

Medium Term Plan

Includes: Literacy- Narrative: Traditional Tales (4 weeks) & Poetry: Patterns on the Page (2 weeks)

Mathematics- D1: Calculating, Measuring & Understanding Shape (3 weeks) & E1: Securing Number Facts, Relationships & Calculating (3 weeks)

Music- Links to Literacy & Mathematics Units using National Curriculum Strands for Key Stage 1

Essential Resources throughout- Animations through IWB or DVD, Student Workbook, Medium Term Plan and Weekly Plans

Week 1

Main Objectives

To understand the cultural context of traditional stories
 To compare and contrast traditional and alternative version of a fairytale story/ies
 To discuss main characters (good and bad) using reference to the text to justify opinions made
 To understand what length, weight and capacity mean and use them to estimate, compare and measure objects
 To use and understand the relationships between different units of time
 To be able to read the time to the quarter hour on an analogue and 12 hour digital clock
 To create rhythms related to a specific fairytale
 To link music to a particular character in a fairytale considering musical components such as tempo.

Key assessment focuses

Pupils can express ideas about a character using evidence from the text to justify opinions.

Pupils are able to understand the context of fairytales and be aware of different interpretations of one fairytale

Ability to distinguish between length,

Assessed by

Prediction about the wolf's behaviour through questioning (Tuesday, activity 8)

Brainstorm assessed by peer review in-group and class feedback (Wednesday, activity 4)

Hotseating for the woodcutter- assessment by outcome through choice of questions and answers (Wednesday, activity 5)

Police files- a) brainstorm assessed by peer review in group and observation
 b) police statement- writing can be marked formally (Friday, activity 3)

Pupils show understanding that fairytales have a moral message by matching morals from a set list (Monday, activity 2)

Higher ability- Pupils can use the example of Chinese whispers to explain how stories change (Monday, activity 3)

Categorising 3 different versions, students can give valid reasons for these choices even if they are not correct (Monday, activity 7)

Pupils own rendition through role play matches key features of the text (Tuesday, activity 9)

<p>weight and capacity and measure and estimate some examples using appropriate units</p>	<p>Pupils can identify how an object should be measured (Monday, activity 4; Tuesday, Activity 1) and mention or find objects that need to be measured through length, weight or capacity (Friday, Activity 1)</p> <p>Children suggest appropriate tools to measure different lengths or heights, to weigh objects through practical activities (Thursday, activity 6d; Friday, 2b optional) and distinguish between those where estimates are sufficient or detail is required (Monday, activity 4)</p> <p>Pupils can find and describe the capacity of a container as a product of given smaller capacities when making a potion of help, (Wednesday, activity 1) at LRRH's well and practically (Thursday, activity 5 & 6b), and are introduced to this subtly in the packing game (Monday, activity 4).</p>
<p>Pupils have an idea of units of time and how long activities last</p>	<p>Children begin to recognise units and match them appropriately to the correct measurement. They do this through choosing the units to put measurements in order of size (Monday, activity 6) and measuring objects using scales on tools with relevant units (Friday, activity 2b & optional).</p>
<p>Pupils can read and write time in digital and analogue to the hour, half and quarter hour</p>	<p>Children become familiar with weeks, days, hours, minutes and seconds. They estimate and time how long activities take. (Wednesday, Activity 8 & Thursday, activity 6a)</p> <p>Pupils can show, say or write times to the hour, half and quarter hour when times are shown visually or said orally (Tuesday, Activity 5a & 6). They can match digital to corresponding analogue times and understand the differences between them (Tuesday, activity 5b).</p>
<p>Ability to explain using vocabulary of musical elements how music fulfils a complementary role to narrative</p>	<p>Pupils create a description recognising how the music sounds scary matched to the wolf's character and actions within the narrative (Tuesday, activity 7). They can explain how different musical elements help to make the music complement and differentiate between characters and narratives to create a particular mood (Wednesday, activity 6 & 7)</p>
<p>Pupils can match words to rhythms using listening, composing and performing skills</p>	<p>Joining in a song together clapping and following rhythms (Monday, activity 5)</p> <p>Assessed through observation throughout planning and performance e.g. teacher checking words are suitable before moving on to plan and the final outcome through pupil performance (Friday, activity 4)</p>

Framework links

Primary National Strategy- Literacy: Narrative- Traditional Tales

1. **Speaking-** Tell real and imagined stories using the conventions of familiar story language
2. **Listening & responding-** Respond to presentations by describing characters, repeating some highlights and commenting constructively

4. Drama- Present part of traditional stories, their own stories or work from different parts of the curriculum for members of their own class

5. Word recognition: decoding (reading)- Read independently and with increasing fluency longer and less familiar texts

Read high and medium frequency words independently and automatically

7. Understanding & interpreting texts- Draw together ideas and information from across a whole text, using simple signposts in the text.

Give some reasons why things happen and or characters change

Primary National Strategy- **Mathematics: D1- Calculating, Measuring & Understanding Shape**

Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments

Use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to the quarter hour; identify time intervals, including those that cross the hour

Follow and give instructions involving position, direction and movement.

Read a simple scale to the nearest labelled division, including using a ruler to draw and measure lines to the nearest centimetre, recording estimates and measurements as '3 and a bit metres long' or 'about 8 centimetres' or 'nearly 3 kilograms heavy'.

Read scales to the nearest division (labelled or unlabelled).

National Curriculum- Music: Key Stage 1

Controlling sounds through singing and playing – performing skills

1. Pupils should be taught how to: a) use their voices expressively by singing songs and speaking chants and rhymes

c) rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

Creating and developing musical ideas – composing skills

2. Pupils should be taught how to: a) create musical patterns

Listening, and applying knowledge and understanding

4 Pupils should be taught: a) to listen with concentration and to internalise and recall sounds with increasing aural memory

b) how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures [for example, beginning, middle, end]

c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols

d) how music is used for particular purposes [for example, for dance, as a lullaby].

Week 1 Activities (split by day)	Why are students doing this?	Resources
<p style="text-align: center;">Monday</p> <p>1. Initial stimulus- fairytale land animation <i>Optional: What was Chip using to fight off the dragon- pupils interpretations</i></p> <p>2. Matching the correct fairytale to the lesson it teaches you</p>	<p>Sparking interest, prompting discussion</p> <p>Know a purpose of fairytales (teach moral)</p> <p>Understand one of the reasons why fairytales have changed</p>	<p>3. Whisper cards</p> <p>6. Rolls of string</p> <p>Marker pens</p> <p>Rulers/metre sticks</p> <p><i>Optional: 4. examples of items from</i></p>

<p>3. Playing Chinese Whispers</p> <p>4. Packing a basket of food and drink for Grandma using weight, capacity and healthy eating to decide- a) introduction to different measurements and tools (optional with real life examples in classroom), deciding which measurements need exact measurement and which estimates suffice.</p> <p>b) Packing the basket choosing on IWB & completing tables</p> <p>(c) Choosing own healthy basket for Grandma (optional to ask pupils to test their choices in the packing game)</p> <p>5. (a) Practicing words individually using the picture of the forest, clapping each rhythm 4 times to a metronome.</p> <p>(b) Singing Spud's forest song and clapping out rhythms of words</p> <p>6. Estimating length with the woodcutter and measuring these lengths in groups</p> <p>7. Listening to 3 different versions of Little Red Riding Hood (hereafter LRRH) and deciding which is the oldest, newest and scariest</p> <p>8. How much have we learnt today?</p>	<p>over time</p> <p>Introduction to types of measurements with tools and examples of how to measure in this way.</p> <p>That measurements have a real-life purpose and are used in different ways</p> <p>Experimenting with weight/capacity</p> <p>Recap and discussion of healthy eating, checks individual work in a fun way and allows discussion of any misconceptions or mistakes</p> <p>Introduction to forest vocabulary, clapping rhythms together</p> <p>Practicing clapping rhythms learnt within a song</p> <p>Introduction to length and measurement through simple practical estimates and checking</p> <p>Know that there are different versions of the same story and that this is related to their age and audience/purpose</p> <p>Review day's learning</p>	<p><i>packing game and picnic basket</i> <i>Weighing scales and measuring jugs</i> <i>5. Laminated A4 flashcards for rhythms</i> <i>A4 paper for 1. optional</i></p>
<p>Tuesday</p> <p>1. Evidence table at police station- using gestures to decide how objects should be measured</p> <p>2. Police line up- who do we think is guilty of the crime?</p>	<p>Identifying how objects can be measured differently through length, weight or capacity</p> <p>Seeing how pupils initially identify criminals</p> <p>Explaining to pupils how to</p>	<p>2. list of suspected crimes</p> <p>5. a) analogue and digital clocks, time prompts</p> <p>6. bingo cards</p> <p>8. whiteboard</p>

<p>3. What makes someone a bad person discussion & safety rules</p> <p>4. Creating wanted posters for bad characters</p> <p>5. Interview with the wolf- a) review of analogue and digital time and half past, introduction of quarter past and to</p> <p><i>Optional: "What's the time Mr Wolf?"</i></p> <p>b) deciding which crimes he committed</p> <p>6. Playing time bingo to find out who the villain is <i>Optional: Creative writing- working out why the teenager did all the crimes</i></p> <p>7. Listening to music played as wolf returns to the woods- what makes it sound scary?</p> <p>8. Why does the wolf want to get to Granny's house before LRRH?</p> <p>9. Role play in groups of 3 different versions of the same section of the fairytale</p> <p>10. How much have we learnt today?</p>	<p>spot villains/bad people in fairytales and what to do if approached by someone like this in a real life situation</p> <p>Describing common features of villains from stories</p> <p>To identify differences between digital and analogue time and explaining how to read the time to the quarter hour</p> <p>To practice using times</p> <p>Distinguishing the same or different information in digital and analogue time to solve a problem</p> <p>Quickly recognising times given orally</p> <p>Construct a story to link information</p> <p>Identifying how music is used for a particular purpose and how combined musical elements can create a specific mood</p> <p>Identifying the wolf as a villain & showing understanding of the fairytale</p> <p>Acquiring comprehension, group work and listening skills & story telling abilities</p> <p>Review day's learning</p>	<p>and/or mini whiteboards and marker pens</p> <p>9. fairytale summary cards (mainly picture) mini whiteboards and marker pens</p> <p><i>Optional:</i></p> <p>3. whiteboard and/or mini whiteboards and marker pens</p> <p>4. pencils, colouring pencils</p> <p>5. "show me" clocks</p> <p>7. whiteboard selection of musical instruments</p> <p>Lined paper for 6. optional</p>
<p>Wednesday</p> <p>1. Mixing potion of help- balancing scales for weight and filling up containers for capacity</p> <p><i>Optional- Making an edible potion of help</i></p> <p>2. Groups predictions -What is going to happen next to LRRH? & listening to remaining sections of</p>	<p>Knowing that there are equivalent measures that can be built up in sections e.g. that 4 small weights can be the same as 1 big weight</p> <p>Practically applying knowledge about weight and capacity</p> <p>Justifying their opinions based on existing knowledge of the fairytale and be aware of the</p>	<p>2. mini whiteboards & marker pens</p> <p><i>Optional:</i></p> <p>1. weights, objects to weigh, balancing scales, measuring jugs, laminated equivalents (A4)</p> <p>5. teachers or</p>

<p>3 different versions of the fairytale</p> <p>3. Writing down the differences between heroes and villains</p> <p>4. Slow reveal of hero and what makes someone a good person brainstorm</p> <p>5. Hotseating for the woodcutter</p> <p>6. How might music for a hero sound? Listening to audio samples</p> <p>7. Listening to "hero" music- writing down and/or drawing how the music makes you feel</p> <p>8. How long will it take LRRH to get home discussion & matching activities to how long they last</p> <p>9. Map of fairytale- a) practice using grid references and compass directions to different places on the map b) Directing LRRH from grandma's house to her own</p> <p>10. How much have we learnt today?</p>	<p>different interpretations endings</p> <p>Knowing that they can distinguish between different and opposite characters, good and bad.</p> <p>They can focus on details when describing a character</p> <p>Understanding a character by getting into that role and using the text to express ideas about them.</p> <p>Using their knowledge of a hero's behaviour to identify how they should be described through music.</p> <p>Learning to describe music through identifying the overall mood with links to musical elements such as tempo.</p> <p>Starting to understand units of time by relating them to tasks.</p> <p>Going through the vocabulary for giving directions and to practice giving instructions.</p> <p>Review day's learning</p>	<p><i>any special chair e.g. decorated</i></p> <p><i>6. keyboard or piano, range of instruments</i></p> <p><i>9. a) compass stopwatch or timer</i></p> <p><i>ingredients as per recipe</i></p> <p><i>kitchen area</i></p> <p><i>cooking utensils</i></p> <p><i>for</i></p> <p><i>1. optional</i></p>
<p>Thursday</p> <p>1. Settings generator and discussion of different setting pictures</p> <p>2. Settings related to fairytale- create class table with ideas about the narrative from the pictures</p> <p>3. Settings generator creates map of pictures from fairytale- discussion and annotation of pictures</p> <p>4. Creating own story maps for LRRH to then use as a guidance for oral storytelling to the class</p> <p>5. Matching up capacities to the</p>	<p>Pupils understanding of various settings and using their imagination to discuss stories plausible within the settings.</p> <p>Prompts recall and discussion of their version of fairytale from yesterday.</p> <p>Plan a retelling of a story using pictures to help memory and sequencing.</p> <p>Using equivalent measures</p>	<p>2. whiteboard drawn table</p> <p>5. measuring jugs</p> <p>6. laminated instruction cards scrap paper and pens</p> <p>a) stopwatch</p> <p>b) sink water measuring jugs containers</p> <p>c) A5 paper ruler pencil</p> <p>d) weighing scales</p> <p>tape measures rulers & metre</p>

<p>right containers using LRRH's well and different buckets</p> <p>6. Maths carousel- a) estimating different time challenges b) using the school sink to work out the capacity of different containers c) making a map to find hidden treasure d) measuring the people in your group</p> <p>To show findings at final station <i>Optional- All measurements can be made into a class chart through tally and bar graphs</i></p> <p>7. 5 senses descriptive writing activity- a) guessing through senses where they are b) describing the forest from LRRH using a range of senses</p> <p>8. How much have we learnt today?</p>	<p>knowledge from yesterday to solve a problem.</p> <p>Using investigative and group work skills to solve problems using prior knowledge from the week's work to consolidate and extend understanding.</p> <p>Personalises learning, pupils can make comparisons with their peers. Practice data handling skills.</p> <p>Developing description skills to include a range of complementary information</p> <p>Review day's learning</p>	<p>sticks Blank table on paper <i>Optional- 4. digital or video camera open and quiet space 7. objects which pupils can describe using their 5 senses whiteboard ruler drawn table and/or Graph for 6. optional</i></p>
<p style="text-align: center;">Friday</p> <p>1. Police dog unit- estimating game where teams must find objects they think measure the length, weight, capacity given with 10 seconds to bring it back.</p> <p>2. Measuring accurately using scales- a) prior discussion- think, pair, share</p> <p>b) Using police estimations of evidence table objects to measure these accurately using scales.</p> <p><i>Optional- Pupils to explore this practically in the same way with objects in the classroom- estimating and measuring using scales on measuring tools</i></p> <p>3. Updating police files- assigned character from LRRH in groups- a) What do I know about? Brainstorm</p> <p>b) Police statement- telling the story from your characters point</p>	<p>Testing how well pupils can distinguish between objects measured in different ways and also improving their estimating skills.</p> <p>Discovering prior conceptions & misconceptions about scales on measuring tools without telling pupils what they are.</p> <p>Links previous activity- same objects used to distinguish how they are measured. Understand how using scales can help them measure more effectively and to practice this skill.</p> <p>Using and applying what they have just done to a practical situation improving understanding and ability to read scales to measure.</p> <p>Discovering how much pupils have learnt about the different characters from the weeks work. To aid the following writing activity based around them.</p> <p>Understanding there are</p>	<p>1. Suitable objects around classroom which could be measured 2. Rulers, weighing scales and measuring jugs with clear scales 3. a) half completed character mindmaps <i>Optional- 3. b) examples of writing changed from a story into first person narrative</i> 4. <i>Laminated A4 flashcards for rhythms</i> 5. <i>Pub Quiz display presented like a league showing all teams and scores Rewards for winners</i></p>

<p>of view</p> <p>4. Clapping rhythms of words related to their character- a) Choosing words to match rhythms from Spuds Forest Song</p> <p>b) Write rhythms in the box to make own rhythm pattern</p> <p>c) Clapping and singing rhythm pattern in verse about that character</p> <p>5. Pub Quiz- a) Organise teams related to different characters for half term b) Questions related to weeks work c) Go through the answers and scores recorded</p>	<p>different perspectives to one story. Practicing writing in the 1st person narrative.</p> <p>Practice clapping rhythms with words aiding understanding. Trial and error process discovering which words work with which rhythm.</p> <p>Planning a rhythmic pattern with chosen words which can be easily performed</p> <p>Using a range of performing skills- keeping in time, working together, listening for part in the song etc</p> <p>Check, consolidate and share understanding- a weekly assessment in an informal and fun manner</p>	
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For weeks 2-6, resources, assessment focuses and individual activity focuses ("Why are students doing this?" column) are not detailed as these are dependent upon the weekly plan which has yet to be constructed. The activities are described in much greater detail than would be normal to give a better overview of how the weekly plan would read.

Week 2

Main Objectives

To use conjunctions to link ideas and create tension (note here that we use the technical word 'conjunction' rather than 'connective' as this is the accurate term that should be used from age 7, and also provides transferability for learners of other languages who should be more familiar with this term.)

To understand how characters behave if their role in a narrative is changed

To plan an alternative traditional story using a simple beginning, middle and end structure

To be able to estimate and measure accurately using different scales on measuring tools

To use and understand a range of mental calculation strategies based around addition and subtraction

To understand how dynamics can be used in music to increase tension

To identify and recognise a range of different sounds

To create lyrics to fit with a musical tune

Assessment focuses

Assessed by

Framework links

Primary National Strategy- Literacy: Narrative- Traditional Tales

1. Speaking- Tell real and imagined stories using the conventions of familiar story language

2. Listening & responding- Respond to presentations by describing characters, repeating some highlights and commenting constructively

4. Drama- Present part of traditional stories, their own stories or work from different parts of the curriculum for members of their own class

7. Understanding & interpreting texts- Draw together ideas and information from across a whole text, using simple signposts in the text.

Give some reasons why things happen and or characters change

9. Creating and shaping texts- Draw on knowledge and experience of texts in deciding and planning what and how to write

10. Text structure and organisation- Use planning to establish clear sections for writing

Primary National Strategy- Mathematics: D1- Calculating, Measuring & Understanding Shape

Read a simple scale to the nearest labelled or unlabelled division, including using a ruler to draw and measure lines to the nearest centimetre, recording estimates and measurements as '3 and a bit metres long' or 'about 8 centimetres' or 'nearly 3 kilograms heavy'.

Use mental calculation strategies – several objectives, including: use known number facts and place value to add/subtract mentally; partition, then recombine; bridge through 10 or 20, then adjust; find a small difference by counting up from the smaller to the larger number.

Extend understanding of the operations of addition and subtraction.

Understand that more than two numbers can be added. Begin to add three single-digit numbers mentally.

Controlling sounds through singing and playing- performing skills

1. a) use their voices expressively by singing songs and speaking chants and rhymes
- c) Rehearse/perform with others [for example, starting and finishing together, keeping to a steady pulse].

Listening, and applying knowledge and understanding

4. a)to listen with concentration and to internalise and recall sounds with increasing aural memory
- c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols

Week 2 Activities (split by day)	Why are students doing this?	Resources
<p style="text-align: center;">Monday</p> <p>Week’s intro: introduced to the land of Aladdin and all the fantastical things there. Brief discussion of how this is different to fairytale land Nutty dreamed about, but these are fairytales too – they’re just from a different culture.</p> <p>1. (a) Read a simple version of Aladdin written without time conjunctions (lots of short, simple, dull sentences). Pupils to suggest suitable words or actions to link sentences and try to tell the story in a more fluent way. Pupils may be able to comment on how the story was adapted by Disney- e.g. characters- Jafar, only 1 genie</p> <p>(b) Example of how time connectives simplify and improve a story, while also reducing writing! The genie has got a lot of wishes to grant. If he does them one at a time, he’s going to be late for his date with his wife Jean. By using time connectives, children can suggest wishes he combines to save time – and improve the wishes he grants (e.g. separate wishes to go in a hot air balloon and to see animals in Africa = He loved watching the animals while in a hot air balloon over Africa).</p> <p>2. Create a class word bank of time conjunctions & add and replace in the fairytale. Attention is drawn to how this can combine clauses into a single sentence,</p>		

eliminate confusing repetition of subjects in a sentence, clarify relationships, and progress from the 'known' to the 'new' by putting the important and new information at the end of the sentence.

3. 3 wishes with a magic lamp- to write using conjunctions from word bank. They're not exactly allowed 3 wishes, they're allowed 3 sentences! The better children use connectives, the more wishes they can ask for (sentences could get a little out of hand, so ensure pupils practice reading the sentence aloud so they can tell when they need a full stop e.g. running out of breath).

4. Map through the cave of wonders- a practical obstacle course, To plan, set up apparatus and guide other pupils around this (or animated/paper alternative if safety/space issues).

5. Objects from cave of wonders to be measured accurately using scales and multiple choice options

6. Discussing Aladdin's 3 wishes and whether pupils think he could have made better choices

7. How much have we learnt today?

Tuesday

1. Sultan's daughter's party with fireworks- to add up mentally numbers of 3 different types of gunpowder to successfully make a firework with the desired characteristics

(optional: as we're getting near November, good time to do the firework code in cultures where this is relevant e.g. don't put fireworks in your pocket)

2. Read more detailed story of Aladdin's experience in the cave of wonders - create role play with a narrator and add conjunctions from word bank (from yesterday we have *when, while, before, after, then* and now we add

because, that, which to explain his actions, e.g. we go (probably in 2 steps) from "Aladdin walked through the cave. He was careful not to touch any treasure. He had been told that something terrible would happen if he touched the treasure." to "Aladdin was careful not to touch the treasure while walking through the cave because he had been told that something terrible would happen if he did". Attention is drawn to how this is shorter, more interesting, and because it shows relationships allows us to move information around to emphasise whatever we want (*Because he had been told that something terrible would happen if he touched the treasure, Aladdin was careful not to while walking through the cave; or Aladdin was careful not to touch the treasure while walking through the cave because he had been told that, if he did, something terrible would happen*).

3. Creating tension in music- looking at dynamics and practicing creating this on instruments building tension as Aladdin is careful not to touch anything

4. Introducing partitioning using paper based methods (splitting tens and units and recombining) - adding up sheep and camels for sultan's camel herder because the fence has broken and they're all mixed up, and he keeps falling asleep trying to count them one at a time. In each area, we count the number of sheep using mental methods, the number of camels using mental methods, and then add them using partitioning written methods. We then add our totals for a grand total of each, lots of partitioning practice.

5. Comic strip/completed storyboard pupils to stick in the correct speech to link with the right picture with conjunctions as clues for where speech goes

How much have we learnt today?

Wednesday

1. Produce a class list of good and bad characters in fairytales/other stories- explain reasons why these

characters are good and bad. What's their motivation, and can they ever change? If the wolf wasn't so hungry, would he try eat little girls? If the witch found someone who loved her for her personality instead of insulting her physical appearance, might she be less jealous of her pretty stepdaughter? This may spark a discussion into crime and punishment/ethics – if someone does wrong, can we forgive them? When can we release people from prison? Whose fault is crime? Children may take a very hard line on this, so be prepared to play the liberal side of the argument for an even debate.

2. Making a good character bad or vice-versa- To come up with suggestions of how and why they might change

3. LRRH has turned naughty - use subtraction to find out how much she has eaten/drank from Granny's basket by counting up from smaller to larger number. The guilt turns her nice again – after all, nice people always think it will be easy to be nasty until they try it.

4. Class split into 2- half to change good/ half bad, draw them adding thought/speech bubbles and write about them reversing their role

4. The Evil Magician from Aladdin turned nice and decided to help the princess by cataloguing her wardrobe in palace & has lots of numbers in his head- pupils to add as many of these 3 numbers as they can. This of course sends him into a rage and turns him nasty again.

5. Pupils given different characters from fairytales and stories- 1 person each in turn has to act out this character (choosing good or bad). The rest of group has to guess which it is and why

6. While we were acting, The Evil

Magician from Aladdin has finished and is trying to think of an evil plan. The genie decides to try and distract him using different sounds and instruments which he can make play themselves. Hidden sound sources including instruments, pupils are to guess what/how it is being played. In true panto style, The Evil Magician from Aladdin gets angry and storms around the room trying to catch who is playing the instrument so children have to shout out wrong directions to him. (E.g. we know it's a violin, so when The Evil Magician from Aladdin is debating whether to go for the violin or the piano, we have to shout 'piano!') Genie thanks pupils as The Evil Magician from Aladdin storms off, then move onto questions in workbook.

7. How much have we learnt today?

Thursday

1. Addition/Subtraction Bingo in the Sultan's marketplace - Pupils choose 5 numbers from 1-20 and given quick calculations. Shopkeeper thanks them for their help as he holds up his bag of gold coins – quickly snatched by a thief who runs through the crowd! Camera shot chases the thief through the crowd as he runs into a solid wall of – heroes! There's Prince Charming, Knight, Peter Pan, Aladdin, Santa Claus, and a non-copyright infringing potato version (SpudMan) of a superhero. The thief looks amazed and terrified as he returns his ill-gotten gold.

2. Why are there so many heroes in one place? Discuss ideas. They probably won't get this one – it's fairytale character auditions being held today at the market a) recap good/bad characters and which fairytales they are in. What kind of role could they play in this new and more limiting setting?
b) Characters apply for right to be in your story- model examples to

class (e.g. Wolf – “I don’t want people to always think of me as villain. I can play lots of different parts”), script prompts and funny pictures displayed

c) Pupils create their own audition with prompts e.g. new things they would like to try and perform these. Or at the more basic level, how a dragon could create problems for the characters in Aladdin, and how the regular characters would deal with these problems.

3. Audition song- pupils create different lyrics to an already created tune to end the characters audition & perform whole audition and song to the class

4. Bridging through 10 and 20 using number lines- snake charmers stop at useful numbers illustrating examples, pupils practice lots of these

5. Tomorrow we have a problem – all our heroes and good characters have gone on strike! If desired, can use this as an opportunity to look at some ethical concerns, for example they have gone on strike because they found out that their action figures were being made in Vietnam sweatshops. Otherwise, a simple reason like not enough holidays (Santa is sick of working Christmas, James Bond has to work every bank holiday) will do. Compile alternative fairytales titles so we can still tell the story, but we’ll have to use people who are normally villains (or ourselves) as our heroes! (e.g. The 3 little wolves instead of pigs, where the big bad wolf is replaced by a mean baron who needs the land to extend his palace) which can be used in tomorrow’s lesson

6. How much have we learnt today?

Friday

1. Discuss titles from yesterday, settle on a class title. Planning an alternative fairytale- a) create a

class storyboard with 4 sections- 1 for beginning, 2 for middle and 1 for end.

b) Choose a story & characters create 4 sentences showing story outline- class model

c) Pupils to start planning their own fairytale create 4 sentences on storyboards

For further support and continuity through next week, Roesti characters will be preparing their own version of Aladdin without either Aladdin or the genie. Evil Queen from Snow White is playing Aladdin, an evil troll is the genie (in this case, because he doesn't have much magic, pretty much just a servant). Four sentence plan would be: Queen is tricked by The Evil Magician from Aladdin because he needs someone pretty to get the lamp. Queen is trapped in the cave and releases the troll who has to help her escape. The Evil Magician from Aladdin is angry that the troll isn't a genie and tries to steal the lamp to control him and destroy the city. The queen wishes the troll free so that nobody can control him again, and the queen marries the sultan.

2. Addition/subtraction- pupils to roll a die creating own calculations in Sultan's treasure room (complete at least 12 of these)
Roll 4 times- for partitioning and recombining.

Roll 2+ times- bridge through 10/20

Roll 2+ times- find the difference

Roll 3 times-adding 3 numbers

3. Practice using scales like number lines, e.g. if we're adding lengths then we can count along on a ruler using bridging and partitioning. L/a may use standard number lines in the same way to avoid confusion.

4. Create pictures to match storyboards-

a) Discussion- what might characters look like? E.g. Frowning for a bad character.

b) Finish class storyboard and own

with pictures

5. Friday Song about writing fairytales and what they generally have (e.g. moral, good, bad)

6. Pub Quiz- a) Organise teams related to different characters for half term

b) Questions related to week's work

c) Go through the answers and scores recorded

Week 3

Main Objectives

To apply spelling rules and patterns.

Continue using conjunctions to create compound sentences.

Use a range of planning tools to create clearly signposted text.

To get detailed information from measurement tools.

To solve one and two step maths problems written in words instead of numbers.

To record and interpret rhythmic patterns using musical notes.

Assessment focuses

Assessed by

Framework Links

5. Word recognition: decoding (reading) and encoding (spelling)- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters. Read and spell less common alternative graphemes including trigraphs

9. Creating and shaping texts- Draw on knowledge and experience of texts in deciding and planning what and how to write

Select from different presentational features to suit particular writing purposes on paper and on screen

10. Text structure and organisation- Use planning to establish clear sections for writing

11. Sentence structure and punctuation- Write simple and compound sentences and begin to use subordination in relation to time and reason

Use mental addition and subtraction, and simple multiplication and division, to solve simple word problems involving numbers in 'real life', money or measures, using one or two steps.

Controlling sounds through singing and playing- performing skills

1. b) Play tuned & untuned instruments
- c) Rehearse/perform with others

Creating and developing musical ideas – composing skills

2. a) create musical patterns
- b) Explore, choose and organize sounds and musical ideas

Listening & Applying knowledge/understanding-

4. d) How sounds can be made in different ways- vocalising, clapping, musical instruments, in the environment and described using given and invented signs/symbols

Week 3 Activities (split by day)

Why are students doing this?

Resources

Monday

Intro: heroes on strike in fairytale land, king is worried about what

will happen – who will keep telling these stories? We have piles of books waiting to be filled with magic, but they’re all blank. He has no choice – call in the villains! He knows this is tough, but we all have to work together. He’s hired a director to help – Mr Roesti! Pupils discuss problems of a story with traditionally bad characters, as well as general features of written fairytales which will need to be kept.

1. Writing an alternative fairytale-show storyboard using plan for own writing. Start creating class success criteria (gradually added to)-To create a successful fairytale I need to remember to.... Think about examples of verbs, adjectives and nouns which could be used. (WC)
2. Model writing class fairytale using 1st picture/section of storyboard. Pupils to begin writing their fairytales in the same way or adapting the Roesti model. Shows why we use adjectives. Completing first part of storyboard links to the maths activity. (WC & IW)
3. Aladdin’s Market; Troll can’t just magic up dinner, so he has to go shopping to please his queen. Choosing ingredients for a recipe - involving money and measures e.g. flour is £1 for ½ kg how much for 1kg? (IW)
4. Add up everything spent in the market and work out how much change they have (IW)
5. Groups choose a fairytale (traditional or alternative version) and think about the sounds that could be created - what would they be played with? How would they sound? Again, modelled through the Roesti example – the troll’s music wouldn’t be as lively as it was for the genie (GW)
6. How much have we learnt today?

Tuesday

1. Wipeout conjunctions - how many conjunctions can you see/use in a sentence (h/a),

<p>pupils bet up to 8 answers (WC)</p> <ol style="list-style-type: none"> 2. Look back at success criteria & add more points. Go back to word bank on conjunctions-how & where can they be used in a sentence – openers - firstly, logic conjunctions - but etc. 3. Model writing using 2nd picture and children to carry on completing own writing in the same way. (WC & IW) 4. Check spelling and go through some spelling rules for likely words. 5. Get 100- Groups given a variety of measurement, time and number based questions none of which are over 100. Pupils answer questions in turn & correct answer is the score which can be added/subtracted from another team's total. Winner is the team closest to 100. (GW) 6. How much have we learnt today? <hr/>		
<p style="text-align: center;">Wednesday</p> <ol style="list-style-type: none"> 1. To get in shape for the acting, good/bad characters are weighing in for their karate contest – weigh the characters so they are in even fights, deciding who should face who. We're measuring exactly and revising bridging to put contestants in the correct category (e.g. under 60kg) (IW) 2. Punctuation karate- we're practicing some moves, can pupils remember the types of punctuation? Where should they be used in writing? Read a fairytale extract performing karate moves to match the purpose of the punctuation item e.g. a deep drawing breath in Mantis position for full stops, because they show us where we can pause for breath without losing meaning (WC) 3. Let's check what we've already written to make sure we used punctuation correctly and check our spelling. Next, model writing using 3rd picture and pupils to carry on completing own writing in the same way. (WC & IW) 		

4. Nutty has been practicing her karate moves, but unfortunately she's done so in the troll's (genie for our story) office and has trashed the place. He needs to work out how much the queen's latest shopping spree has set him back, but he only has broken calculators - there are only certain symbols and numbers left on each calculator. Pupils need to make numbers using only what is on a certain calculator using bridging and grouping strategies.

5. (animation link) Finding being a genie much tougher and more upsetting than his usual troll work, the troll decides to have some downtime playing the broken remains of his harp, lamenting his cause as he plays single notes (queen - crotchet, expensive - triplet, shopping - quaver). This brings Spud out, who's always up for a jam and is great with his hands. With some quick fingerwork, he's repaired Nutty's damage and they can play together.

6. Pupils are to create their own rhythms (like in the forest) using words specific to their fairytale. They must use simple notes- crotchet, quaver etc and create/draw a 16 beat rhythm using these in a 16 square box. Modelled by Spud and Troll. (GW)

7. How much have we learnt today?

Thursday

1. Thinking about different sounds that could be created & using 16 beat rhythms for a fairytale, Roesti characters have created a performance combining these using voice/instruments- can the class work out which fairytale it is? Pupils perform their own composition from yesterday and class to try work out the fairytale. (GW)
2. Fairytale hero characters are feeling the pinch while on strike; they've had to buy banners, paint, air horns,

firewood, chains, etc. to keep the protest going. Work out how much they spent using addition/subtraction and different coins. E.g. Prince Charming spent 48p, Cinderella spent 25p more than him, how much did she spend? This could also be a useful extension activity for higher ability, introducing the idea of mathematical mean (or stop at total for the protest and simply draw attention to the idea that not everyone paid the same and gather ideas about how to solve the problem. Some of these may be interesting tangents into fairness in society) – work out how much they all spent in total (cost of the protest), who paid more, who paid less? What would we have to do to make it fair? (GW)

3. Model writing using the final picture- make sure pupils are clear that this is the end of the fairytale to ensure they come to a finish - pupils to carry on completing own writing in the same way and check some more spelling rules. (WC & IW)
4. Peer Assessment - pupils to read each other's work - to mark against success criteria with ticks/crosses and write 3 ways that work can be improved. (IW)
5. Countdown- the strike looks like it's about to end so everyone pulls together to prepare for a feast: How many ways can pupils use the four rules of number to make 1kg using g/kg and make 500ml using l/ml. Involves reading the smaller numbers from the scale, then bridging and grouping strategies to reach the target (e.g. we need two of the 27g packets, that gets us close to sixty. Take away six, that's exactly 54. Our target is 74g, so we add another two 10g packs. We're measuring 90cm of string, we can tie together five 20cm and then snip off 10cm). For extra challenge, this can be extended using pure numbers just like the quiz show, for

<p>extra support it can be done as a tangible problem solving task. (IW)</p> <p>6. How much have we learnt today?</p> <hr/>		
<p style="text-align: center;">Friday</p> <p>1. Pupils to comment on how their work could be improved- model how to redraft using class fairytale using success criteria and checklist/targets. The final fairytale is to be read by different readers. Pupils are to redraft and edit their fairytales to make them even better. (WC & IW)</p> <p>2. LRRH is to prepare a feast for all the fairytale characters to celebrate the end of the strike - she has £10.00 to spend and has a list of things that she couldn't get for free (from yesterday) - she can choose each diff food/drink with 2 measurements (larger measurement means more expensive) which could be length, weight or capacity. How many different combinations can be created close to her £10.00 shopping budget? (IW)</p> <p>Pupils are to share their fairytales with the class- what do we like about the alternative versions? (WC)</p> <p style="text-align: center;">Friday song about alternative fairytales and what they were like without heroes</p> <p style="text-align: center;">Pub Quiz</p>		

Week 4

Main Objectives

Pupils can clearly present their own fairytale to the class, using a range of media to enhance and support meaning.

Pupils can recite 2, 5, and 10 times tables to 10 and can double/halve numbers to 20.

Pupils recognise and use the rule that division is the inverse of multiplication.

Pupils can find quarter and half fractions of objects and shapes.

Pupils can evaluate and improve their own performances and compositions using ICT.

Assessment focuses

Assessed by

Framework links

Primary National Strategy- Literacy: Narrative- Traditional Tales

4. Drama- Present part of traditional stories, their own stories or work from different parts of the curriculum for members of their own class

9. Creating and shaping texts- Draw on knowledge and experience of texts in deciding and planning what and how to write Select from different presentational features to suit particular writing purposes on paper and on screen

12. Presentation -Word process short narrative and non-narrative texts using words, sounds and images

Primary National Strategy- Mathematics: E1: Securing Number Facts, Relationships & Calculating

Know by heart multiplication facts for the 2, 5 and 10 times-tables; begin to know multiplication facts for the 5 times-table.

Derive quickly the corresponding division facts for doubling and halving of all whole numbers to at least 20 (e.g. $36 \div 2$, 17×2).

Find one half, one quarter and three-quarters of shapes and sets of objects.

National Curriculum- Music: Key Stage 1

Controlling sounds through singing and playing – performing skills

1.b play tuned and untuned instruments

Creating and developing musical ideas – composing skills

2. b) explore, choose and organise sounds and musical ideas.

Responding and reviewing – appraising skills

3.b)make improvements to their own work- **ICT opportunity** Pupils could use recording equipment to recall sounds and identify and make improvements

Listening, and applying knowledge and understanding

4. c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs

and symbols

d) how music is used for particular purposes.

Week 4 Activities (split by day)	Why are students doing this?	Resources
<p data-bbox="343 208 464 241">Monday</p> <p data-bbox="140 241 662 734">Open animation inside a theatre. Pupils discuss what is going on, who works here, why are theatres important? Roesti provides brief history of theatre and draws on preconceptions – link to modern culture, theatre was always meant to be a fun thing that involved the audience and entertained, but like fairytales there was usually always a purpose – something to warn people about, make them think about, or someone to make fun of. Keep this quite brief.</p> <p data-bbox="140 775 662 913">1. Salsa is setting up the stage, using his 2 and 10 times tables to set up lighting. His lighting rig just happens to be a huge 100 square.</p> <p data-bbox="140 954 662 1234">2. After the lighting, we stop by Spud who is having problems with the sound system. What is wrong with the recordings he has, and what could we do to improve them? (some might be too loud, too quiet, have background noise, odd key changes, etc.)</p> <p data-bbox="140 1274 662 1800">3. Discussion of why theatres are popular – have a list of reasons and people, who might go for what reason, what other reasons can we think of? Do we think it is still popular today? When have any of us been to the theatre? What can you do in the theatre that TV cannot, and vice versa? Optional tangent into discussion of books too – why do people prefer books when TV or theatre can give them the whole story in much shorter time, with lots of special effects?</p> <p data-bbox="140 1841 662 2047">4. Did someone say special effects? In a rash decision, MR put Nutty in charge of SFX and pyrotechnics. She was very careful after measuring out everything she had to do (dials</p>		

with numbers on, though some scales will also be re-introduced), and went back to check – when she checked though, she just added the same thing again. She calls for Mash who explains that she needs to halve everything. Because she added the same thing she used doubling which is the same as multiplying by 2, so everything is running at double power. Halving everything will get the numbers back to normal; we need to do the opposite dividing by 2. E.g. $6 \times 2 = 12$ (doubling) & $12 / 2 = 6$.

5. MR: If we were performing our own fairytales in the theatre, what would we want to include? Audience interaction, famous actors, special effects etc. are all extras that can add meaning to a story, but emphasises that they do not make a story.

6. Listen to the story of Hansel & Gretel, the story MR is directing at the theatre- who were the good and bad characters in the story? What makes it a fairytale? Place all of these ideas on a class brainstorm for future reference this week.

7. Work through completed provided storyboards of Hansel & Gretel with words and images of characters actions as a group. Explain to pupils they will be acting these out as drama in tomorrows' lesson. (send letter home the week before suggesting children bring in any clothes/props suitable for performance e.g. witches' hat) Pupils to label the 6 pictures adding notes about what is in their backgrounds, who is going to play each character and what characters might say, what props we would need and where the audience could be involved. Model with the Roesti version while MR is talking through the story with his actors.

7. How much have we learnt today?

Tuesday

1. In the interval of another play at the theatre performed by the potatoes- Mash is testing Nutty on her times tables but she needs to get quicker. She tells Nutty to hold a piece of string and starts to shrink until she is small enough to fit on the end of the piece of string. She tells Nutty to place her gently on the piece of string and start swinging it like a pendulum- with every swing she makes she must say a number in the times table. Pupils to practice using this to say their 2, 5 and 10 times tables.

2. Winston and Spud have been helping by adding images and sounds into the Hansel & Gretel play performed by the potatoes (animation) Nutty helped them but has mixed up some of the pictures and there are some problems with the wiring.

Which images and sounds need changing and which are correct? For example incorrect images and sounds could include: an image of goldilocks waking up screaming to find the 3 bears in front of her when Hansel and Gretel find the gingerbread house, a light gentle sound played as the witch cackles to herself.

What is the effect of using sound effects and image that don't match the words in the narrative?

3. To show the corrected version of Hansel and Gretel animation performed by the potatoes to model how pupils are to perform their own versions of the fairytale. How are images and sounds making the narrative more effective and interesting to watch?

4. Pupils to use their storyboards from yesterday to act out versions similar to the modelled fairytale they have just seen. These will all have been marked to ensure they are suitable for the performance. They should have decided extra information characters could say and who is playing each character in their group and be given time to practice their performances.

Some schools will have a prop box where suitable outfits can be used, pupils are encouraged to share items brought in. Pictures are to be taken of pupils acting out their performances. There will be 6 setting backdrops on the IWB or projected onto a whiteboard which will be similar to backgrounds in each of the 6 pictures on pupil's storyboards. Pupils to comment on each other's work- what did they like/think could be improved? Why?

5. Explains numbers in a certain times table are called multiples and that there are ways that we can remember if a number is a multiple of 2, 5 or 10. All multiples of 2 are even numbers, multiples of 5 end in a 5 or 0 and all multiples of 10 end in a 0- what do we notice is similar about multiples of 2 5 and 10? To explore on the lighting rig from yesterday. Pupils are to write down examples of multiples in the 2, 5 and 10 times tables in a table

6. Play the multiple game- if you hear a multiple of 2 pat your head, 5 rub your belly and 10 stamp your feet. If pupils think it is a multiple of more than 1 number then they must do more than 1 action at once. As they are successful, the lighting rig is put out for the night.

7. What have we learnt today?

Wednesday

1. Winston tells pupils we are going to look at their pictures from yesterday's work. He carries over a folder (teacher will have placed their classes pictures inside here to personalise the animation) when clicked on, you can see all of the images. Open up a few images and ask pupils- which part of the story would work in the picture, how would a narrator say this? Ask pupils how the backgrounds help to make the story more effective.

2. Salsa talks pupils through using the provided template in PowerPoint (or alternative

software). Pupils are directed to save copies of their pictures (they will repeat a similar process later in the week to integrate sound files into the template) in specified folders, which are linked to the provided template. When the template is opened, the pictures will automatically be in the correct positions to match the storyboard.

3. Pupils are now to add text underneath their PowerPoints to explain what is happening in the narrative to go with their image.

a) Salsa is to model how to do this with a picture he has added of the potatoes acting out Hansel and Gretel- pupils must only write a sentence to explain the picture just like Salsa has done. He is to explain the instructions slowly so that pupils will be able to type in the suitable part of the slide. Salsa is to show 2 more pictures and pupils are to suggest ideas for sentences to match these.

b) Pupils to write 6 suitable sentences and to match each of their group's pictures in their workbook- to check these are suitable and then get pupils to type them into their PowerPoints.

4. Mash has found some gingerbread shaped triangles on the gingerbread house which can help with doubling and halving. This helps to understand the connection between multiplying by 2 and dividing by 2 and can be used with any number. Model a finished example on a triangle- $2 \times 4 = 8$
 $8 / 2 = 4$ the 3 numbers on the corners are 2, 4 and 8. Pupils are to complete triangles with only 2 numbers completed (numbers written in icing).

5. Zoom out to Spud playing a triangle- to make some sound effects to go with our words and images. To have opportunity to explore sounds using a range of instruments including our voice. Spud suggests some sound effects

that could work within the fairytale by going back to the potato play version. Pupils are to use their storyboards and to think of musical sound effects they would choose to work with these. Pupils to complete a class table with examples of their sound effects and how it would be played. To try some of these effects- would they work to fit the narrative?

6. Pupils to complete their own tables with their group by exploring a range of sounds to see if they would be suitable. When they are ready pupils can record these sounds using microphones or digital cameras. There will be 6 sounds to record (1 for each slide in their PowerPoint)

7. 'Fuzz Buzz' style multiples game with theatre vocabulary.

8. How much have we learnt today?

Thursday

1. The set designer (Winston) thinks he has finished creating the different backdrops for the Hansel and Gretel Play. He wants to show us these to see what we think of them. These are backgrounds which pupils have been using themselves- house, woods, gingerbread house, inside witches kitchen, woods and house again. Main objects within each picture will show measurements in centimetres and metres, pupils have to identify which objects look too big/small and need to be halved or doubled in size- e.g. The witch's broomstick is 4m- $4 / 2 = 2\text{m}$ and the oven is 30cm- $30 \times 2 = 60\text{cm}$.

2. Spud joins in the picture folder, explains step by step how to add audio (musical sound effects) there will be a folder where all of the sound files have been kept. Pupils have to save these and then they can add them to their own powerpoints, pupils should

only use 1 sound file per slide.

3. Rosetta walks on the stage- before we watch our performances tomorrow we need to make sure our plays look perfect for the audience. How can we make them even better? Examples- adding adjectives to our sentences, making sure we have told the whole story, does the writing correctly match the images and sounds? Pupils to suggest further ideas.

4. Pupils to finish off powerpoints if they need to and then evaluate their work using previous suggestions to make them even better.

5. It's tidy up time at the theatre, so Mash has come up with a way to get everyone in groups to do the various jobs. Inverse multiplication/division game- pupils have an understanding of the link between multiplication and division when you use any number to multiply or divide not just 2. Potatoes to model the activity- 6 potatoes have a number card each and have to get into 2 groups of 3 to make correct calculations- e.g. numbers are 2, 5, 4, 3, 10, 12- 1st group is 2, 5 & 10- $2 \times 5 = 10$, $10 / 2 = 5$ & $10 / 5 = 2$ 2nd group is 4, 3 & 12- $4 \times 3 = 12$, $12 / 4 = 3$, $12 / 3 = 4$. Model a couple more examples of these- interactive cards to be chosen or give each pair a different card to go find their other 2 people in their groups.

How much have we learnt today?

Friday

1. Introducing fractions- the potatoes have just finished their last performance of Hansel and Gretel and are having a huge meal to celebrate with lots of treats- chocolate, cake etc. Show examples of halves, quarters and 3 quarters on shapes. Remind children of the link with times on an analogue clock, half past,

quarter past and quarter to. Pupils to shade in the labelled fraction on different food and drink items in their workbooks.

2. To show finished performances of pupils' powerpoints- it may be good to have another class come and watch this to get the idea of a large audience. Mr Roesti introduces the performance by coming through a pair of theatre curtains. After each performance the audience are to evaluate saying what they liked and how it could be improved for next time.

3. The pizzas haven't arrived for the party! Mash is ordering different pizzas for different potatoes- of course the potatoes have not made this easy for the pizza man (Steam) as they want different toppings on different parts of their pizzas. We need to help Steam make these using our knowledge of fractions. E.g. Rosetta wants half cheese and half chicken, Chip wants quarter tomato and 3 quarter pepperoni- pupils to drag the correct piece of the fractions to fit on the pizzas, options will be halves, quarters and 3 quarters.

Friday Song about theatre/acting

Pub Quiz

Week 5

Main Objectives

Find one half, one quarter, and three quarters of shapes and sets of objects.

Recognise that repeated addition or subtraction can be more efficiently expressed as multiplication or division.

Use mathematical symbols to make and understand number sentences to solve unknowns using inversion rules.

Understand how to play with interesting and inventive language choices to create or continue particular patterns in poetry (acrostic, shape poem, rhyming couplets, and rhyme pattern matching to complete a poem).

To use voices expressively by singing songs, speaking chants, and rhymes.

Controlling sounds through playing tuned and un-tuned instruments

Assessment focuses

Assessed by

Framework links

Primary National Strategy- Literacy: Poetry: Patterns on the Page

1. Speaking- Speak with clarity and use appropriate intonation when reading and reciting texts

2. Listening and responding- Respond to presentations by describing characters, repeating some highlight and commenting constructively

3. Group discussion and interaction- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement

Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on

Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

4. Drama- Consider how mood and atmosphere are created in live or recorded performance

7. Understanding and interpreting texts- Explore how particular words are used, including words and expressions with similar meanings

8. Engaging with and responding to texts- Explain their reactions to texts, commenting on important aspects

Primary National Strategy- Mathematics: E1: Securing Number Facts, Relationships & Calculating

Understand the operation of multiplication as repeated addition or as describing an array, and begin to understand division as grouping (repeated subtraction) or sharing.

Use known number facts and place value to carry out mentally simple multiplications and divisions.

Begin to find remainders after simple division.

Round up or down after division depending on the context

Use the +, -, ×, ÷ and = signs to record mental calculations in a number sentence,

and recognise the use of a symbol such as □ to stand for an unknown number.

National Curriculum- Music: Key Stage 1

Controlling sounds through singing and playing – performing skills

- 1. a) use their voices expressively by singing songs and speaking chants and rhymes
- b) play tuned and untuned instruments
- c) rehearse and perform with others

Creating and developing musical ideas – composing skills

- 2. b) explore, choose and organise sounds and musical ideas.

Listening, and applying knowledge and understanding

- 4. c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols
- d) How music is used for particular purposes [for example, for dance, as a lullaby].

Week 5 Activities (split by day)	Why are students doing this?	Resources
<p style="text-align: center;">Monday</p> <p>Opening animation – we're walking through a beautiful forest with Chip, looking at plants, animals, streams, etc. but every now and again we see that objects are constructed from words (e.g. A tree is made from the words "green, sweet, breathe, life, fruit"). As we're looking, more things change into words and it starts to look confusing – there's too much description for everything. We start to get overwhelmed as Chip is lost in a sea of words until he is left on a blank white space holding just one word – 'rose'.</p> <p>1. Discussion: Pupils to decide whether "a rose is a rose is a rose" and what we might call it if we didn't have that word. Illustrated with alternative words, inserted into different situations (e.g. Woman receiving a bunch of stinkweeds from her boyfriend). (interesting link as 'rose' is believed to derive from 'hrosa' – to praise. The flower given to praise someone becomes known</p>		

as a rose; if there was a better flower, then that would have become a rose. It may smell as nice if it wasn't called that, but it got its name from its use so we'd still have 'roses', but they'd be different flowers.)

2. Chip has got a handle on things again in the forest; he just got a bit overwhelmed by the beauty around him and trying to describe it all. He's juggling some apples while he describes them using poetic adjectives, using a different one as he tosses them into 5 baskets (e.g. sweet, fresh, crisp, shiny, delicious). He's got 20 apples so got overwhelmed by the task of description (can get quite funny as he juggles 20 apples and comes up with obscure words, dropping them all as he struggles to think of them), but not to worry because he can use grouping. Tosses the apples evenly between baskets – hmm, there are 4 apples in each of the 5 baskets. Mash comes and explains grouping methods of division and multiplication which pupils try out with a range of fruit.

3. Moves onto example of strange sounding names – kumquat, artichoke, and pomegranate. What could they be? Reveal that they are all types of fruit; show picture and try match words. What in the word are we relating to a picture? How do we think they might taste or smell, and where are we making these inferences from? Read poetic description of taste, can we make any predictions based on this information? Can we think of any better names for them?

4. Spud is trying to write a song

about a kumquat, but not much seems to rhyme with kumquat. Pupils help to complete blanks in the rhyme with their own words, which they can sing along with Dauphy (filling in the pauses).

5. Either in school computers/library (www.name-meanings.com gives a basic definition, children may wish to extend their search further using their name and the keyword it gives) or a homework task, ask pupils to look up the meaning of their own name (e.g. Claire is clear/bright/ famous, Mark is rebellious/virile, Alex is a protector of mankind, Felix is happy and prosperous). They are to prepare an explanation for the class of the true definition, and two false meanings.

6. How much have we learnt today?

Tuesday

1. Follow on from yesterday/homework - does somebody just 'seem' like a Peter or a Mark? Have pupils present their homework as a game of "Call My Bluff" in teams. Discuss findings, how did we work it out? This is useful to remind pupils of later when they are writing their own stories, that choosing names carefully can add meaning.

2. Remember when we were helping Spud sing about kumquats without using the word kumquat? We're going to try the same thing in a poem. We're going to use an acrostic to write about a person or an object, but we can't use the name of that person or object - that gets spelt out down the side by the words we use to start each line (not necessarily sentence).

Can use dictionaries to help.

3. Create an acrostic for own or friend's name, modelled by Roesti praising one of his friends in poem. Draw attention to the fact that an acrostic isn't just a fun idea for how to be different – it conveys meaning that the person or thing being described down the side is important because of the effort required to make a poem like that work, everything in the poem revolves around that one word.

4. We need a lot of instruments for this next bit so Spud is on the lookout for things he can make instruments out of. We use multiplication and division to help him get what he needs (e.g. guitars have six strings, I need 5 guitars so I need... 30 strings – aided by pictures showing the grouping). While he gets down to making them (brief demo as this will be interesting for how musical instruments have developed over the ages and the physics of them), practice your poems using instruments to help. Optional design technology – pupils try make own instruments, e.g. guitar from tissue box and elastic bands.

5. Perform the poem with help of sounds and actions to enhance meaning, so we might shake maracas instead of the word 'exciting'. Audio samples can be on screen to be clicked by a member of the group when desired if instruments are hard to obtain. As an extension, we can draw attention to the sound words make enhancing their meaning – that 'warm' has a gentler tone than 'hot', and how these are very different descriptions of a

personality despite them being literally similar; 'fast' sounds fast, 'slow' sounds slow.

6. How much have we learnt today?

Wednesday

1. Winston starts us off in his gallery – we don't just add meaning using sounds and rhythm, it's also the way things look. If we were describing someone very organised and tidy, we would try making our lines the same length. If they were disorganised or scruffy, we might mess the lines up. We might have loads of breaks like the lines are clouds if we were describing a dream, because they're small fragments of ideas. If we described a pond, we might want to make it look smooth and flowing in and out of line ends. A tree might be wide at the top, then long and thin as we went on – unless we wanted to talk about the tree being strong in which case we might have a wide trunk too. Have a look at these shape poems where I've blanked out the words – what idea does the shape of the poem give you? Optional art lesson from this idea.

2. Explore together some shape poems and make general evaluative comments. MR reads through together and reinforces sounds as talked about yesterday, also draw out comments on how the shape also influences sound e.g. Where we pause or place emphasis. Can reinforce by beating the rhythm of the poems and seeing how shape influences

(all provided through animation).

3. Fractions through shapes – Rosetta wants to create a poem about an apple talking about the two different sides of it, how it is sweet but still healthy. Her shape poem will be the shape of an apple, but divided in two. We work likewise dividing different objects into fractions to do with the number of different sides of that object we wish to describe in quarters and halves.

4. Mash is using a similar idea to tell the story of her day through a clock. The first quarter of the poem is 12-3pm when she writes about all the fun she has in school, 3-6pm is playing with her friends, 6-9pm is enjoying time with her family, 9-12am is snuggling her teddy in bed. Pupils to try the same idea for just one hour – they might describe travelling to the park and how the excitement builds, getting there and playing, what happened when they saw someone, then a resolution and leaving. Other ideas are a birthday celebration (anticipation, cake, presents, game), trip to the beach (arrive, castle, swim, ice-cream). Pupils could even have a go at analogy/metaphor telling their life story as 12 hours of a clock (like riddle of the sphinx). Shape poems are either fragments of a circle in quarters, or a line for each hour in the shape of a clock hand using division of their age into the number of hours (age 6 means they use 2x table, so if they're 7 then get them to do the first 6 years as they'll only just have turned 7).

5. How much have we learnt

today?

Thursday

1. Poetry workshop is the main focus of today. Pupils are writing their own shape or acrostic poems and then add meaning through 'carousel' activities, introduced by MR.

2. Winston is helping groups think about how to illustrate, add background, or lay a poem out on the page to add meaning. Various art materials should be provided to help pupils illustrate

3. Spud helps them think about rhythm and onomatopoeic words to add meaning.

4. Rosetta's group will be working with synonyms for adjectives and how these can change meaning.

5. Finally, MR will be helping hone performances, ideally with the help of musical instruments and actions (possibly for recording and playback to group on Friday). There are also a range of partially completed poems provided for meaning to be derived and then enhanced or modified using the carousel groups.

6. We're back in Winston's gallery where he wants to display these wonderful poems. He has to use repeated addition and subtraction to decide where they go, but Mash points out that multiplication and division are the same thing and would be much quicker (e.g. He wants all of the fruit poems together. He has five poems about apples, five about pears, five about kumquats, and five about oranges. Mash says that 5×4 is much quicker and uses arrays to demonstrate. He has lots of

different shape poems to display – four triangles, four circles, four squares (etc. to 10 categories).

7. Pupils then try draw links between their own poems which are compiled on the class board, e.g. How many people used maracas in their performance, how many used bongos, how many used a xylophone – so how many used instruments? Pupils are to investigate which are best done as repeated addition and which could use multiplication – elicits that multiplication only possible when same numbers in each category. Why is this? (because we're counting in sets).

8. How much have we learnt today

Friday

1. Winston's ready to open his gallery. He's trying out a new removal company, Nutty Removals Inc. Every floor they go up, they break the same number of items. We use this to practice some repeated subtraction/division, e.g. Winston gave them 6 pictures. They broke 2 on each floor. How high did they get? We can do $6 - 2$ (first floor), -2 (second floor) = 2 on third floor. Or 6 (number started with) divided by 2 (number of breakages) = 3 (number of floors). He gave them 10 pictures; they broke 2 on each floor. How far did they get?, etc. Can also be used to show inverse functions, e.g. Three pictures were hung on the fifth floor. How many did they start with? Pupils experiment with a range of things to be moved, accompanied by funny sound effects and outlandish objects to be moved up stairs.

Ends with Nutty struggling with a priceless vase as MR appears out of sliding doors in evening dress and asks why she didn't use the lift. Anyway, put that down carefully it's time for the grand opening performance. Nutty carefully places the vase down, while MR explains what happens next we see the lift doors close on it. It's time for performance of their poems, so take some time to get ready and then watch together. We'll provide structured feedback to each other, and then enjoy the quiz and Friday song.

Performance of poetry and peer feedback opportunity.

The Friday Song is a little different this week – each group is going to add a line to rhyme with the one that Spud gives them! We take a verse per group and they have just a few minutes to come up with a line (using rhyming dictionaries if available, otherwise a printout with suggested rhymes could be given to the groups).

Pub Quiz

Week 6

Main Objectives

Recognise that repeated addition or subtraction can be more efficiently expressed as multiplication or division.

Use mathematical symbols to make and understand number sentences to solve unknowns using inversion rules.

Understand how to play with interesting and inventive language choices to create or continue particular patterns in poetry (rhyming couplets, rhyme pattern matching to complete a poem).

To perform music with others in a variety of ways through singing and playing instruments and using movement

To recognise how sounds are created through musical instruments

Assessment focuses

Assessed by

Framework links

Primary National Strategy- Literacy: Poetry: Patterns on the Page

1. Speaking- Speak with clarity and use appropriate intonation when reading and reciting texts

2. Listening and responding- Respond to presentations by describing characters, repeating some highlight and commenting constructively

3. Group discussion and interaction- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement

Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on

Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

4. Drama- Consider how mood and atmosphere are created in live or recorded performance

7. Understanding and interpreting texts- Explore how particular words are used, including words and expressions with similar meanings

8. Engaging with and responding to texts- Explain their reactions to texts, commenting on important aspects

Primary National Strategy- Mathematics: E1: Securing Number Facts, Relationships & Calculating

Use the +, -, ×, ÷ and = signs to record mental calculations in a number sentence, and recognise the use of symbols to stand for an unknown number.

Choose and use appropriate operations and efficient calculation strategies (e.g. mental, mental with jottings) to solve problems.

Check results of calculations, e.g. repeat addition in a different order, check with an equivalent calculation.

National Curriculum- Music: Key Stage 1

Controlling sounds through singing and playing – performing skills

- a) use their voices expressively by singing songs and speaking chants and rhymes
- b) play tuned and untuned instruments

c) rehearse and perform with others [for example, starting and finishing together, keeping to a steady pulse].

Creating and developing musical ideas – composing skills

- 2. a) create musical patterns
- b) explore, choose and organise sounds and musical ideas.

Responding and reviewing – appraising skills

- 3. a) explore and express their ideas and feelings about music using movement, dance and expressive and musical language

Listening, and applying knowledge and understanding

- 4. a) to listen with concentration and to internalise and recall sounds with increasing aural memory
- c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment] and described using given and invented signs and symbols

Week 6 Activities (split by day)	Why are students doing this?	Resources
<p style="text-align: center;">Monday</p> <p>Open animation in a traditional German Christmas market. There's stollen, mulled wine, happy crowds, wooden toys. All is happy, peaceful, serene and festive. Tension builds – this can't last. Nutty's grinning face appears in shot and she goes dashing into the market, barging through people, cramming in treats, grabbing toys, etc. - Chip can't seem to keep control of her. We follow Nutty around on her spree, but suddenly she bites into some gingerbread and – nothing. It doesn't taste bad, or good – just nothing. She tries some hot chocolate, candy canes, etc. - all completely tasteless. She realises that the smell of cinnamon and wine has stopped wafting. What's going wrong?</p> <p>1. Pause for discussion.</p> <p>2. We return to animation to try figure it out. Instead of being from Nutty's point of view, we're following a figure in a black cloak. Every time Nutty goes to bite or smell something, he pulls out a pipe and takes a puff – magically drawing the taste or smell away</p>		

from whatever she is near and blowing it into a bag. While she's looking a bit upset, we see that he is taking these experiences away from other people too. Discussion who is he, why is he doing this?

3. At the market one of the stall holders is worried he won't be able to sell any of his candy canes because of what has happened. He needs to now sell candy canes in groups of 3 and 5. There are 60 altogether- pupils to use repeated addition and arrays to show multiplications for these groups.

A range of similar questions will be presented, some with remainders which can also use repeated subtraction (grouping) and division. For different stall holders e.g. Gingerbread, sausages, wooden toys etc.

Pupils encouraged to show their workings for all questions

4. Pupils read Roger McGough's "The Sound Collector" (ideally we would have the rights to use this so that we can read and illustrate through it). Discussion of why someone would take such things if they had the ability, how would it feel to live without such basic sounds (not being deaf – just missing out on seemingly pointless noises). Can link to a discussion of the purpose of music – what would life be like without music?

5. To think about how sounds could be created in the sound collector, with the option of using a range of musical instruments- are these sounds effective?

6. Pupils work on a list of tastes and smells – some they would want to keep all to themselves, some they wouldn't want anyone

to ever experience again, and some that they want everybody to try.

7. How much have we learnt today?

Tuesday

1. Did you work out who has been stealing all the tastes, smells and sounds? It's me – Steam! But don't judge too harshly, I'm going to give everything back. I just want people to appreciate how lucky they are, and be thankful of the true meaning of holidays. Nutty was getting very selfish, so I've set her some challenges where she'll have to help other people to get her favourite tastes and smells back.

2. Pupils work on a list of tastes and smells – some they would want to keep all to themselves, some they wouldn't want anyone to ever experience again, ones that people don't appreciate as much as they should, and some that they want everybody to try. This can be an extensive list of bizarre experiences they might have had, or can focus on the minute of school life. There are possible science links if students work in different areas of the school classifying sounds, smells, etc. The activity can also be enhanced with a 'blind tasting' if school policy allows, where pupils taste mystery objects and describe them – teams to try work out what they are tasting. There is also a food technology optional, exploring traditional Christmas tastes.

3. Pupils to solve a range of mental calculation problems using subtraction- since the stallholders all sold their wares in groups; people have too much so they're

working out how everyone can give some of what they have to feed the homeless. E.g. Chip gave 9 sausages away and had 11 sausages left- how many did he have to begin with? $\quad - 9 = 11$. 10 questions for pupils to answer in a similar style. Seeing people sharing what they have (even though it is only because they have too much) warms Steam's heart so he puts the taste back into all the food that was shared.

4. We meet Rosetta and Spud who are working together to create a poem about all the delights of the holidays. They're using an ABAB end rhyme pattern (1st and 3rd & 2nd and 4th lines rhyme). A useful exercise in the planning process and seeing why they are making certain decisions, e.g. Selecting from a range of rhymes, thinking what the gist of the sentence should be, the sounds they want in it. Does it have to rhyme? Why do we use rhymes in poetry? Pupils work with the partially completed plan to make their own versions – this should be more personal and meaningful than a fill the blanks, and stresses the idea of creativity rather than guessing the 'right' answer. They use the list from the previous activity, because obviously Spud and Rosetta can't describe tastes because they've all gone.

Feedback and sharing poems, explaining what they did and why.

5. Lots of huge trees need to be decorated with decorations such as lights and baubles. Pupils are to add the correct amounts to each tree- totals for decorations labelled on boxes to complete a calculation which uses the four rules of number with 1 number

missing in the calculation. E.g. the baubles have lost their sparkles so all 20 are just plain red. We bought 16 plain baubles to begin with, how many do we need to add the sparkle to? Presented as number sentence $20-16=$

Seeing everyone working together to share the joy of a nicely decorated tree encourages Steam, who puts all the colours and sparkles back into the scene.

6. How much have we learnt today?

Wednesday

1. Working out prices of objects on stalls when addressed with various money problems- for example Mash buys 5 toys each costing 6p- how much did they cost altogether? As we see that Nutty is buying presents for other people and having them wrapped, Steam releases the sounds for the music boxes on the stall.

2. Looking at a poem describing the Christmas market - some words will be missed out which pupils have to complete with their own ideas about the Christmas market- using their 5 senses to expand their word choices and help people imagine the market even though these senses have been taken away.

3. Working out the number of Christmas carollers by how many there are on each row. Quick mental calculations with the amounts of singers and on each row changing for each calculation. They are sharing the joy of singing together and using the money to buy presents for underprivileged children, so Steam releases musical instrument backing to their singing.

4. Pupils identify instruments used to back up the carollers – what instruments could you hear and

what did they sound like?

5. Pupils practice joining in some songs with the carollers, they then have a go at performing a Christmas song using rounds with 3 groups.

6. Carollers are spending their money on toys for presents, this time we use number sentences to describe what is happening.

6. We learn about how different cultures celebrate key holidays through reading some related poems, not just Christmas but other celebrations of the end of a tough period and the optimism of the future (e.g. Songkran). These are simple poems, possibly edited versions of poems written by children.

7. How much have we learnt today?

Thursday

1. Santa is in his workshop and the only way he can communicate with his elves is through number sentences as they speak Elvish. For Santa to be able to talk to his elves pupils must solve some number problems e.g. 2 of the 12 reindeer are ill- how many can he have pull his sleigh?

2. Look at some Ogden Nash style poetry with outrageous rhymes and invented words. Many great authors have invented words when they just couldn't find one that would do. Look at some recent coinages and talk about the idea they express and why it's better than how we would have described it before (or not).

3. Pupils work with some nonsense words and free up their poetry by not being as strict about

<p>the rhyming couplets. Most pupils will continue using the 'Sound Collector' model, some will be freestyling in acrostic or shape poems, more challenge can come from looking at a sonnet and how it uses rhythm as well as rhyme – 10 beats per line with Spud (we won't bother defining terms for this activity, but will draw attention to the added meaning that comes from writing a sonnet because of its history and difficulty).</p> <p>4. Elf production line. How can I get to....? Pupils given a total and 3 numbers they can use to reach this total which they can use as many times as they like using the four rules of number. How many different ways can they reach the total?</p> <p>5. How much have we learnt today?</p>		
<p style="text-align: center;">Friday</p> <p>1. Steam reveals to all the characters he was the one behind it, but doesn't everything taste better now that we've shared it? Everyone agrees that the real joy of the holidays is who we share it with, and everyone can enjoy that regardless of culture or religion. We look at our poems through fresh eyes by using Steam's criteria – how have we mentioned people, feelings, thoughts, etc. To what extent could our poems be about any time, not just the specific celebration we chose? We could make a subtler point, e.g. Shape poem of Christmas tree or acrostic spelling Christmas, but the subject matter is all about enjoying time with our friends and family.</p> <p>2. Make any final changes and then perform, using movement and dance if possible to enhance</p>		

the performance.

3. The market is finally back to normal and Nutty can do her Christmas shopping- she has to buy 5 presents and can only spend £2 on each person- what is the total amount she can spend- explore different combinations looking an choices of objects from the market.

4. Final Pub Quiz

5. Decorating poems to be used as greeting cards. If the course is not being followed in a culture where the holidays are being celebrated, this would be an excellent opportunity to build links with international schools who would return the favour when the celebrations for this culture come around. The Roesti curriculum should include major celebrations from a range of cultures and religions, and allows expression and learning about each – if it becomes widespread, this gives a great opportunity for schools to network as they are following the same course.