experiences

This week we will be focusing on Chinese food. We will be tasting traditional oriental food. We will be looking at adjectives for the new food we will be tasting and creating a chinese restaurant. This will include Y1 students looking at pricing and creating a mouth watering menu!

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What food is traditional from your country? Is food just for nutrition?

Learning about & through Film: Film Analysis/ Film Making

Y1's will be discussing the difference in animation through the generations. How do the characters look different? Are they 3D or 2D?

English: (Including any experiences for inspiration)

Food is a very big part of many people's cultures and life. It can be hard for when people move and change their country to lose this huge aspect of their life. Although 'changing places' can bring new opportunities to try new food, it is also important to share and remember food from home.

This week students will be immersing themselves in Chinese food by opening their own chinese restaurant!

For part of the Chinese Restaurant experience, students will have to create a mouth watering menu. This will include Y1's being able to recognise powerful adjectives to describe nouns. They will then be working together to create a word bank of adjectives to go with all the new chinese food they will be tasting/experiencing. What does it look like? What does it taste like? What does it smell like? Students will be focusing on using a wide range of adjectives that match the food e.g. nice, soft, sweet, spicy, etc.

They will then be taking these powerful adjectives to create a tempting chinese menu. We will be focusing on Y1's creating imagery of delicious food with their words to tempt people to buy food from their menu.

Students will be experimenting with using exclamation marks in sentences to make sentences stand out with excitement. Students will have to decorate their menus in Chinese symbols that we learnt about in the previous week and recurring themes we spotted throughout the movie. Students will need to make sure their handwriting is nice and neat

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
 - Apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Link reading to own experiences
 - Discuss significance of title & events
 - Make simple predictions
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - leaving spaces between words
 - saying out loud what they are going to write about composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading what they have written to check that it makes sense
 - Naming the letters of the alphabet in order
 - Read own writing to peers or teachers
 - Begin to use basic punctuation: . ? !
 - Use capital letters for proper nouns.
 - Sit correctly at a table, holding a pencil comfortably and correctly
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - Use range of tools & materials to complete practical tasks
 - Use drawing, painting and sculpture
 - Be able to suggest ways of improving own work
 - Be able to choose materials and techniques which are appropriate for their task
 - Be able to communicate through visual and tactile forms

so they are able to read back their own work and ensure people can read their tasty menus.

GPS:

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence. Students will be starting to use connectives to make compound sentences in their writing to expand their descriptions. Students will need to remember to use capital letters for their Chinese restaurants name.

Students will be looking at the effect and use of a wide range of adjectives in sentences to make our writing more interesting when describing our nouns.

Key features/layout of a menu.

Reading Tree:

This week our focus in reading tree will be to draw on knowledge of vocabulary to understand texts.

Maths in the Movies / STEM:

This week in our Chinese Restaurant we will be increasing our knowledge of money. We will be looking into coin recognition and symbols that surround money. Students will then have to add different coins together to create a final amount for their different chinese food orders. Students will experiment and practice using different coins/ways to make the same amount. What is a way with the least amount of coins? What is a way we can use as many different coins as possible? Y1's will then extend their knowledge by adding amounts together to create a total. This will be done through creating orders at the restaurant and working out what the total bill will come to. This Chinese restaurant immersion experience will really help Y1's build money skills.

As part of the Chinese restaurant we need to look at the geographical features of where shops are usually located. Y1's will be looking at geographical human features such as cities, towns, villages, factories, farms, houses, shops etc. Where would our Chinese restaurant do best?

Arithmetic Focus:

This half term we are continuing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 become mathematical superstars. This week's focus will be repeated subtraction.

- Use +, - and = symbols
- add and subtract one-digit and two-digit numbers to 20, including zero
- Recognise coins & notes
- Solve one-step problems, including simple arrays
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use basic geographical vocabulary to refer to local & familiar features

Display:

This week we will be writing sentences about the main characters in Mulan eating delicious food using powerful adjectives. These sentences will be written in our neatest handwriting, backed on card and displayed under the characters pictures.

Our menus will be backed on beautiful red card and displayed for others to read and get hungry over.

MULAN



Chinese Restaurant

**Friday 17th January****Learning Experiences**

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

Friday Big Write: Each week students will be listening to one of the many fantastic songs in Mulan. During their big write they will explore the meaning and importance of the lyrics in the song in full sentences using basic punctuation..Students will write about what the song symbolises and what the lyrics tells the viewers. They will also be looking into what do you like about the song and why? Why is it important in the movie? This week we will be looking at the 'Girl worth fighting for' song.

Messy Maths:**Skills:**

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Spell very common 'exception' words
- Read own writing to peers or teachers
- Recognise coins & notes

This week in messy Maths we will be reflecting on our STEM learning throughout the week. Students will be given word problems regarding our Chinese shop and money to solve.

PE/ Sports:

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- Throwing and catching using a range of objects such as balls, bean bags etc. Catching focusing on hands together, fingers wide, watching the object the whole time and using the hands to take the pace off of it. Throwing focusing on making sure the target is clear, understanding how and where they would like the object to be when catching it themselves

WEEK 3 THEME/ Hook: Chinese History

Monday 20th January – Wednesday 22nd January

Learning Experiences

This week our theme will be Chinese history. We will be looking in particular at how key Chinese cultural points in history are told through pottery. We will be looking at key points throughout history and how pottery illustrates these stories. Students will be creating their own plates out of clay and decorating them to tell the story of Mulan through art.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How does pottery change throughout the world? Who is important throughout Chinese history? Is there another way to tell a story than write it?

Learning about & through Film: Film Analysis/ Film Making

How does the background music feel? Does it match the film?

English: (Including any experiences for inspiration)

Students will be creating a Chinese museum this week which will include the rich culture of Chinese pottery. The class will be making more than one plate. Y1's will be looking at plurals of objects and using the spelling rule for adding –s or –es as the plural marker for nouns. Mulan has lots

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
 - Apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Link reading to own experiences
 - Discuss significance of title & events
 - Make simple predictions
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - leaving spaces between words

of friends, and students will learn how to use plurals so they can refer to more than one friend at a time.

Y1's will be painting Mulan's story on the plate. Students will then have to write an information plaque to go with their plate to summarise Mulan's story. This will go into our very own china pottery museum. Students will be encouraged to read their own work to peers which is a vital skill to develop now students are progressing their writing skills. Students will also be encouraged to share/explain to their peers how the story of Mulan is told through their art on the plate. In the museum, lots of questions and answers are encouraged! This museum experience is to increase speaking and listening skills.

Students will be visiting the Kyoto Garden in Holland park to immerse themselves in an Asian inspired garden. Students will take photos to put in our own class museum and then write a descriptive piece to go with their photographs. Students will have an opportunity to share their writing with their peers and teacher to encourage self correction and promote reading their own work.

GPS:

We will look at the structure of a simple sentence and using capital letters, full stops and finger spaces. Students to reference display board with reminders of how to write a correct sentence. Students will be starting to use connectives to make compound sentences in their writing. Y1's will be looking at suffix and plurals this week including the spelling rule for adding -s or -es as the plural marker for nouns.

Reading Tree:

This week we will focus on identifying and explaining the sequence of events in texts.

Maths in the Movies / STEM:

A lot of key scenes in *Mulan* are under Mulan's family blossom tree. Blossom trees are a key symbol of Mulan's family and China itself. The blossom tree itself will inspire the students during this focus of place value. Blossom Trees are a key part of Chinese culture and have been a sacred and important part of China throughout the country's long history. The blossom tree has many branches. Students will need to separate whole tree numbers into tens and ones branches. Y1's will use dienes to help them separate numbers through different branches.

- saying out loud what they are going to write about composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Read own writing to peers or teachers
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Sit correctly at a table, holding a pencil comfortably and correctly
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Read words with very common suffixes
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Use drawing, painting and sculpture
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- Use +, - and = symbols
- Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
- Observe weather associated with changes of season
- Use range of tools & materials to complete practical tasks
- Use a range of materials
- Use drawing, painting and sculpture
- Be able to suggest ways of improving own work
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- Count to / across 100
- Begin to understand place value of tens and ones
- Solve one-step problems, including simple arrays
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Mulan's great ancestors often gather together to help solve problems for the family. The ancestors need the students help with some puzzles they just can't solve. They will then be showing Y1's a hundred grid and be giving student's puzzles to complete to help develop understanding with 100 square grid place value. Students will be using the 100 square grid to identify 10 more or 10 less, etc and identifying patterns in the square grid.

Nature is a big part of all of our lives. Nature can look extremely different all around the world. Students will be comparing what nature looks like in the UK compared to nature you may see in Asia. How are the trees different? How are the trees the same? Students will be studying biology and will be identifying and labelling different parts of a plant. Nature all around the world is a very important topic and with deforestation and bush fires happening around the world we need to think of ways to help Mother Nature. Students will think of ways we can help nature around us. If we work together we could possibly come up with a 'big idea' that can help save nature around the world.

Arithmetic Focus:

This half term we are continuing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 become mathematical superstars. This week's focus will be multiplication.



- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)
- Lives of significant historical figures, including comparison of those from different periods
- events beyond living memory that are significant nationally or globally

Learning Experiences

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

Friday Big Write:

Each week students will be listening to one of the many fantastic songs in *Mulan*. During their big write they will explore the meaning and importance of the lyrics in the song in full sentences using basic punctuation. Students will write about what the song symbolises and what the lyrics tells the viewers. They will also be looking into what do you like about the song and why? Why is it important in the movie? This week we will be looking at the 'True to your heart' song. Students will be using the plurals in their writing this week.

Messy Maths:

This week in messy Maths we will be reflecting on our STEM learning throughout the week. Students will be given place value puzzles given by the ancestors.

PE/ Sports: (Activities, key skills / techniques)

Throughout the term students will be mastering basic skills and movements through a rotation of activities including:

- Throwing and batting a ball: Focus for throwing will be reinforcing the skills from previous weeks and now progressing on add accuracy and speed to try and get people out. How do you add the speed bit by bit but without losing your accuracy?

Skills:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes
- Spell very common 'exception' words
- Read own writing to peers or teachers
- Begin to understand place value of tens and ones

WEEK 4 THEME/ Hook: Gender Roles

Monday 27th January – Wednesday 29th January

Learning Experiences

This week's theme is gender roles. We will be looking at Mulan's complex relationships with gender stereotypes. Why can't Mulan go and fight for her country? What was expected from Mulan at the Matchmakers? This week there will be lots of discussions surrounding this.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY

LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately



This image is a great inspiration to our learning this week. How Mulan is the same person but has to pretend to be a male to achieve different things in her life. Students will look at how gender equality is a huge issue in history but also present day and in many cultures.

World Thinking: Big, Critical Curious Questions
Breaking Boundaries/ Flip the Learning

What is it like to be a male in China? What is it like to be a female in China? What stereotypes are behind girl and boy jobs? How can we break stereotypes?

Learning about & through Film: Film Analysis/ Film Making

Who was Walt Disney? What were his beliefs? How have gender roles changed in other Disney films?

English: (Including any experiences for inspiration)

This week we will be looking at challenging gender stereotypes. We will be looking at the roles of women from different times, in particular in China, during the Northern Wei era. How has gender equality changed since then? Is it the same around the world? What can we do to promote equality for men and women?

Mulan has to go see the Matchmaker to be judged. The Matchmaker will see if she will be a good wife by watching her pour tea and recite poetry. Based on these skills the Matchmaker will find Mulan a husband who will then be in charge of her life. This week in writing we will be reading descriptions of girls sent to the Matchmaker, including Mulan's. We will

- Ask relevant questions
- Maintain attention & participate
 - Apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Link reading to own experiences
 - Discuss significance of title & events
 - Make simple predictions
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - leaving spaces between words
 - saying out loud what they are going to write about composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading what they have written to check that it makes sense
 - Read own writing to peers or teachers
 - Begin to use basic punctuation: . ? !
 - Use capital letters for proper nouns.
 - Sit correctly at a table, holding a pencil comfortably and correctly
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - Solve one-step problems, including simple arrays
 - Count to / across 100
 - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
 - Use time & ordering vocabulary
 - Tell the time to hour/half-hour
 - Use language of days, weeks, months & years
 - Identify & compare common animals
 - Identify & name basic body parts

then be writing our own. Our focus will be the prefix -un this week. We will be writing to the matchmaker describing different characters from our class text. Are they unkind? Are they unlucky? Students will have to focus on basic punctuation to form full sentences.

Students will act out an interview with Mulan where they ask Mulan about all the expectations of being female in China. How has she challenged this? What did she think of the war? Did she ever expect she would become a war hero?

We will then be challenging the Matchmaker's views on women by drawing pictures and writing messages to her of what both girls and boys can be. Boys can be nurses, girls can be doctors. Both girls and boys can be anything they want to. Students will be looking at the effect of 'talking to the reader' can have and using the pronoun 'you' in their writing. Students will think about how they will persuade younger students that they can grow up to be anything that they want to be. Students will have an opportunity to share their writing with their peers and teacher to encourage self correction and promote reading their own work.

GPS:

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence. Students will be starting to use connectives to make compound sentences in their writing. Our focus will be the prefix -un this week.

Reading Tree:

This week we will focus on to make inferences from the text.

Maths in the Movies / STEM:

Many years ago boys would go to school to get an education and girls would stay at home to learn to cook/clean and play instruments. Many things have changed as now girls are just as entitled to an education as boys.

Now Mulan has changed herself so she can fight in the army for her father, it is really important that she can tell the time so she is on time for her duties! Students will practice telling the time to O'clock and half past so they can follow their orders in the army correctly. Students will practice writing and reading the time on both analogue and digital clocks. Why is it important that we can read the time? When will it be useful? Why would a soldier need to know the time?

Continuing on our biology from the previous week, we will be looking at parts of the body. Y1's will be looking at the human body and all the different body parts we have. What senses do we have? We will be drawing around students in the class and labelling different body parts and what they are used for. Do we have the same labels as Mulan? Do we have the same labels as Mushu? What's labels are different/the same as Mulan's horse and Mulan?

Arithmetic Focus:

This half term we are continuing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 become mathematical superstars. This week's focus will be division.

Friday 31st January

Learning Experiences

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

Big Write:

Each week students will be listening to one of the many fantastic songs in Mulan. During their big write they will explore the meaning and importance of the lyrics in the song in full sentences using basic punctuation..Students will write about what the song symbolises and what the lyrics tells the viewers. They will also be looking into what do you like about the song and why? Why is it important in the movie? This week we will be looking at the 'I'll Make a Man Out of You' song. Students will include a prefix in their big write to show their GPS learning from the week.

Messy Maths:

This week in messy Maths we will be reflecting on our STEM learning throughout the week. Students will be given problem solving questions regarding time by Li Shang.

PE/ Sports: (Activities, key skills / techniques)

- Throughout the term students will be mastering basic skills and movements through a rotation of activities including:
- Balance, agility and coordination skills: focusing on using the arms and legs to help balance with eye and head up looking

Skills:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes
- Spell very common 'exception' words
- Read own writing to peers or teachers
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years

straight ahead. Agility will focus on being able to move from high and low positions using strength and balance, knowing when to release grips to move to another position.

WEEK 5 THEME/ Hook: (DC3) Chinese Fashion

Monday 3rd February– Wednesday 5th February Slam Poetry Day Wednesday 5th February

Learning Experiences

This week Y1s will be completing their 3rd DC of the year. We will reflect on why we practice test conditions and why it is important to show what we have learnt so far so we can improve and progress. This week's theme is Chinese fashion.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

What is your strength? What would you like to improve on and how could we work together to achieve that?

Learning about & through Film: Film Analysis/ Film Making

We are going to be looking at the credits. Why are credits so important? Y1 will look at how many people are involved in the making of a film.

English: (Including any experiences for inspiration)

We see a wide range of fashion in the movie *Mulan*. How is the fashion in the movie different from the fashion we see in the UK today? What does fashion mean to you? What do the clothes in *Mulan* tell us about the character that is wearing them? Should we judge someone based upon what they are wearing? How have clothes changed throughout time?

While Mulan is marching to war she passes rice farm workers. They are wearing a certain traditional chinese farmers hat. This week we will be learning about instructions. Y1's will be making an old style chinese farm worker's hat. We will be looking at the pictures and reading non-fiction to learn about this style of hats. We will then be given a range of materials to help us make it. Students will learn to read and follow the instructions to successfully make a chinese peasant hat. In turn, students will then make/write instructions for their very own hat. Students will need to ensure their instructions are clear with time words included so Mulan can make it successfully. Students will have an opportunity to share their

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
 - Apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Link reading to own experiences
 - Discuss significance of title & events
 - Make simple predictions
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - leaving spaces between words
 - saying out loud what they are going to write about composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading what they have written to check that it makes sense
 - Naming the letters of the alphabet in order
 - Read own writing to peers or teachers
 - Begin to use basic punctuation: . ? !
 - Use capital letters for proper nouns.
 - Sit correctly at a table, holding a pencil comfortably and correctly
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - Use +, - and = symbols
 - Count to / across 100

writing with their peers to encourage self correction and promote reading their own and others work.



GPS: We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence. Students will be starting to use connectives to make compound sentences in their writing. Another focus will be time words and instruction format.

Reading Tree:

This week we will predict what might happen on the basis of what has been read so far.

Maths in the Movies / STEM:

There will be a big focus on our work for the DC3 assessments this week and we will revise the concepts covered this term so far. Alongside this we will also be looking at doubling and halving. We will be helping famous Chinese fashion designers to double and halve materials that they need for outfits. Using buttons, students will practice finding half and double of a quantity.

Alongside DC a big focus will be on our chinese armour project for **Mulan**. Part of this will be looking at different materials and what would be best for the product. What will we use to put it together? How will we test it works? Students will have to apply their Maths learning from current week regarding doubling and halving. Do we need double the sticky tape? What amount would that be? Do we need half the amount of paper? How can we cut it to make sure it's exactly half.

Arithmetic Focus:

This half term we are continuing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 become mathematical superstars. This week's focus will be fractions.

- Solve one-step problems, including simple arrays
- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$
- Distinguish between objects & materials
- Identify & name common materials
- Describe simple properties of some materials
- Compare & classify materials
- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Be able to suggest ways of improving own work
- Be able to choose materials and techniques which are appropriate for their task



Friday 7th February

Learning Experiences

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

Big Write:

Each week students will be listening to one of the many fantastic songs in *Mulan*. During their big write they will explore the meaning and importance of the lyrics in the song in full sentences using basic punctuation. Students will write about what the song symbolises and what the lyrics tells the viewers. They will also be looking into what do you like about the song and why? Why is it important in the movie? This week we will be looking at the 'Reflection' song.

Messy Maths:

This week in messy Maths we will be reflecting on our STEM learning throughout the week. Students will be given problem solving questions regarding doubling and halving by the scary Matchmaker.

PE/ Sports: (Activities, key skills / techniques)

This week students will get the opportunity to return to the skills covered previously that they feel they need to improve on. They will reflect on their individual performance and what they need to do to improve it. There will be a station set up for each skills for students to work through the 3 things they need to develop the most.

Skills:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Spell very common 'exception' words
- Read own writing to peers or teachers
- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

WEEK 6 THEME/ Hook: Chinese Celebrations

Monday 10th February - Wednesday 12th February

Learning Experiences

This week will be all systems go in Y1 as we will prepare for a Y1 Chinese celebration! This will celebrate the end of the half term and for all the amazing progress every student in Y1 has made. Year 1's will be creating lots of Chinese styled decorations to transform our classroom into a *Mulan* inspired place.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How/what/why do we celebrate? What traditions do your family have when they celebrate?

Learning about & through Film: Film Analysis/ Film Making

We will be looking at *Mulan*'s trailer. Did it make you want to watch it? Could we make a better trailer for *Mulan*? Now you've seen the film, does it show the most important bits or give anything away?

English: (Including any experiences for inspiration)

Students will write their final review of the film. What did they like? What part did they dislike? They will be encouraged to explain their answer and use words such as 'because' to give an explanation for their reasoning and extend their sentences. Students will have an opportunity to share their writing with their peers and teacher to encourage self correction and promote reading their own work.

Students will also be given reflection time on the half term. What did they enjoy the most? What did they learn? What did they find difficult? If they did find something difficult what did they do? Which World Ready skills have they have used or need to develop more?

Students will also create posters for our Chinese celebration. How do we make an eye catching poster? What makes a poster good?

GPS:

We will look at the structure of a simple sentence and using capital letters, full stops and fingers spaces. Students to reference display board with reminders of how to write a correct sentence. Students will be starting to use connectives to make compound sentences in their writing. Students will look and study the layout and function of a film review to help create their own. Another focus will be the function of connectives to extend sentences.

Key aspects of a poster.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
 - Apply phonic knowledge and skills as the route to decode words
 - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
 - Link reading to own experiences
 - Discuss significance of title & events
 - Make simple predictions
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - leaving spaces between words
 - saying out loud what they are going to write about composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Re-reading what they have written to check that it makes sense
 - Naming the letters of the alphabet in order
 - Read own writing to peers or teachers
 - Begin to use basic punctuation: . ? !
 - Use capital letters for proper nouns.
 - Sit correctly at a table, holding a pencil comfortably and correctly
 - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - Recognise & name common 2-d and 3-d shapes
 - Order & arrange objects
 - Design purposeful, functional & appealing products
 - Generate, model & communicate ideas
 - Use range of tools & materials to complete practical tasks
 - Use drawing, painting and sculpture
 - Be able to suggest ways of improving own work
 - Be able to comment on works of art

Reading Tree:

This week we will be recapping our DC 4 reading tests. Where did we lose points? We will need to look at all the following criteria:

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

Maths in the Movies / STEM:

Mulan is a 2d animation made out of 2d shapes. Students will recap their knowledge of 2d shapes. We will then be working towards making **Mulan** out of 3d shapes. Our final focus in STEM is 3D shapes. Students will be looking at the difference between 2D and 3D shapes. Can we see 3D shapes around us? Is the animation of **Mulan** in 2D or 3D shapes? How has animation changed throughout time? Students will be helping Mushu arrange and identify different 3D objects and help him discover different qualities about all the different shapes.

Then in groups students will create their own 3D character that Mulan may meet in her next adventure. However the character must be made out of a range of 3D shapes. They will have to use at least 3 different 3D shapes and explain to their peers what shapes they used for the different parts of the body.

Arithmetic Focus:

This half term we are continuing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 become mathematical superstars. This week's focus will be place value.

- Be able to choose materials and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
-



Friday 14th February

Learning Experiences

Students will be practicing what they have learnt this week through a Big Write and a Messy Maths problem. Students will then be taking part in their specialist course and whole key stage PE/Sports session.

Big Write:

This week we will be writing about the vocabulary and meaning behind a poem about *Mulan*. We will be explaining what certain words mean and why the poet has decided to use those words in full sentences using basic punctuation. Students will also be reflecting upon key aspects of the poem.

Messy Maths:

This week in messy Maths we will be reflecting on our STEM learning throughout the week. Students will be given problem solving questions regarding 3d shapes from Mushu.

PE/ Sports: (Activities, key skills / techniques)

This final week will be an opportunity for the students to apply all of these skills to game situations with 3 different games set up to test their new abilities!

Skills:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes
- Spell very common 'exception' words
- Read own writing to peers or teachers
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects

