



GREENSIDE FILM FACTORY
The Year of Magic, Mystery & Miracles!
 2022-2023



STAR Day Planning: Spring Term 2 - 2023
Class Film Text: *March of the Penguins*

Class Teacher: Flora Chapman
Class Book/ Text: Mr Penguin and the Lost Treasure

WEEK 1 THEME/ Hook: Meet the penguins! Monday 20th February Good Chance Art Fundraising Project

Monday 20th February - Wednesday 22nd January

Learning Experiences/Context of the film:

March of the Penguins is all about penguins and their amazing journey of survival. Year 1 have adopted their own London Zoo penguin to learn more about these amazing creatures!

Monday 20th February Good Chance Art Fundraising Project:

This is a non uniform day for students. They will bring in a coin and spend the afternoon making postcards linked to the themes of their films. We will be holding a parent/ carer workshop during the afternoon where families can make their cards together. These will then be available for sale during the week.

Immersion experience:

As *March of the Penguins* is all about penguins, Year 1 have adopted their very own penguin from London Zoo! First students will be introduced to the penguin the class has adopted and shown key details like its name and where they have come from. Once students have been shown the penguin, we will discuss the importance of fundraising and why charity is important. Now it is time for the main event, the charity walk for the penguin! Students will walk around Ravenscourt Park as part of a sponsored walk. We will waddle around the duck pond, just like our class penguin! The money we raise will be given to our class penguin.

English:

Writing Experience:

Year 1 has enjoyed learning all about the class penguin. Now it is time for the penguin to learn more exciting information about the students. In order to do this, students will write an exciting letter to the penguin telling them interesting information about themselves. First, students will look at different examples of letters and recognise key features of letters (address, who it is to, key information, who it is from). Once they are confident with this, they will write their own letter to the penguin. Of course, including: address, who it is to, information about themselves, why they are writing and who it is from. To challenge themselves

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
-

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books

further, they will think of different questions they want to ask the penguin. Ensuring they use question marks correctly of course!

GPS:

Capital letters, full stops, question marks.

Reading Tree:

Reading Domain:

This week students will focus on reading and understanding new language in non-fiction texts. This will allow students to have a deep understanding of what they are reading.

Maths in the Movies / STEAM:

Maths:

This week, students will develop fluency when counting beyond 20 - this step will see them count forwards and backwards using a variety of visuals like hundred squares. Students will become teachers by splatting penguins onto numbers. Their chosen partner needs to follow the penguin and count to 20 from the given number.

In the previous half term, students explored ten as a fixed unit (base 10). They will build on this knowledge to explore 20, 30, 40 and 50. They will be encouraged to see how many tens make these numbers using a variety of manipulatives like ten frames, bead strings and multilink cubes.

STEAM:

This half term, Year 1 have turned into Antarctic explorers! Exploring Antarctica can be very cold, students may not have the appropriate warm clothes! This half term, students are investigating materials with the goal to create a mini explorers outfit. We will focus on answering a big question, 'what materials are needed to create an explorer's outfit?'. In order to do this, students first need to explore materials. This week, students will be exposed to a variety of different objects made from different materials. With their science hats on, students will explore these objects and identify the different materials they are made from. It is important for students to answer key questions whilst they are exploring these objects and materials. What is the name of the material? Why has this material been chosen for this object? Is this material natural or man made?

Arithmetic:

Students will learn to add 9 and 8 to a number using the mental strategy *adjusting*. This is recognising that they can add 9 to a number by adding 10 and subtracting 1; or, adding 8 to a number by adding 10 and subtracting 2.

Writing display:

Students will put their diary entries on display for all to see.

- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock



Friday 24th January

Learning Experiences

Friday Big Write:

For Spring 2, students will turn into explorers! They have an important job of writing letters home telling their family what they found that week in Antarctica. As students have not seen our key film yet, they will write their letter home based on what scenery they can spot and what animals they have seen. Students are experts at adjectives so to really bring their letter to life, they will use top tier vocabulary and super synonyms so they can picture what Antarctica looks like.

Messy Maths:

This week, students will be focussing on recapping Maths concepts from Spring 1 in the form of word problems.

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

Students will be introduced to the sport of hockey. We will begin by watching a few key moments in hockey history, recognising that the sport is to be played on an ice rink, using skates and other hockey equipment. However, we will note that our version of the sport will be played with modified equipment and some modified rules (no contact, for instance).

To break down how to play the sport, we will introduce the proper technique for holding a hockey stick and how to dribble a ball with it. To practice this, we will have two main stations:

1. Dribbling practice in stations: students will dribble within a predefined zone with the goal of retaining the ball within comfortable reach of their hockey stick.
2. Dribbling practice in lines: students will attempt to refine their dribbling skills by moving along a predefi

Skills:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
- -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- - secure basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 2 THEME/ Hook: What came first, the penguin or the egg?

Monday 27th February - Wednesday 1st March

Learning Experiences/Context of the film:

Penguins move in so many different ways! This week students are transporting themselves to Antarctica to imagine what life is like for penguins living there.

Class Film Immersion Day:

Knowledge Harvest – what do we know already?

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

Context - what is the context of our film? What was happening in the world at the time?

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

Immersion experience:

Now students have seen our class film, students will fully immerse themselves in the film by creating their own scene from **March of the Penguins**. In order to do this, students will first create a green screen image by waddling across an iceberg in Antarctica. Now they have demonstrated their tech skills, students will work in a team to become musicians. Using their knowledge from music specialisms, they will work together to create a soundtrack to go alongside their waddling clip. They will need to think of key questions to help them. What do penguins sound like? What instruments represent this? Will the sound be loud or quiet? Finally, they will put this all together to create our class penguin scene!

English:

Writing Experience:

As students are learning about penguins, it is only right they investigate where penguins came from. Students will begin by using their iPads to scan QR codes to show them pictures and information about the life cycle of a penguin. After this, they will create their very own information booklet to show the life cycle of a penguin from hatching from the egg to becoming a fully grown penguin. This experience will allow students to challenge themselves by using exciting punctuation like exclamation marks and exciting time connectives as well (then, after, next, finally).

GPS:

Capital letters, full stops, exclamation marks, time connectives.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- play tuned and untuned instruments musically
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Reading Tree:**Reading Domain:**

This week students will focus on answering literal questions in fiction (story) texts. For example, 'what did the big bad wolf say to the three little pigs?'. They will deepen this understanding by answering a series of comprehension questions.

Maths in the Movies / STEAM:**Maths:**

Last week, students developed their knowledge of the multiples of 10 to 50. They will use this to count more efficiently - grouping into tens and ones so that the tens can be counted more easily. Students will turn into penguins and jump from iceberg to iceberg in multiples of tens. To ensure they get to the other side, they will need to make sure they jump onto the correct multiple of ten.

In Spring 1, students explore the numbers between 10 and 20 using the knowledge of tens and ones. This 'ten and a bit' structure will be used as students explore other 2-digit numbers as tens and ones. Next, they will link this idea to the part whole model as they partition 2-digit numbers into tens and ones.

STEAM:

This week, students are still focussing on deepening their understanding of materials before creating their explorers outfit. Students will be introduced to a new key word, **properties**. With their science hats on, students will begin by reminding themselves of the different materials they have already discovered. They will then explore these materials further by describing the purpose of each material and what it is made from. To challenge themselves further, students will need to answer key questions when exploring the materials. What does the material feel like? What does the material look like? Is it hard/smooth? Is the material waterproof? Students will then work in teams to group the materials into key properties.

Arithmetic:

Students will learn to subtract 9 and 8 to a number using the mental strategy **adjusting**. This is recognising that they can subtract 9 from a number by subtracting 10 and adding 1; or, subtracting 8 from a number by subtracting 10 and adding 2.

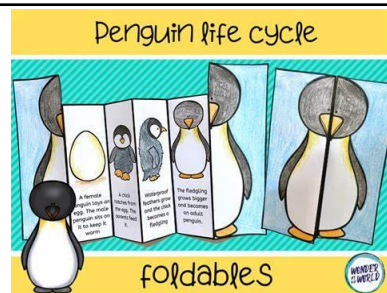
Writing display:

Students will have their information booklets on display to show their life cycle learning.

- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less

- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.



Friday 3rd March

Learning Experiences

Friday Big Write:

Students will continue their postcards from exploring Antarctica. This week they will start their journey on seeing the emperor penguin and describing how the icebergs are changing. To continue to challenge themselves, students will not only focus on ensuring they use capital letters and full stops but also see if they can use exclamation marks to show emotion.

Messy Maths:

Students will solve a series of addition and subtraction word problems related to numbers 10-50. To challenge themselves, they will be exposed to missing word problems. Thinking about what key mathematical strategies they need to solve these.

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

Will we move forward with our dribbling practice by adding passing skills practice. To do so, we will have two main stations:

1. Keep the ball: all students will dribble within a predefined zone with the goal of retaining the ball from others trying to shoot their ball out of the zone. If their ball is removed by another player from the zone, they are out.
2. Passing practice: students will pick partners, passing the ball back and forth from a comfortable distance apart. Then, upon a few successful passes back and forth, they will take a step further away from each other and attempt a pass. If each player is able to receive a pass, they will move a step further. If they do not receive the pass, they will take a step closer. The group that is furthest away by the end of the station time will win.

Skills:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 - secure basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
 - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 3 THEME/ Hook: The March of the Penguins!

Learning Experiences/Context of the film:

March of the Penguins shows us the vast variety of penguins that exist. This week, students will be investigating different these types and learning all about how they migrate.

Immersion experience:

This week, Year 1 will be hosting their own penguin march! The first step to hosting a penguin march is for students to come into school dressed as a penguin (in black and white clothes). Secondly, students will learn about different types of penguins from emperors to galapagos. Students will also be reminded about migration and why penguins migrate. Now they have learnt key information, it is time to get creative! Students will choose which type of penguin mask they want to create and choose different materials to create it. Finally, it is time to get marching! Students will wear their masks and march around the school to create their own penguin march!

English:

Writing Experience:

Penguin migration is an important part of *March of the Penguins*. This week, students will turn into storytellers and create their own penguin migration story. They will first use a story mountain (or iceberg!) to plan their migration story. They will split their story into key sections: introducing the penguin family, what problem they encounter during the migration, how they fix the problem and what happens at the end. Once they have created their plan, students will create their own comic strip story for their penguin migration. To make sure they are really setting the snowy scene, students will ensure they use our top tier vocab and super synonyms to think of exciting adjectives. Students have already learnt about how to write in past tense, so they will ensure that they add the correct ending to their verbs. To really challenge themselves, students will use speech marks to show exciting conversations between the penguins.

GPS:

Capital letters, full stops, exclamation marks, speech marks, verbs, past tense.

Reading Tree:

Reading Domain:

Students will continue to answer literal questions from a text. This week, students will focus on non-fiction (information) texts to allow access to a range of texts. They will answer a series of comprehension questions to ensure a deep understanding.

Maths in the Movies / STEAM:

Maths:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- to use a range of materials creatively to design and make products
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:

By now, number lines are a familiar representation. The number line will now be extended beyond 20 to 50. Students will be introduced to 'Monty the Maths penguin'. This penguin will jump on the number line on random numbers. They will then need to count to 50 from this point. After exploring structured number lines, students will move on to the tricky idea of estimating using a number line. Using a blank line, can they identify where a number should be placed. They will understand that estimates are not exact and are more of a 'best guess'.

Finding 1 more and 1 less than a given number to 20 is something that students are very confident with. Next students will move beyond 20 to find 1 more or 1 less than a given number. Of course, Monty will be back again! He will jump on a number and students will investigate one more/one less of that number.

STEAM:

Now Year 1 are experts at recognising materials and describing their properties, it is time to think about what materials the explorers' outfits need to be made from. With the help of QR codes, students will use their iPads to research weather in the Antarctic and what explorers wear to keep warm. Whilst doing this research, students will need to continue to have their science hats on and answer key questions. Which materials do you think will keep an explorer warm? Which materials are waterproof? Which materials are sturdy? They will then create a pic collage for inspiration before making their final explorers outfit.

Arithmetic: Revisit and deepen understanding of missing addition number sentences.

Writing display:

Students will add their published comic strips to their life cycle of a penguin display to show penguin migration.



- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Friday 10th March

Learning Experiences

Friday Big Write:

Year 1 explorers have found a penguin egg! How can we keep the egg protected? This week, students will write their letters discussing how they found the egg and different ways they kept the egg protected. Again, students will focus on their presentation but also include question marks to show rhetorical questions.

Skills:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about

Messy Maths:

This week, students will be applying new mathematical concepts they have encountered over the half term. They will apply solving one more/one less of numbers to 50, missing number sentences and estimation. This will be in the form of practical challenges.

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

We will move forward with our dribbling and passing skills practice, introducing shooting practice. To do so, we will have two main stations:

1. Passing/dribbling practice: in partners, students will dribble and pass the ball back and forth while running at a moderate pace from a starting line to a finish line.
2. Shooting practice: students will practise shooting at an open net with three types of shooting: shovel, wrist, and slap shots. They will shoot these types of shots from different distances, recognising the purpose of each type of shot.

- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- - secure basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 4 THEME/ Hook: The Big Question

Monday 13th March - Wednesday 15th March

Learning Experiences/Context of the film:

Penguins can be found in a variety of environments from the wild to captivity. This week, students will be discussing the variety of benefits penguins have living in different environments.

Immersion experience:

Uh-oh! The animals from London Zoo have escaped and are running around Westfield! Students will be shown a (teacher made) clip of zoo animals running around Westfield. Why do we think these animals have escaped? Students will be split into two different teams: why being in the wild is beneficial and why being in captivity (zoo/safari park) is beneficial. They will work in their teams to come up with three big ideas for why their team is the most beneficial. Of course, they will use iPads and QR codes to help research and gather information. Time to get their

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions

speaking hats on as students hold a class debate to debate why their side is the most beneficial.

English:

Writing Experience:

Now students have had their 'Big Question' debate, they will get creative and design a poster to show the different arguments each side had. First, students will look at different persuasive posters and use post it notes to identify the different features (heading, pictures, key arguments, facts). Once they have identified these features, they will use their amazing phonics skills to read the key arguments and cut and stick them under the correct heading (captivity and wild). Once they have done this, they will create their posters! Students will think of an exciting question to use as their heading before creating their argument. Once they have done this, using their sketching skills students will draw their own animal picture and create a snappy caption to go underneath.

GPS:

Title, heading, full stops, capital letters, question marks.

Reading Tree:

Reading Domain:

This week students will focus on answering inference questions in fiction texts. For example, 'why did the wolf want to blow the houses down?'. They will then answer a series of comprehension questions to deepen their understanding.

Maths in the Movies / STEAM:

Maths:

March of the Penguins shows the life of a variety of different penguins from a huge emperor penguin to a tiny brush tailed penguin. They will start by comparing lengths and heights using the appropriate language of *shorter than*, *longer than* and *taller than*. They will apply their knowledge of measurement to measure the length of different penguins.

Students will then explore measurement physically. First by exploring measurement use non standard units of measure; next by more accurately measuring using a ruler. They will understand the units of measure that we use for certain items.

STEAM:

This week students will be planning and creating their explorers outfit! With a template to support, students will first plan what material they are going to use for each part of the outfit (hat, boots, jacket and trousers). Of course they will use their Picollage from the previous week to aid their planning. Once they have done this, they will be given a template of an explorer. The template will be blank and students will be required to choose appropriate materials to add to their explorer template.

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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

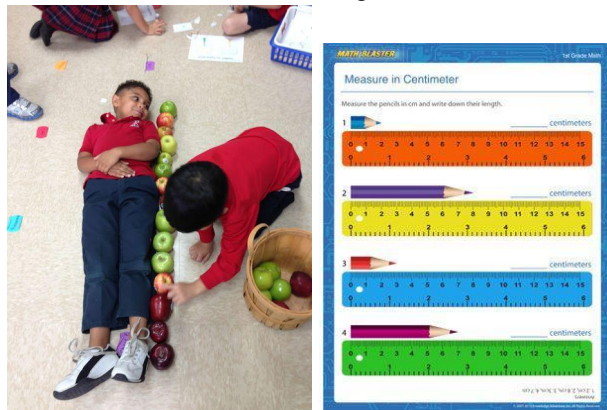
- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
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 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning

With their Maths hats on, they will use their rulers to measure the length of the different parts of their template's body. They will then need to use these measurements to measure the correct amount of material to stick onto their template. They will continue to do this until they have created the perfect explorer outfit for their explorer! I wonder what materials they would have chosen to keep their explorer warm!

Arithmetic: Revisit and deepen understanding of missing subtraction number sentences.

Maths display:

Pictures of students measuring different items will be placed on display.



- to use a range of materials creatively to design and make products
- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

Friday 17th March

Learning Experiences

Friday Big Write:

The eggs have hatched and now there are baby penguins! This week, students' letters home will discuss what these babies look like and what they need for survival. To challenge themselves, students will include speech marks to portray what they said to these cute baby penguins.

Messy Maths:

This week students will have a series of practical measuring challenges! They will have a variety of challenges to solve using different tools like ruler, hands and cubes. Which items will they use to solve these measuring challenges?

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

With an understanding of dribbling, passing, and shooting, we will introduce our final hockey skill: goal keeping. We will have two main stations to do so:

Skills:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and

1. Dribbling, passing, shooting drills: students will have to cycle through an intricate obstacle course that challenges each of these skills with designated lines to dribbling on, specified cones to pass through, and a net to shoot on at the end. This drill will synthesise all of these skills to prepare for a proper game of hockey.
2. Goal keeping: students will take turns being the goalie in a hockey net. Soft balls and proper safety equipment will be used. They will recognise that they are not to dive for the ball, as may be a habit formed in football. They will have to block the ball with their goalie hockey stick. This will further their stick handling skills and will serve as the final preparation for a proper game.

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- - secure basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 5 THEME/ Hook: Exploring Antarctica DC4

Monday 20th March - Wednesday 22nd March

Learning Experiences/Context of the film:

March of the Penguins follows the lives of penguins in Antarctica. However, many people have also explored Antarctica! This week, Year 1 will turn into explorers and exploring Antarctica!

Immersion experience:

Welcome to Antarctica! Year 1 has travelled to Antarctica and will be exploring fascinating sights! There will be a selection of activities for students to partake in to really feel like they are in the cold! From creating snowflakes and playing in fake snow to exploring Antarctica on a VR experience! I hope they all wrap up warm! Exploring can be tiring, so students will snuggle down with toasty hot chocolate to learn all about fellow explorer Robert Falcon Scott.

English:

Writing Experience:

Robert Falcon Scott found so many exciting things when he was exploring Antarctica. I wonder what he would say? Which items were the biggest? Were some smaller than others? This week, students will be describing the size of the items that can be found in Antarctica. This is a challenge though! They will need to ensure they use the correct suffix (-er and -est) in their description. Editing time! This week students will be editing and publishing a piece of written work from the half term so far. They will first edit their piece. Ensuring they use a purple pen to change any mistakes made (grammar, spelling, punctuation). After this, they will focus on their presentation by writing their piece of edited work on beautiful paper. Making sure they have written their work with their edits!

GPS:

Question marks, full stops, capital letters, suffixes (-er and -est)

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books

Reading Tree:

Reading Domain:

Students will continue to answer inference questions from a text but this week will focus on non-fiction texts. They will use their knowledge to answer a range of comprehension questions.

Maths in the Movies / STEAM:**Maths:**

Students will be partaking in Maths assessments. They will go over the answers and pick up any misconceptions.

STEAM:

This week, students will be evaluating their explorers outfit. To aid their evaluation, students will carry out a series of tests to see whether their chosen materials were appropriate. From a waterproof to a sturdiness test, the outfits will be put through the ultimate explorers test! Once they have completed this, they will fill out their evaluation. All the while, thinking of key questions: What materials were successful? What materials would I choose if I were to complete this task again? Why would I make these changes? Students will also think about any new questions that have come up during their investigation.

Arithmetic:

Students will revisit a mixture of missing addition and missing subtraction number sentences.

- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- to use a range of materials creatively to design and make products
- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Friday 24th March**Learning Experiences****Friday Big Write:**

Uh-oh! A storm has hit! Year 1 explorers are watching these penguins fight through a storm. This week, students' letters home will discuss witnessing these penguins search for food and warmth. As students are familiar with suffixes '-er' and '-est', they will confidently use these to describe the penguins.

Messy Maths:

Students will apply their knowledge of missing addition and subtraction number sentences up to 50 in the form of word problems.

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

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.

This week, we will have a review of key moments in historic hockey games, in order to energise ourselves for our first test games. After recapping our four key hockey skills, students will practise applying all of them at once in shorter hockey games. Whilst the games are ongoing, players waiting their turn will be taking part in stretching and fitness drills to keep their bodies warmed up and ready for their match.

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
- -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- - secure basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

WEEK 6 THEME/ Hook: Antarctica Animals

Monday 27th March - Wednesday 29th March

Learning Experiences/Context of the film:

March of the Penguins focuses on the lives of penguins. There are so many different animals to explore! This week, students will be investigating the lives of a variety of animals that live in Antarctica.

Immersion experience:

Year 1 love penguins of course, but Year 1 love to learn about all animals! This week, students will be introduced to different animals that can be found alongside penguins in Antarctica. Students will be introduced to different Antarctica animals like seals, orcas and fluffy polar bears. Thinking about what their habitats look like, students will make their own snow globes, choosing one of the animals to place in the middle. They will get to shake their globes and see the snow fall on their chosen animal. I cannot wait to see their creations!

English:

Writing experience:

This week, Year 1 will be turning into poets to create their own animal acrostic poem! Although Year 1 have studied poems before, this is the first time they will be creating their own poems. The first step to becoming a poet is looking at different types of poems and language. Students will look at a variety of different poems and investigate similarities and differences. For example, some poems have rhyming words but some do not. Once they have done this, students will create their own

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- to use a range of materials creatively to design and make products
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

acrostic poem for their chosen animal. Students will need to think about what their chosen animal looks and acts like before they create their poem. Students will need to challenge themselves by ensuring their chosen lines describe their animal in a short, snappy way with great vocabulary. Of course, presentation is key when writing poetry. They will need to make sure that they focus on their presentation to show off their fantastic poems.

GPS:

Capital letters, rhyme, full stops, adjectives

Reading Tree:

Reading Domain:

This week students will focus on making predictions based on pictures and information from a text. For example, 'what do you think will happen once the wolf blows the house down? Why?'. To develop their spoken language, students will use 'because' to justify their ideas.

Maths in the Movies / STEAM:

Maths:

March of the Penguins occurs in Antarctica where igloos are found! For Maths this week, students have been given the challenge of creating an igloo for a penguin. They will first recap 3D shapes (cube, cuboid, pyramid, prism, sphere, cone) and their properties. They will then explore these 3D shapes further and explore these properties by further using them to create igloos for penguins. This will require students to think of how the 3D shapes, vertices, edges and faces could be used effectively to create the perfect igloo! Building on photography skills from last half term, they will then take photos of their 3D shape igloos in relation to an iceberg. This will allow students to really picture the size of icebergs that are found in Antarctica!

STEAM:

To complete their learning on materials students will be creating a materials Kahoot quiz for Year 2. As students will be teachers, they will need to think hard about appropriate questions they could ask related to materials. They need to think hard though, as they will also need to provide the correct answer to year 2 students! As they are materials experts, I am sure they will be excited to teach students everything they know!

Arithmetic: Revisit and deepen understanding of concepts based on the DC4 assessments.

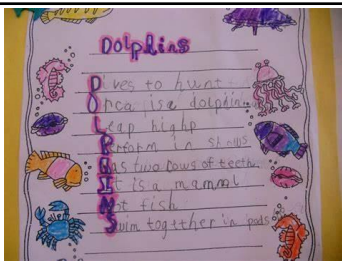
Writing display:

Students will publish their acrostic poems.

- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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

- continuing to read and discuss an increasingly wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- use technology purposefully to create, organise, store, manipulate and retrieve digital content



Friday 31st March

Learning Experiences

Friday Big Write:

It is the students final week as explorers. Spring has arrived and the ice has melted making it an easier trip for the penguins. Students will write their letters discussing the contrast in spring over winter in Antarctica. They will end their letters witnessing the adult penguins leave their young. As it is the final big write of the half term, students will be confident using a range of punctuation correctly.

Messy Maths:

Students will have a set of practical challenges to solve involving 3D and 2D shapes. How will they choose to apply their knowledge to solve these problems?

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

This week it is time to put all our training into practice and compete under our new league, The GH (Greenside Hockey League). They will have predetermined teams that will compete against each other. Winners of each game will go on to play the winners of the simultaneous game, as will the losing teams play each other. Who will win the ultimate hockey cup?

Skills:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other students
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- - secure basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]