



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

STAR Day Planning: Spring Term 2 - 2020

Y2 Class Teacher: Joanne Rundle

Class Film Text: *Willy Wonka and the chocolate factory*

Class Book/ Text: *Charlie and the chocolate factory* by Roald Dahl

WEEK 1 THEME/ Hook: The Golden Ticket

Monday 24th February – Wednesday 26th February

Learning Experiences

Immersion in the text/genre.

We will introduce our theme and ask our big questions

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

Who are the main characters? Who do you think are the positive characters? Who are the positive people in your life?

Learning about & through Film: Film Analysis/ Film Making

This week we will be looking at the colours used in the film. We will think about how the colours make us feel, why certain colours were used for the different character's clothes and what colours we would use.

English:

This week we are looking at Charlie finally finding the golden ticket and we will look at the newspaper articles written about the winners. We will look at the features of newspaper writing, and create our own newspaper articles as if we won the golden ticket, and think about how this would feel! For our writers that want to take on a challenge, we will be looking at direct and indirect speech. We will be using and identifying nouns phrases with adjectives in our newspaper articles. This piece of writing

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Reading Tree Skills: (Ongoing selection through the half term)

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
 - o asking questions to improve their understanding
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task

will be used for one of our classroom displays and we will be taking pictures of our class golden ticket winners!

GPS:

Asking questions, writing statements, exclamations and commands about our first impressions of the film.

Identifying the noun phrases in sentences

Reading Tree:

This week we will look at the character descriptions in 'Charlie and the Chocolate Factory' by Roald Dahl and look at how they match up to the characters in the film. We will be making inferences about the characters described.

Maths in the Movies / STEM:

This week will be all about exploring and partitioning numbers. Charlie is already dreaming about all the chocolate and sweets in Wonka's factory. Wonka has sweets in his factory, some boxes even contain hundreds of sweets! We will look at the hundreds, tens and ones in numbers. We will be comparing these amounts using symbols and thinking about whether there are more sweets in the invention room compared to the tasting room and why. We will also look at number bonds to 10 and 20, and we will be using practical methods using real sweets! We will extend this learning by looking at numbers bonds to 100 and even 1000 (for looking at the amount of sweets in the whole of the city!). We will create chocolate boxes, with sweets in them, and show our learning of our number bonds for one of our displays in the classroom. We will be creating our own worded problems using our number bond learning, as we need to practice our number bonds to 10 and 20 in year 2.

The big idea this week will be looking at how chocolate sweets are made, and having our own mini Wonka factory in the classroom! We will be going on a trip to the local shops, using our addition skills to find out the price of the ingredients, and buying enough to make our own chocolate sweets in the classroom. When we have made enough sweets for the whole school, we will be designing sweets schools and inviting everyone to come and buy our sweets! We will design labels, and think about the amounts of ingredients that are in our sweets. We will display our wrapper designs in the classroom as one of our displays.

- Be able to talk about works of art, giving reasons for their opinions
- Be able to communicate through visual and tactile forms
- To use adjectives to describe
- To identify noun phrases
- Solve problems involving addition
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Read and write two digit numbers
- Compare two digit numbers
- To use number bond facts to help solve problems
- Compare and order numbers from 0 up to 100; use <, > and = signs to 10 and 20

Arithmetic Focus:

Addition and subtraction using number bond knowledge to 10 and 20

Display:

Newspaper writing
 Number bonds shelf
 Sweet wrapper designs

Friday 28th February**Learning Experiences****Friday Big Write:**

Charlie is a very thoughtful character. Each week we will be taking a peek into Charlie's diary and writing about how he feels on his journey to the Wonka factory and beyond.

This week we will be writing about Charlie's first impressions of Willy Wonka's factory and why the gates are always closed. We will use a range of conjunctions and the 5 W's from our learning from this week.

Messy Maths:

Word problems based around comparing and partitioning numbers.

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

This half term we are going to focus on team game skills. This week's focus will be to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

Skills:

- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs
- Solve problems involving addition
- Read and write two digit numbers
- Compare two digit numbers
- To use a range of conjunctions to explain

WEEK 2 THEME/ Hook: Meet the family**Monday 2nd March – Wednesday 4th March****Learning Experiences**

This week Charlie is preparing to go to the Wonka factory and he is thinking about his family who will be left behind. He is reflecting on his home town, and how different it looks to the colourful Wonka building. We will be thinking about what we were 'born to do' as Grandpa Joe says Charlie was 'born to win the golden ticket'.

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

Skills:

ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

Is your home where you come from or can it be a range of places?
Where is home? What do you enjoy doing? What were you 'born to do'?

Learning about & through Film: Film Analysis/ Film Making

This week we will be focusing on the plot of Willy Wonka and the Chocolate factory and we will think about how long the story took in 'real time' compared to the time it takes in the film eg how long it took to find the characters the clothing compared to how they put it on in the film. We will discuss this film as if we were directing it, and we will think about a sequel.

English:

This week we will be thinking about Charlie's home as he gets ready to leave to go to Wonka's factory. We will be writing character descriptions of his family members and comparing them to each other, eg Grandpa Joe is taller than Charlie. We will build on our learning from last half term of using comparatives, and use commas to extend our sentences, for example Grandpa Joe is taller than Charlie, but older than Grandpa Josephine. We will also complete a piece of explanation writing, and thinking about what we were 'born to do' as Grandpa Joe says Charlie was 'born to win the golden ticket'. Some of us might be 'born to stop climate change' or 'help the animals'. We will think about future goals or actions we want to work on and explain why these causes are important to us. We will organise our writing using paragraphs.

GPS:

Commas and comparatives.

Reading Tree:

This week we will look at the main chapters of the book 'Charlie and the Chocolate Factory' and identify the similarities and differences.

Maths in the Movies / STEM:

Charlie is so excited that he has won his ticket and he will soon be going into the factory, but he is also excited that he will be winning an unlimited lifetime supply of chocolate! He bought the Wonka bar by finding a 50p coin in the drain, and he will be thinking about how he will never need to pay for chocolate again! He will be able to help his family, and feed them lots of chocolate for free. Grandpa Joe and Charlie shared an especially close bond leading up to Charlie finding the ticket, so Charlie will be able to give him treats now all the time. We will look at how much money he

- To use commas appropriately
- To use adjectives to describe
- To use comparatives
- To use paragraphs to organise writing
- To proof read to check for mistakes
- Read aloud what they have written
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- find different combinations of coins that equal the same amounts of money
- writing narratives about personal experiences and those of others (real and fictional)
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
- derive and use related facts up to 100

will be saving by having this prize and how we will compare the costs of Wonka's different chocolate products. We will be using different coins to make the same amounts and look at what other coins Charlie could have found to make the 50p.

In Charlie's town, Wonka's building stands out compared to all the other buildings as it is so colourful and vibrant. The family have always had Wonka's building in their town and they have often wondered what was inside and how it all worked. This week we will be drawing Charlie's town, using our measuring skills to show how much larger Wonka's factory is compared to the small shops and houses in the area. We will use paint to decorate Wonka's factory, and charcoal to show the contrast with the city homes.

Wonka makes sure all his measuring equipment and mixing equipment is waterproof so they can hold all the delicious liquids used to make the sweets. This week we will look at the other materials he uses for his sweet treats, and decide what materials we would use to store the bars of chocolate in the factory. We will think about how we could make the wrapping and gift boxes recyclable.

Arithmetic Focus:

Making 100 using different combinations of numbers.

Friday 6th March

Learning Experiences

Friday Big Write:

This week we will be writing about Charlie's life when he was younger, growing up with his large family in a small house. We will be writing about the positive and challenging times of sharing a small space with so many people.

Messy Maths:

Word problems surrounding money and making different amounts.

PE/ Sports:

This half term we are going to focus on team game skills. This week's focus will be to participate in team games, developing simple tactics for attacking.

Skills:

Writing for different purposes

-Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

-Read aloud what they have written with appropriate intonation to make the meaning clear.

-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Using the correct tense when writing

- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

WEEK 3 THEME/ Hook: The Secret Recipe

Monday 9th March – Wednesday 11th March

Learning Experiences

This week we will look at the sneaky character of Arthur Slugworth. We look at how he could break into the factory and take the gobstopper recipe. We also think about what our names mean to us. The Oompa Lumpas run the factory and we will look at how they all fit in the factory.

World Thinking: Big, Critical Curious Questions

Breaking Boundaries/ Flip the Learning

How would you describe your personality? What makes a great adventure? What adventure stories do you like? Can some 'negative' characters in a story change?

Learning about & through Film: Film Analysis/ Film Making

This week we will focus on the settings used in the film, and whether all the scenes were filmed in the same place. We will look at how the setting changes affect the characters, for example when Charlie enters the factory compared to being in his home, and how the directors made the settings very different.

English:

Charlie has now entered Wonka's factory, but at the back of his mind, is the offer from Mr Slugworth about stealing a gobstopper. Charlie has a bad dream of Slugworth sneaking into the factory himself and taking one, and this week we will be writing up this adventure story. We will look at what makes a great story, and secure our knowledge of using speech marks and descriptive writing. We will use a story mountain to organise our story and look at the features that Roald Dahl used in his books to create exciting and interesting plots.

We will also be thinking about how important our names are and looking at why Roald Dahl named the 'negative' character of the film 'Slugworth'.

We will be writing about why our parents chose our names and will be looking at main and subordinate clauses to explain our name history.

'Slugworth' is considered a secret character in the film, as he turns out to be on Wonka's side. We will think about what other secrets could be misconstrued as positive outcomes, for example it was a test for Charlie, and because he passed the test, he won the factory.

GPS:

Identifying the correct use of speech marks and the difference between direct and indirect speech.

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- writing narratives about personal experiences and those of others (real and fictional)
- Consider what they are going to write before beginning
- evaluating their writing with the teacher and other students
- using adjectives to describe
- drawing on what they already know or on background information
- identifying main and subordinate clauses
- using speech marks
- recall and use division facts for the 2, 5 and 10 multiplication tables\
- calculate mathematical statements for division within the multiplication tables and write them using the, division (\div) and equals (=) signs
- Be able to comment on works of art
- Be able to choose materials and techniques which are appropriate for their task
- Be able to order events and objects into a sequence
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

Reading Tree:

We will look at, understand, describe, select and retrieve information, events or ideas from our reading tree texts. We will use quotations and reference to text. We will also look at SATS questions from paper 1 and paper 2.

Maths in the Movies / STEM:

This week we will be taking a look into how Wonka runs his factory with so many workers and so many rooms! We will look at how many Oompa Lumpas can fit into the different rooms so it does not get too crowded with all the machinery. If there were 25 Oompa Lumpas and 5 inventing rooms, there would be 5 Oompa Lumpas working in each one. We will be dividing up all the workers using our knowledge of the 2, 5 and 10 times table. We will use sharing circles to as our written method, and bus stop division as a more formal method. To extend our division learning we will be using our 3 and 4 times table skills to make the links. The Oompa Loompas created the secret recipe, and we will be looking at how many spoonfuls of sugar are needed for the gobstopper, and guess what the other secret ingredients might be.

Arithmetic Focus: Mental methods for 2, 5 and 10 division calculations.

Friday 13th March**Learning Experiences****Friday Big Write:**

This week we will write about Charlie's reaction when he first enters the chocolate room and what he thinks of the other children's reactions. We will be using speech marks and indirect speech.

Messy Maths:

Word problems surrounding division using 2, 5 and 10 times table facts.

PE/ Sports:

This half term we are going to focus on team game skills. This week's focus will be to participate in team games, developing simple tactics for defending.

Skills:

Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using the correct tense when writing
- recall and use division facts for the 2, 5 and 10 multiplication tables
- calculate mathematical statements for division within the multiplication tables and write them using the, division (\div) and equals (=) signs

Learning Experiences

This week is all about the Oompa Lumpas. We will look at their back story, where they came from and how their life has changed. We will help them deliver the chocolate bars by using our multiplication skills. We will also think about the materials used to build the factory.

World Thinking: Big, Critical Curious Questions

Who helps you in your life? Who do you respect? What is your back story to your life? How do you want your life to change?

Learning about & through Film: Film Analysis/ Film Making

This week we will be looking at the camera angles, particularly in Willy Wonka's factory, when the winners disappear one by one. We will look at the shots that are taken when each of the guardians are speaking about their children, eg side shots showing eyes rolling/adults sighing etc. We will think about how the camera helps us to tell the story, from different points of view.

English:

This week we will be looking at the people that keep Wonka's factory going - the Oompa Lumpas. We will be looking at their songs and rhyming words that are used. In poetry, rhyme is used a lot and this week we will be looking at techniques used when writing poetry and writing our own poetry about the Oompa Lumpas and their unusual boss, Willy Wonka. We will use similes and metaphors to describe the Oompa Lumpas and use Wonka's description about their previous home to show how grateful they are to be saved.

GPS: Identifying the meanings of specific similes and metaphors

Reading Tree:

We will deduce, infer and interpret information, events and ideas from a variety of texts used for our reading tree. We will also look at SATS questions from paper 1 and paper 2.

Maths in the Movies / STEM:

The Oompa Lumpas have finished making some Wonka bars and need help filling the boxes to send off the sweet shops in the city. If they have 2 boxes of Wonka bars, and there are 12 Wonka bars in each box, there

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- develop positive attitude towards and stamina for writing by writing poetry
- being exposed to different types and styles of poetry
- writing down ideas and/or key words, including new vocabulary
- using similes and metaphors to describe
- calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (\times) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Be able to communicate their geographical knowledge and understanding, to ask and answer questions about geographical and environmental features
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses

will be 24 Wonka bars being delivered. This week we will be using our multiplication skills using the 2, 5 and 10 times table. We will be using multiplication boxes and column multiplication for larger numbers. We will also look at whether the order of the multiplication makes a difference eg 2×5 or 5×2 .

We will be looking at the impressive Wonka factory building and think about the machinery used to build the factory and what it is made out of it. We will think about what improvements could be made to let more light in and what properties glass has.

Arithmetic Focus: Mental methods for learning the 2, 5 and 10 times table.

Friday 20th March

Learning Experiences

Big Write:

This week we will describe the Oompa Loompas that Charlie sees around the factory, and how he feels when he sees an Oompa Loompa for the first time.

Messy Maths:

Word problems surround multiplication using the 2, 5 and 10 times table.

PE/ Sports:

This half term we are going to focus on team game skills. This week's focus will be to develop balance, agility and coordination alongside participate in team games, developing simple tactics for attacking and defending.

Skills:

Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using the correct tense when writing
- Using comparatives
- solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

WEEK 5 THEME/ Hook: DC4 - New Factory Owner

Monday 23rd March - Wednesday 25th March

Learning Experiences

This week we are looking to the future, as Wonka has now handed over the factory to Charlie. We will be thinking about changes he can make and how he can encourage the public to come into his factory. We will be thinking about the people who live in Charlie's city and how they can be involved.

World Thinking: Big, Critical Curious Questions

Skills:

 ARGUMENT FORMATION	 INFORMATION LITERACY	 LEADERSHIP SKILLS	 ORGANIZATION
 ACTION PLANNING	 RESEARCH AND WRITING	 CRITICAL THINKING	 REFLECTION

What do you hope for the future? Are you involved with people in your community? How can you help others around you?

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week we will be looking at how sound has been used in the film. We will look at the choice of music used, for example, when Charlie is walking home, or when he walks into the chocolate room. We will listen out for the sound effects and learn about how they have been made.

English:

This week we will be writing persuasive advertisements for the public to come and see the chocolate factory, under Charlie's management! He has made some changes, and he wants everyone to come and see the additional tasting rooms he has built! We will be looking at persuasive features in writing such as alliteration and rhetorical questions, and learn how to write a great advert. We will then design posters that will go up around the city. We will check we are using the correct tense.

GPS: Identifying and revising when to use question marks correctly (for rhetorical questions in advert writing) and exclamation marks (for enthusiasm)

Reading Tree: We will identify and comment on the structure and organisation of texts, including grammatical and presentational features at a text level. We will also look at SATS questions from paper 1 and paper 2.

Maths in the Movies / STEM:

To encourage the public to come to his factory, Charlie is giving out free chocolate to over half of the city! He needs to give a quarter of the sugar free chocolate to the children and think about how many children this will be. This week we will be using our fraction knowledge, and using addition and subtraction to extend our fraction skills.

We will be adding halves and quarters and looking at the fraction of people in the city that cannot afford to travel to the factory. Charlie will help this amount of people by providing a free bus! We will refresh our time skills knowledge and look at the free bus timetable Charlie will create for the public to use to come visit his factory.

- writing to persuade using persuasive features
- identifying different types of questions
- the present and past tenses correctly and consistently including the progressive form
- using a range of punctuation including exclamation and question marks
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.
- adding and subtracting fractions
- Be able to identify differences between their own lives and those of people who have lived in the past
- compare and sequence intervals of time

This week we will be using our research skills to find out about a famous chocolate factory in the uk, the Cadburys chocolate factory in Birmingham. We will look at the similarities and differences in the Charlie's location and where Cadburys factory is. We will also look at the person behind Cadburys and look at his personality compared to Wonka's.

Arithmetic Focus: adding and subtracting fractions.

Friday 27th March

Learning Experiences

Friday Big Write:

Charlie will be writing about the most important changes he has made to the factory this week. He will be discussing the new working conditions and the changes the public will see. He will be using comparatives to explain the differences.

Messy Maths:

Word problems surrounding fractions of amounts.

PE/ Sports:

This half term we are going to focus on team game skills. This week's focus will be what it means to work as a team. Students will practice good team work and how important it is to support each other and the opposing team.

Skills:

Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using the correct tense when writing
 - Use comparatives
- Solving problems including fractions
- to find fractions of amounts

WEEK 6 THEME/ Hook: The Future of the factory

Monday 30th March - Wednesday 1st April

Learning Experiences

This week we see Charlie actually becoming the owner of the chocolate factory and we see him make some changes. His family move into the factory with him, and he is able to understand how the factory runs.

World Thinking: Big, Critical Curious Questions

Can some decisions change our lives? What positive decisions have you made? Is change always good?

Skills:

 ARGUMENT FORMATION	 INFORMATION LITERACY	 LEADERSHIP SKILLS	 ORGANIZATION
 ACTION PLANNING	 RESEARCH AND WRITING	 CRITICAL THINKING	 REFLECTION

Breaking Boundaries/ Flip the Learning

Learning about & through Film: Film Analysis/ Film Making

This week, as we come to the end of our learning through Willy Wonka and the chocolate factory, we will think about the main characters of the film and how they all brought different aspects to the story. We will look at how the characters changed, and how the story would have been different if some characters had been taken away earlier or later in the film.

English: (Including any experiences for inspiration)

We all know now that Charlie has become the owner of the factory. We will be writing him a letter explaining to him what we think he should change in the factory. We will look at the features of letter writing. We will be using the future tense and modal verbs including should, could, would to advise Charlie about the future of the factory. Maybe he should have some housing on site for his workers, maybe he could have more than one factory.

GPS: Identifying and using time words (next, then, after) and modal verbs.

Reading Tree:

Retell a story with approximate sequence and identify main characters. Answer comprehension questions regarding the sequencing of events in the text. We will also look at SATS questions from paper 1 and paper 2.

Maths in the Movies / STEM:

Now that Charlie is in charge, he wants to do the right thing and pay all of his workers. This week we will be looking at column subtraction. Charlie has to figure out how much money to subtract from the factory's earnings to give to his workers. We will be looking at two digit numbers and moving onto three digit numbers to extend our learning. If the workers earn £60 a week, and Wonka had £200 pounds a month from all the chocolate he sold, he would need to subtract £60 from £200.

This week we will be looking at the last scene of the film, where the elevator smashes through the glass and we will use our learning of the future tense to write about where in the world Wonka, Grandpa Joe and Charlie should go on an adventure. We will place the location we choose

- writing to explain
- to use the present and past tenses correctly and consistently including the progressive form
- to use a range of modal verbs
- to be able to identify verbs in a sentence
- to use features of a letter
- to use written methods for subtraction
- solve one-step problems with subtraction: using concrete objects and pictorial representations
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- to use time words (next, then, after)
- Be able to make plans and maps in a variety of scales using symbols and keys

on the map and explain why we think they should go there based on the environmental aspects of the place.

Arithmetic Focus: Subtracting two digit numbers.

Friday 3rd April

Learning Experiences

Friday Big Write:

Charlie will describe his first week running the factory, and explain the challenges he faces using a range of conjunctions. He will explain what happens when members of the public want to work for him, and how he will have to turn them down.

Messy Maths:

Word problems surrounding subtraction.

PE/ Sports:

This half term we are going to focus on team game skills. This final week we are going to put all skills we have learnt this half term into practice with a big KS1 team tournament.

Skills:

Writing for different purposes

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- to use written methods for subtraction
- solve one-step problems with subtraction: using concrete objects and pictorial representations
- to use a range of conjunctions

