

<p style="text-align: center;"><u>Cross Curricular Links</u></p> <p>Oak P4C – What is humanity? Link to the story that was created for the dance festival for the piece ‘Mars – Bringer Of War’. Discussions around community, distribution of wealth and resources. Is it right that we have clean water in Britain and communities around the World don’t? Art – Painting, printing, collage – interpretations of what the landscape of Mars might look like. Dance – Interpretations of ‘Connect It’ composed by Anna Meredith (one of the Ten Pieces collection). Music – Bringing Gustav Holst’s composition ‘Mars – Bringer of War’ to life. Interpreting the music to create own compositions. Rehearsals for the ‘Big Sing’ project that Oak will be participating in during June. Key focus – Zadok The Priest (one of the Ten Pieces collection). Science – Features of the planet Mars. What do we know and how did we find out this information? Cherry P4C – Exploring the concept of money, poverty and wealth inequality. Art – Painting, printing, collage – interpretations of the firebird and settings from the story. Dance – Interpretations of ‘Firebird’ rehearsing and composing based on ideas from Voices and Visions concert. Music – Working with Sarah Tustain to interpret the story through the use of percussion instruments. Science – Features of the planet Mars. What do we know and how did we find out this information? Cedar Art- silhouettes of the mountain and witches, interpretations of the setting Dance- Recapping of ‘Night on the Bare mountain.’ Would you go and explore the mountain during the witching hour? Science- Features of the planet Mars. What do we know and how did we find out this information?</p>	<p style="text-align: center;"><u>Planning Summer B – Two week block</u> <u>10 Pieces</u></p> <p style="text-align: center;"><u>Outcome</u></p> <p>Oak Class Narrative – The story of the two communities battling to gain the water resource on Mars – the only water left to enable survival (the story behind Oak Class dance). Non-Chronological Report – Mars the planet. Could humans survive on this planet? Dance – own interpretations to perform. Cherry Class Narrative – The story behind the firebird. Independently apply features of learning. Exploring speech rules within characterisation. Focus on varying description and speech. Art – Use of texture and colour to represent key parts of the story. Cedar Class Narrative - a retelling of the witches gathering on the bare mountain every year. Develop characterisation of the witches and the mountain. Applying key skills to produce their own stories with the underlying ideas from the original.</p> <p style="text-align: center;">Celebration of the Ten Pieces project to be shared with parents Tuesday 14th July.</p> <p style="text-align: center;"><u>AFL – Next Steps for rapid progress</u></p> <p>Oak: Indicating possession by using the possessive apostrophe with plural nouns. To use speech rules accurately varying use of speech and description. Cherry: Indicating possession by using the possessive apostrophe with plural nouns. To use speech rules accurately varying use of speech and description. Cedar: Indicating possession by using the possessive apostrophe with plural nouns. To use speech rules accurately varying use of speech and description. To increase range of sentence structures.</p>	<p><u>Reading into writing/guided reading opportunities</u> Making inferences on key characters sorting words using zone of relevance relating to: personality, characteristics, physical appearance etc. Comparing different text types Text marking Thinking about how characters feel at key stages of the text. Using related texts to identify vocab appropriate to settings Emotions chart – tracking how emotions change at key points in the plot. Identify appropriate vocabulary appropriate to subject. Listen to radio, video clips.</p>
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<u>Related Texts</u>	<u>Role play and Spoken Language</u>	<u>Contextualised grammar teaching</u>
<p><u>Oak</u> Children of our World. Non – fiction texts related specifically to the planet Mars.</p> <p><u>Cherry</u> The Witches – Roald Dahl The girl with the broken wing – Heather Dyer The Little Prince by Atonie de Saint-Exupery The Imaginary – A.F Harrold Midnight for Charlie Bone – by Jenny Nimmo Araminta Spook: My Haunted House by Angie Spage Mortimer Keene: Ghosts on the Loose by Tim Healy Nizie, the bad, bad fairy – Cas Lester</p> <p><u>Cedar</u> The witches- Roald Dahl The BFG- Roald Dahl The worst witch Room on a Broom</p>	<p>Peer Assessment – creating framework? Hot seating different characters Graphs tracking character emotions throughout the story Question mark on a stick – How does X feel now? Why? Acting the story out with different characters Conscience alley Freeze frames Re-telling Zone of relevance</p>	<p>Look at how the author uses character names as pronouns for clarity and cohesion in order to avoid repetition. Look at how the author uses a range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although Use of repeated language – words, phrases, clauses and effects they create. Explore the technical and scientific vocabulary used to describe Mars and apply to own writing.</p>

<u>Cedar</u>
<p><u>Week 1</u> Watch clip from the 10 pieces telling the story of ‘The Night on the Bare Mountain.’ Collect and assess vocabulary to describe the mountain. 1 session Conscience alley (drama work) Would you go and explore the mountain on the night of the witching hour? Freeze frames and hot seating (drama work) of the witches. Organise the events of the story using a story mountain. 1 session Children use the story mountain to retell the events in their own words using effective vocabulary. Applying key skills from the work they produced last half term. 2-3 sessions</p> <p><u>Week 2</u> Children are going to be making their own story books for younger children in the school. Children will work in groups to organise the events of their story onto a story mountain using the underlying ideas from the original story. 1 session Children will draft their ideas onto sugar paper as a group. 1 session They will then write their stories into their homemade story books with pictures for each page. 3 sessions Children will assess the effectiveness of their work through peer assessment. 1 session They will then share them with others.</p>

Cherry

Imitation

Hook: Watching the video of the Firebird from BBC 10 pieces. Explore the story behind the dances we saw at the Cathedral

Exploring the story. Boxing the story up. Children to create a story map for the story.

Looking at the speech between two characters. Reading into writing

Focus on the conversation between two of the characters.

Introduction and Build up - retelling Exploring the setting before the witch's curse and afterwards **1-2 session**

Looking at the plot of the story. What is happening? Orally retelling. What makes this an effective story? Where are they describing the characters, plot and setting? Balance within characterisation.

Retell example paragraph

Description of firebird – draft. Applying vocabulary in range of sentence structures. **1-2 session**

Editing work – Next steps for rapid progress. Children commenting and suggesting features to enhance and extend their own work. **1 session**

Continue to re-tell the story. Focusing on embedding our understanding of speech rules into the text - Terrible plague and the fire bird

Innovation

Read to the children an exemplar innovation. The children are to box up the planning for this new story. **1 session**

Children are to plan their own innovated story. **1 session**

Children to write their own story – learning focuses on AFL and steps for rapid progress. **2-3 session**

Independent application – Overcoming the monster story

Planning story – focus on setting, characterisation and plot. **1 session**

Children to write their own story – link to 10 pieces. LO: Linked to next steps for rapid progress and AFL. **2 session**

Oak

Week 1 – Focus on plots and structure of a story

Return to the composition 'Mars – Bringer of War'.

Perform the dance Oak Class created interpreting this piece of music.

Collect vocabulary to describe mood of the music and the relationship between the two communities within the story.

What will the setting look like? Write descriptions of the setting of Mars, developing vocabulary collected. **(1-2 sessions)**

Plan the sequence of the story told through the music.

Develop characterisation through hot seating characters from both communities. **(1 session)**

Rehears and compose sentences both orally and written to develop the opening paragraph. **(1 session)**

Complete written piece using paragraphs to structure events. **(1 session)**

Week 2 – non-chronological reports on Mars the planet.

Review the features of a non-chronological report and read examples describing the planet Mars. **(1 session)**

Text mark examples of non-chronological reports about the planet Mars – identifying key features. **(1 session)**

Research facts about Mars, collecting a bank of technical vocabulary to be applied in writing. **(1 session)**

Rehears and compose sentences and use of vocabulary, planning the structure of the report. **(1 session)**

Edit and draft the final non-chronological report, applying skills developed. **(1 session)**

Reading

Discussing words and phrases that capture the reader's interest and imagination.

Explaining the meaning of words in context.

Asking questions to improve their understanding of a text.

During inferences such as inferring a character's feelings thoughts and motives from their actions and justifying inferences with evidence.

Predicting might happen by details stated and implied.

Identify main ideas drawn from more than one paragraph and summarise these

Identify how language, structure and presentation contribute to meaning.

Participate in discussion about both books that are being read to them, listening to what others say

Writing

Drafting and write by: composing and rehearsing sentences orally: including dialogue, progressively building a rich and varied vocabulary and in an increasing range of sentence structures in narratives, creative settings, characters and plot.

Evaluate and edit by: Assessing the effectiveness of their own and there's writing by suggesting improvements.

Organising paragraphs around a theme, non-narrative using simple organisational devices.

To write narrative using both description of settings and characterisation.

Extending the range of sentences through the use of a range of conjunctions.

To use nouns and pronouns to avoid repetition.

In non-fiction to use simple organisational devices (e.g. headings and subheadings) to structure writing.

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Science

Pupils should learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).

Art

To create sketch books and record evidence and use the them to view and visit ideas

To improve their mastery of art and design techniques.

About great artists, architects and designers in history.

Dance

Perform dance using a range of movement patterns.