

**GREENSIDE FILM FACTORY**  
The Year of Colour

2020-2021

**STAR Day Planning:** Autumn Term 2 - 2020

**Y2 Class Teacher:** Laura Gilroy

**Class Film Text:** *Miracle on 34th Street (1947)*

**Class Book/ Text:** *The Lion, The Witch and The Wardrobe* by C.S. Lewis

**WEEK 1 THEME/ Hook: New York, New York!**

**Monday 2nd November – Wednesday 4th November**

**Learning Experiences**

During each Star Day, students will partake in our daily phonics session. Here they will explore a range of sounds to help them with their reading and writing. In Year 2 we also have daily reading sessions where students will read with one another, teachers and individually to promote not only our progression in reading fluency but reading for pleasure.

Immersion in the text/genre. We will introduce our theme and ask our big questions about *Miracle on 34th Street*.

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**

How does the New York setting impact our feelings? If you could visit any city in the world, where would it be and why? Does New York lend itself better to a black and white film? why?

**Learning about & through Film: Film Analysis/ Film Making**

Students will discover what kind of technology was used to make film in 1947 and why colour wasn't in use. They will consider how this may change their views on either the characters or the story and their overall enjoyment of the film.

**Skills:**



- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:

**English:**

New York is such a fascinating and vast city which many people around the world make plans to visit in their life. We will be exploring the city and its main attractions in order to put our findings into a snazzy fact file for future travellers. Students will research and write about significant buildings, national parks, Broadway and Times Square, including lots of facts about these sights and recommendations to entice the reader to visit. They will have to ensure their fact file is laid out correctly with headings/sub headings, key information and related images. As well as this, they will need to ensure their descriptions are detailed enough to persuade the reader to visit and so they will need to include lots of descriptive language using expanded noun phrases and tier 2 vocabulary. Students will be given the additional challenge of including a subordinating clause such as, 'If you come to New York, ...' to add an extra layer of information and persuasion.

**GPS:** Using formal language and conjunctions to expand sentences.

**Reading Tree:**

We will introduce our class book and consider how this book might compare or be different to our film. Reading Tree will be split into three stages in each session. Firstly, they will listen to the teacher read the text whilst following along with their own copy and checking understanding via oral questioning and discussion. Then, the students will develop their comprehension by using different questioning types. This week we will have a focus on Reading Question domain 1a - drawing on knowledge of vocabulary to understand texts. And finally, the students will complete an independent activity which will help foster a deeper understanding of the text and encourage them to think about the text in different ways. The students will choose the activities on a rotation. Activities will include:

- Act It Out
- Create a Comic Strip
- Create a Front Cover
- Adjectives to Describe Main Character
- Story Map
- Write a Letter as Main Character

**Maths in the Movies / STEM:**

We will be looking at different festival floats as we can see in the Christmas Parade in our film. We will use our science knowledge to discuss what materials would be the best to use and why. Through this we will explore how certain solid objects can change shape through the use of applying different pressure such as squashing and twisting - would these materials still be suitable to make a large float with?

Macy's is a huge department store in New York where Susan's mum works, and which uses a visiting Santa Claus to try and boost sales of particular toys as gifts for children. We will be mastering our addition skills this week, both of

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens

single digit numbers and double digit numbers and challenging ourselves with missing number questions such as  $32 \text{ toys} + \underline{\quad} = 50 \text{ toys}$ . This will help reinforce our understanding of inverse operations and related number facts. We will explore different strategies which we can use to help us calculate these types of questions starting off with partitioning, using number lines, part-part-whole models and adding without crossing tens and then with crossing tens where students will need to understand the concept of regrouping ten ones into one ten to be able to arrive at the right answer.

**Arithmetic Focus:**

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

**Display:**

Students will create their own New York Skyline to add to our display boards including our Maths reasoning wall which will contain reasoning and problem solving questions based around our film and the city for students to contribute to and attempt throughout the term using different strategies.



- two two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**Friday 6th November**

**Learning Experiences:**

**Friday Big Write:**

Diaries of Susan: Students will focus each week on writing a new diary entry from the young girl Susan's perspective. This week they will write about the joys of living in New York city and the exciting things Susan gets to see and do.

**Messy Maths:** Students will be investigating and solving problems surrounding addition and related fact families.

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

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- 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

Throughout the term students will be mastering athletic skills through a rotation of activities including:

- Obstacle Races. Students will be working towards beating their personal bests for each of the athletic sports. This week they will focus on the different stages of the obstacle course: skipping, running, low hurdles etc.

Alongside our Athlete skills we will be including a rotation of gymnastics. This will include to safely perform different gymnastic moves such as box splits, arch, broad jumps, forward rolls, cartwheels and many more amazing gymnastic moves that we will build up into a routine.

- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## WEEK 2 THEME/ Hook: Colour in the Movies

Monday 9th November – Wednesday 11th November

### Learning Experiences

This week will be all about making comparisons between film in black and white, and in colour. Students will watch the 1994 version of *Miracle on 34th Street* and use stills from each to make comparisons about how colour impacted them.

### World Thinking: Big, Critical Curious Questions

#### Breaking Boundaries/ Flip the Learning

How does colour impact our viewing of film? Do you associate particular colours with feelings? How has technology allowed us a more colourful life?

### Learning about & through Film: Film Analysis/ Film Making

We will be looking at a range of clips and stills from different films which have originally been produced in black and white, and then later re-made in colour to aid our comparisons throughout the week.

**English:** Students will be working on an informative piece comparing and contrasting both versions of *Miracle on 34th Street*. They will choose 2 elements to focus on, such as characters and props, and will be required to use comparative and contrastive conjunctions appropriately to show the similarities and differences. They will finish their writing by concluding which of the two versions of the film they personally prefer and why, linking directly to the use of colour. This piece will act in a similar way to a movie review and we will display them around our classroom for others to read and consider their own preferences.

**GPS:** Comparative and contrastive conjunctions.

### Reading Tree:

This week we will focus our comprehension questions on Reading Domain 1b - Identify and explain key aspects of the text such as characters, events, titles and information (retrieval).

### Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

### Maths in the Movies / STEM:

Following on from our learning last week of addition and related fact families, this week we will expand this to include subtraction. We will be using the dates of films which have been made then recreated at a later date to find the difference in time which has passed between each version. For example, *Miracle on 34th Street* was originally produced in 1947 and then remade in 1994, so if we look at the years within the century,  $94 - 47 = ?$ . This will then enable students to see how many years were between both versions and they can check their calculations using inverse;  $47 + ? = 94$ .

Students will also gain some first hand experience of materials which can change shape by using modelling clay to create their own Christmas Float statue. They will find out what happens when you apply different pressures, temperatures and liquid to the clay and think about how this would affect their decisions if tasked with building a real life size statue. They will have to complete a reflection task to show what material they started with and its properties/features, what they did/added to the clay, what effect it had, if they had to make alterations and what, and if it was successful overall or what changes they would make if repeating the task, thus embedding their understanding of the subject.

### Arithmetic Focus:

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

### Display:

Students will be recreating one of the key scenes from our film in black and white using a mix of charcoal, pastel, pencil and paint and they will choose one item from the still to contain colour to make it really stand out.



- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
  - show that addition of two numbers can be done in any order (commutative) and

	subtraction of one number from another cannot <ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
<b>Friday 13th November</b>	
<p><b>Learning Experiences:</b></p> <p><b>Friday Big Write:</b> Diaries of Susan: This week students will be writing about Susan’s feelings on Santa Claus, why she doesn’t believe in him and what she does believe instead.</p> <p><b>Messy Maths:</b> Students will be investigating and solving problems surrounding subtraction and related fact families.</p> <p><b>PE/ Sports: (Activities, key skills / techniques)</b> Throughout the term students will be mastering athletic skills through a rotation of activities including:</p> <ul style="list-style-type: none"> <li>Long jump: Students will be working towards beating their personal bests for each of the athletic sports. The focus will be on using their speed to increase the length of their jump; using their arms to swing through for extra distance and landing ensuring they fall forwards.</li> <li>Alongside our Athlete skills we will be including a rotation of gymnastics. This will include to safely perform different gymnastic moves such as box splits, arch, broad jumps, forward rolls, cartwheels and many more amazing gymnastic moves that we will build up into a routine.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>

<b>WEEK 3 THEME/ Hook: Power of Positive Thinking</b>	
<b>Monday 16th November – Wednesday 18th November</b>	
<p><b>Learning Experiences</b></p> <p>The most obvious underlying theme within our film is the benefits and beauty of having faith and positivity. We will take this week to explore different ways we can partake in being mindful, peaceful and positive in order to give ourselves some mental boosting. Students will experience a range of activities which will aid this increased state of wellbeing such as mindful colouring, meditation and singing.</p> <p><b>World Thinking: Big, Critical Curious Questions</b> <b>Breaking Boundaries/ Flip the Learning</b> What does it mean to think positively? Can everyone have faith without necessarily being a religious faith? How can you be more mindful in day to day life?</p> <p><b>Learning about &amp; through Film: Film Analysis/ Film Making</b> Students will consider this week why the majority of films have happy endings. What is it about a happy ending that draws in viewers? What are the statistics on films made with and without a happy ending.</p>	<p><b>Skills:</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> ARGUMENT FORMATION</div> <div style="text-align: center;"> INFORMATION LITERACY</div> <div style="text-align: center;"> LEADERSHIP SKILLS</div> <div style="text-align: center;"> ORGANIZATION</div> <div style="text-align: center;"> ACTION PLANNING</div> <div style="text-align: center;"> RESEARCH AND WRITING</div> <div style="text-align: center;"> CRITICAL THINKING</div> <div style="text-align: center;"> REFLECTION</div> </div> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>

**English:**

We will spend our time this week looking at various types of poetry and picking apart the different features commonly used. Students will choose their favourite genre and apply these features to their own poem writing all about what makes them feel positive, peaceful and happy. They will be reminded of their previous learning on expanded noun phrases to create beautiful description. Often when describing in poetry, students will use the 'power of 3', where three adjectives are used to give extra impact. Students will need to understand where to apply commas in their lists of adjectives to ensure it remains grammatically correct. We will then practise our filming skills by recording each other performing our poetry in order to create an online folder of happiness where we can watch ourselves and each other at any time for a positivity boost.

**GPS:** Commas and effective use of rhyme and repetition.

**Reading Tree:**

This week we will focus our comprehension questions on Reading Domain 1c - Identify and explain the sequences of events in a text.

**Maths in the Movies / STEM:** One of the many things people can do to relax their minds is to complete patterns, through drawing, sewing, making and many other ways; the repetitive nature makes them easier to complete without taking up too much brain power. Students will be looking at patterns within number bonds to 10 and then to 100. They will also analyse adding and subtracting of tens which lends itself to spotting patterns too, such as  $63-10-10 = ?$ . Students should notice that two tens are equal to 20 and so this question is the same as  $63-20=?$ . This practice should help students memorise and calculate these types of questions mentally much quicker and accurately than using counting on in ones.

As part of our mindful activities, and linked to our Maths learning, students will spend some time this week creating their own patterned artwork and assigning each symbol a numerical value to calculate totals and differences within their patterns.

**Arithmetic Focus:**

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

**Display:**

This week's focus will be on developing our 'Big Read' display where students will contribute a short review of a book which they have recently read and enjoyed to promote it to others and get some new recommendations.

- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100



- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) 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 and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Friday 20th November

#### Learning Experiences:

#### Friday Big Write:

Diaries of Susan: Students will write an entry this week describing the things that make Susan feel most happy and positive.

**Messy Maths:** Students will be investigating and solving problems surrounding number bonds to and within 100 and addition/subtraction of tens.

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

Throughout the term students will be mastering athletic skills through a rotation of activities including:

- High jump. Students will be working towards beating their personal bests for each of the athletic sports. Students will focus on the scissor kick jump. They will keep their head high, approach the bar from the side, using high knees and high feet to bring their legs over the bar avoiding the roll over.

Alongside our Athlete skills we will be including a rotation of gymnastics. This will include to safely perform different gymnastic moves such as box splits, arch, broad jumps, forward rolls, cartwheels and many more amazing gymnastic moves that we will build up into a routine.

#### Skills:

identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### WEEK 4 THEME/ Hook: Essential Imagination

Monday 23rd November – Wednesday 25th November

## **Learning Experiences**

One of the things Susan admittedly finds difficult, is the ability to use her imagination for her own fun; she doesn't see the benefit of an imagination when she knows things aren't real. We will be considering the use of our own imaginations and what we can gain from using them. Students will have lots of opportunities to take advantage of using their imaginations to create stories, characters and games.

### **World Thinking: Big, Critical Curious Questions**

#### **Breaking Boundaries/ Flip the Learning**

What are the benefits of having a vivid imagination? How do you imagine your life in the future? If you could imagine yourself in a different life now, what would you think of?

#### **Learning about & through Film: Film Analysis/ Film Making**

This week we will be investigating how body language and facial expressions help us to understand the characters better.

#### **English:**

This week students will have time to create their very own imaginative story. First, students will view different images of a wintery scene and then go on to create their own winter painting using their imaginations. These pieces of art work will then be used as the stimulus for their own stories. They will have to come up with their protagonist, the setting, the main action point and a resolution. This will be done through the use of a story mountain which students will then expand on to write their stories in full and with lots of descriptive detail to truly get their imagined stories across to the reader. These stories will then be used to inspire the students to create their own games.

**GPS:** Descriptive language; expanded noun phrases, similes.

#### **Reading Tree:**

This week we will focus our comprehension questions on Reading Domain 1d - Making inferences from the text.

#### **Maths in the Movies / STEM:**

Students will utilise their recent learning to create their own game in the style of a snakes and ladders board game. They will create their board based on the imaginative stories they have written; getting their character to the happy ending whilst overcoming some problems along the way. Instead of being just a dice based game, students will have to create question cards which require the use of addition and subtraction to be able to solve the answer. On each card, there will be an instruction as to which strategy they are required to use, ie. mental method for subtracting 10, column method for 2 digit +/- 2 digit numbers, etc, and so students will have to think carefully about the way they present their questions to match the most suitable method. This will get students really thinking about all the different ways they may see and solve a mathematical

## **Skills:**



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher

question. If they get the answer correct, they move forward the number of places they roll on a dice, if they get the answer wrong, they must move backwards the same number rolled. There will also be some surprise hurdles along the way based on the problems their character faced in their story. First player to get their character to the happy ending wins!

**Arithmetic Focus:**

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



- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) 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 and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Friday 27th November**

**Learning Experiences:**

**Friday Big Write:**

**Skills:**

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Diaries of Susan: Susan has started to become more comfortable using her imagination and so this week students will write an entry describing a scene which Susan has imagined she has walked into.

**Messy Maths:** Problem solving and reasoning questions based on a mixture of addition, subtraction and number bonds within and to 100.

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

Throughout the term students will be mastering athletic skills through a rotation of activities including:

- Running and relay races. Students will be working towards beating their personal bests for each of the athletic sports. Students will focus on keeping their head high, looking straight ahead, staying in their lane, pumping their hands and arms and on 'dipping' to win on the line! We will also look at how to hand over the relay baton smoothly.

Alongside our Athlete skills we will be including a rotation of gymnastics. This will include to safely perform different gymnastic moves such as box splits, arch, broad jumps, forward rolls, cartwheels and many more amazing gymnastic moves that we will build up into a routine.

- 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
- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

**WEEK 5 THEME/ Hook: Commercialisation of Christmas**

**Monday 30th November – Wednesday 2nd December**

**Learning Experiences**

This week students will be considering all things Christmas, but from a slightly different perspective. We will explore what Christmas means and stands for but our main focus will be on how this religious celebration has, in more recent times, become a huge marketing boom, particularly in large shopping districts such as New York.

**World Thinking: Big, Critical Curious Questions**

**Breaking Boundaries/ Flip the Learning**

Why do people and places advertise Christmas? Does this have any moral implications?

**Learning about & through Film: Film Analysis/ Film Making**

Students will consider the use of music during the Christmas period, in film and in tv advertising. How does it affect your feelings and thoughts about the products being shown?

**English:**

As part of our focus on the commercial side of Christmas, students will become marketing and advertising pros, tasked to come up with their own campaign for a new Christmas product. They will need to create a printed advert to go in a newspaper/magazine aimed at other young people. Students will be required to use lots of persuasive language in order to get as much interest as possible. We

**Skills:**



- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

will upload our campaigns online to share with other classes who will then vote if they would buy the product or not based on how effective the campaign is.

**GPS:** Using persuasive language.

### Reading Tree:

This week we will focus our comprehension questions on Reading Domain 1e - Predict what might happen on the basis of what has been read so far.

### Maths in the Movies / STEM:

Shops like Macy's are desperate to make the most of their Christmas sales in order to gain as much profit as possible. As such, they will often have multi-buy deals on many of their most popular products, to try and entice shoppers to buy more than just one. Students this week will be looking at lists of toys which are on offer and working out the total cost using multiplication ie. a yoyo has been reduced to £3 each if you buy 5, how much will it cost in total? They will explore this through making equal groups, using arrays and bar models to support their calculations. Through this students will also explore the meaning of commutativity in the same context of toy sales.

### Arithmetic Focus:

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



- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

	<ul style="list-style-type: none"> <li>● solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>● recognise, find, name and write fractions <math>1/3</math> , <math>1/4</math> , <math>2/4</math> and <math>3/4</math> of a length, shape, set of objects or quantity</li> <li>● write simple fractions for example, <math>1/2</math> of <math>6 = 3</math> and recognise the equivalence of <math>2/4</math> and <math>1/2</math> .</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Friday 4th December**

**Learning Experiences:**

**Friday Big Write:**  
Diaries of Susan: This week, students will write about what Susan’s biggest wish is for Christmas, her new home and family, and why it is so important to her rather than the latest toy.

**Messy Maths:** Problem solving and reasoning questions based on multiplication.

**PE/ Sports: (Activities, key skills / techniques)**  
This week we are going to focus on gymnastics. Students will get in small groups to create a routine using all the skills they have learnt in the previous weeks. We will be showing our gymnastics routine to our partner school ‘Griffin School’.

- Skills:**
- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - noting and developing initial ideas, drawing on reading and research where necessary
  - 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
  - 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
  - participate in team games, developing simple tactics for attacking and defending
  - perform dances using simple movement patterns.

**WEEK 6 THEME/ Hook: DC2 Celebrations Around the World**

**Monday 7th December– Wednesday 9th December**

**Learning Experiences**  
The big celebration of our film is Christmas, but not everyone celebrates Christmas. Why/why not? We will use this week to look at different celebrations from around the world in order to compare them to Christmas and learn about their origins in different religions and cultures.

**World Thinking: Big, Critical Curious Questions**  
**Breaking Boundaries/ Flip the Learning**  
What does Christmas mean? What are the main celebrations of the world’s most common religions? How are they similar and how are they different?

**Learning about & through Film: Film Analysis/ Film Making**

**English:**  
Alongside all of our DC1 assignments, students will be watching videos, discussing with each other, and looking at images depicting Diwali, Eid and Thanksgiving, to learn about their traditions and how they are similar or different to Christmas. Students will then think about what celebrations they partake in

**Skills:**

  
ARGUMENT FORMATION

  
INFORMATION LITERACY

  
LEADERSHIP SKILLS

  
ORGANIZATION

  
ACTION PLANNING

  
RESEARCH AND WRITING

  
CRITICAL THINKING

  
REFLECTION

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

with their own families and friends and will write about what these celebrations involve with lots of lovely descriptions to show what they do on these days. They will need to use adverbial phrases to show the order of activities which they usually do on their chosen celebration day, ie 'First thing in the morning,.....' We will also edit and prepare a piece of writing for our portfolios.

**GPS:** DC1 related revision.

### **Reading Tree:**

In this session we will review our results from DC2, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

**Maths in the Movies / STEM:** In this penultimate week, we will be exploring division through sharing of food and items particular to the different religious celebrations we will be looking at, ie. 20 samosas are shared between 5 people at a Diwali party, how many samosas does each person get? so  $20 / 5 = ?$ . To really immerse ourselves in these traditions and the practice of sharing, we will choose one traditional food to make in our kitchen and share it with each other to see the divisions physically happening in front of us.

### **Arithmetic Focus:**

This half term we are introducing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 becomes mathematical superstars. This week's focus will be a mix of all 4 operations to help during our DC week.



- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

	<ul style="list-style-type: none"> <li>• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>• show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>• Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>• Notice and respond to some of the similarities between different religions and worldviews.</li> </ul>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Friday 11th December**

<p><b>Learning Experiences:</b></p> <p><b>Friday Big Write:</b> Diaries of Susan: Students this week will write about all the things to do with Christmas which Susan loves and is looking forward to the most.</p> <p><b>Messy Maths:</b> Reasoning and problem solving questions related to division.</p> <p><b>PE/ Sports: (Activities, key skills / techniques)</b> This week students are going to reflect upon their gymnastic routines and build upon peer and staff feedback. Students are going to improve upon their routine to make it even better. This is a key skill needed in P.E. regarding improving upon their own skill.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed</li> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**WEEK 7 THEME/ Hook: Nativity and Christmas Celebrations**

**Monday 14th December – Wednesday 16th December**

<p><b>Learning Experiences</b> In this final week of the term, students will spend some time reviewing their DC2 results and thinking about what we can learn and take forward to build our test ready skills. We will also be immersing ourselves in the spirit of Christmas by making peppermint creams to share with our families, watching our Early Years Nativity and singing lots of Christmas songs.</p> <p><b>World Thinking: Big, Critical Curious Questions</b> <b>Breaking Boundaries/ Flip the Learning</b> What do you enjoy most about Christmas? Can everyone enjoy the holiday even if they follow a different religion?</p> <p><b>Learning about &amp; through Film: Film Analysis/ Film Making</b></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Skills:</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> ARGUMENT FORMATION</div> <div style="text-align: center;"> INFORMATION LITERACY</div> <div style="text-align: center;"> LEADERSHIP SKILLS</div> <div style="text-align: center;"> ORGANIZATION</div> <div style="text-align: center;"> ACTION PLANNING</div> <div style="text-align: center;"> RESEARCH AND WRITING</div> <div style="text-align: center;"> CRITICAL THINKING</div> <div style="text-align: center;"> REFLECTION</div> </div> <ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:</li> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing for different purposes</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**English:**

Students will spend some time this week making lovely peppermint creams to enjoy with each other and our families to celebrate the season. They will be required to write a full set of instructions on how to make the treats to ensure they turn out perfectly. Students will need to make sure their instructions are in the correct order, contain accurate standard measurements for each ingredient and include appropriate adverbs in each step. They will be able to keep these recipe instructions to make the tasty treats in their own time too.

**GPS:** Adverbs of manner and time.

**Reading Tree:**

Students will take their learning across the term forward to make their own comprehension questions based on the text, ensuring that they include a range of question types.

**Maths in the Movies / STEM:** This week students will recap and consolidate their term's learning on the four operations by coming up with their own Maths quizzes to test each other on. They will have to consider the different strategies they have learned to be able to choose appropriate questions using a range of both arithmetic and reasoning/problem solving styles. Their questions will be uploaded online so that students can access and try each others' quizzes and see who will be the ultimate Maths master!

**Arithmetic Focus:**

This half term we are introducing STEM groups throughout KS1. Each week groups will be looking at arithmetic skills so KS1 becomes mathematical superstars. This week's focus will be problem solving questions utilising both one and two step word problems.



- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other students
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading 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
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving
- numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use
- related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and
- mentally, including:
- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and
- subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) 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 and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Friday 18th December

#### Learning Experiences:

#### Friday Big Write:

Diaries of Susan: This final diary entry will be a piece describing Susan's new found belief in Santa Claus and how she feels.

**Messy Maths:** Reasoning and problem solving questions using the 4 operations.

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

Throughout the term students will be mastering athletic skills through a rotation of activities. This week we will be putting all our skills altogether in one big Winter Olympics tournament.

#### Skills:

- identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- 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
- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.