



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



STAR Day Planning: Summer Term 2 - 2023
Class Film Text: *Mary Poppins*

Class Teacher: Flora Chapman
Class Book/ Text: *Mary Poppins Comes Back* by P.L. Travers

WEEK 1 THEME/ HooK: Meet Mary

Monday 5th June - Wednesday 7th June

Learning Experiences/Context of the film:

Class Film Immersion Day

This week, students will be watching our class film of Mary Poppins.

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:

Mary is, of course, practically perfect in every way...just like Y1 artists! This week, students will be using charcoal to create their own portrait picture of Mary. They will be building on skills they have learnt over the year to carefully sketch Mary's outline. Once they have done this, they will shade Mary using their expert charcoal techniques (smudging, tonal shading and dark tones). Once they have completed this, they will think of a variety of adjectives to describe Mary.

English:

Writing Experience:

At the beginning of the film, we meet Michael and Jane who are desperate for a Nanny with specific qualities. Together they write a letter, asking for the perfect nanny. In Y1, we will write our own advertisements, asking for a nanny that would be perfect for us! We will ask ourselves what sort of qualities we would want a nanny to have and begin to write a list, using bullet points, to help us narrow down ideas. Once we have created our list, we will explore how we can turn that into an advertisement for a nanny. Y1 students will begin to explore the different features of an advertisement such as heading, catchy slogan, facts, images etc.

GPS:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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]
- 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
- write sentences by: 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 pupils read aloud their writing clearly enough to be heard by their peers and the teacher

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

Capital letters, full stops, exclamation marks, adjectives, suffixes (-er and -est)

Reading Tree:

Reading Domain:

We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1a draws on knowledge of vocabulary to understand texts.

Maths:

Mary has arrived to look after the children! She has so many treats she needs to share between Jane and Michael. How will she share these equally? Good job Y1 are here to help! Students will practise sharing sweet treats equally before moving onto solving half an amount using pictures and number sentences involving divide. Mary has met more friends in London and wants to share her treats with even more people. How will she know what to do? Y1 knows the trick! Students will apply their knowledge of halving to sharing items between four, of course using sweet goodies. Once they have done this, they will work towards solving divide number sentences between four people.

STEAM:

Jane and Michael want to fly a kite with Mary but they do not have a kite. Good job Y1 is here to help them! This half term, students will be creating their own kites to fly in Hyde Park alongside Michael and Jane. To start, students will look at different kinds of kites and think about key questions. What do kites have in common? What materials are they made from? How do these kites fly? Once they have considered these, students will use the D&T template and their skills as artists to create their own kite design and plan.

Arithmetic:

This week we will look at subtraction and how we use a number line to solve subtraction problems, without crossing 10s.

Art Focus:

Art this week will be in the form of a charcoal portrait of Mary via our immersion experience. This will be the first piece for our class art installation.

Class display:

Students will be creating their charcoal mirror portraits of Mary.

- 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

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



Friday 9th June

Learning Experiences

Friday Big Write:

Each week we will listen to another song from the film Mary Poppins. We will dissect the song and try to understand what the lyrics mean and how it makes us feel.

This week we will examine the song, 'The Perfect Nanny' which is sung by Michael, Jane and Mr. Banks. What does this song talk about? Why are they singing it? How does this song make you feel or think? What emotions does it bring out in you? How does the inclusion of music help us understand the story or develop it more?

Messy Maths:

This week, students will be exploring division word problems.

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

This half term all year groups will be competing in our Greenside Sports Day event and so our PE sessions will work on developing key skills for the different events. These will include:

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees,

Skills:

- write sentences by:
 - 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
- master 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

WEEK 2 THEME/ Hook: Let's Go Fly a Kite!

Monday 12th June - Wednesday 14th June

Learning Experiences/Context of the film:

Mary and the children love flying kites and so do Y1! This week, students will be writing instructions for their very own kites. What a week!

Immersion experience and STEAM

Time to get creative! Students will create their own kites to take part in a kite competition. First, students will put their science hats on and think about which materials they are going to choose for their kites. Next, students will turn into engineers and use these materials to create their own kites. Of course their Maths skills will be put to the test as they carefully measure the correct amount of material needed to create the kite. At the same time, they will think about what bright colours they want to put on their kites so we can see them sailing high. Now it is time for a friendly competition! Students will go onto the playground and fly their kites. I wonder whose kite will fly the highest?

English:

Writing Experience:

We will begin by discussing our own experiences with kites - has anyone ever seen a kite before? Has anyone ever flown a kite? Where? When? With who? We will begin to ask ourselves the questions of how a kite flies and what is the perfect day to fly a kite.

Once we have made our wonderful kites, we will begin to look at instruction writing and write instructions on how to create a kite. What materials will we need? What is step 1, 2, 3, 4 etc? We will use our understanding of time vocabulary and bossy (imperative) verbs as well as the importance of using simple, precise language and in chronological order.

GPS:

Imperative verbs, verbs, capital letters, full stops.

Art Focus:

This week, students will focus on continuing their charcoal skills for the class art installation. This week, they will be creating a picture of an Edwardian Chimney sweep with focus on applying the skills of dark tones and smudging to create the effect of soot and dirt.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- to use a range of materials creatively to design and make products
- measure and begin to record the following: lengths and heights
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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]
- 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
- write sentences by: 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 pupils read aloud their writing clearly enough to be heard by their peers and the teacher
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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:

Reading Tree:

Reading Domain:

We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Maths:

Mary has so many places to be and is running late to help the children fly their kites! This week, students will explore telling the time to 'the hour' and 'half past'. First, students will create their own Mary Poppins clocks to understand what a clock looks like and recognise the hour and minute hands. Students will then practise making certain times (hour and half past) using their clock.

Now students have mastered this, Mary has given them clocks with times on with the times she needs to arrive at places. Can students recognise the time Mary has given them?

STEAM:

This week, students are turning into engineers as they create their own Mary Poppins kites! First, they will carefully choose what materials they need to use to fly the kite. Then with their Maths hats on, using their ruler they will carefully measure the correct amount of each material. Now it is time to get creative! Using various sticking materials, students will carefully craft their kites. Of course, they will follow their written instructions so their kite is practically perfect in every way. Now it's time to fly! Students will participate in their flying kite competition. Whose kite flew the highest?

Arithmetic:

Students will revisit number bonds to 20.

STEAM display:

Students will place their kites on display. Of course, there will be pictures of students demonstrating each STEAM step, including using their ruler to measure in cm.

- 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
- measure and begin to record the following: time (hours, minutes, seconds)
 - represent and use number bonds and related subtraction facts within 20



Friday 16th June

Learning Experiences

Friday Big Write:

This week we will examine the song 'Let's Go Fly A Kite' from Mary Poppins. What is this song about? What characters are singing in this film? How does the inclusion of music help us understand the story or develop it more?

Messy Maths:

Students will solve a series of practical hour and half past activities so Mary can arrive at her destinations on time.

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

This half term all year groups will be competing in our Greenside Sports Day event and so our PE sessions will work on developing key skills for the different events. These will include:

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees,

Skills:

- write sentences by:
 - 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
- measure and begin to record the following: time (hours, minutes, seconds)
- master 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

extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

WEEK 3 THEME/ Hook: Edwardian London NTS Tests Y1 Y3 Y4 Y5

Monday 19th June - Wednesday 21st June

Learning Experiences/Context of the film:

Mary Poppins is set in 1910 during the Edwardian era. London was very different during this time! This week, students will be looking at Edwardian London and think about the similarities and differences between London in 1910 and London now.

Immersion experience:

This week, students are transported back in time to 1910. They will learn about what London was like during the Edwardian era, focussing on what buildings were there like St Paul's and what buildings were not like the Shard. They will then be creating their own London Edwardian skyline. They will create a stunning watercolour background like a sunset followed by sticking black card of famous London buildings on top. Students' work will be hung on the washing lines to turn the classroom into Edwardian London.

English:

Writing Experience:

As part of our assessment week, students will return to their kite instructions to edit and publish their work. They will start by checking for grammar basics like capital letters and full stops. Once they have found these, they will add exciting adverbs to make their instructions more exciting.

Now they have done their editing, they will publish their work to create their kite instruction booklet. I am sure they will teach many people how to create a kite!

GPS:

Capital letters, full stops, verbs, adverbs

Reading Tree:

Reading Domain:

We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Maths:

This week, students will be completing their NTS tests. They will continue to warm up their Maths brains by revisiting counting in 2s, 5s and 10s.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- write sentences by:
- 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
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

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

STEAM:

This week, students will return to their kite and think about how their magical kite creations went. Did their materials allow their kites to fly high? Did they measure the materials correctly? What would they change if they were to create the kites again? What worked well? Once they have answered these key questions, students will complete their evaluation form, thinking about their kite and how effective they were.

Arithmetic:

Students will revisit doubling numbers up to 10/20.

Art Focus:

This week, students will revisit their printing skills to create a kite string printing picture. They will first carefully sketch a picture of a kite using pencil. Then, they will carefully add string over the top of the kite and use paint to create bright colours over the top. This will be hung from our classroom walls as part of our art attraction.

Writing display:

Students will add their published instruction booklets to the kite display.



- solve one-step problems involving multiplication

- to double numbers to 10/20
- to use technology for a purpose
- to use a range of materials creatively to design and make products

Friday 23rd June CPD Day

WEEK 4 THEME/ Hook: Suffragettes

Monday 26th June - Wednesday 28th June

Learning Experiences/Context of the film:

We will march! We will protest! We will fight for what is right! Together as a class, we will begin to look at what the Suffragettes were fighting for. We will create picket signs that we will use during our march across the school.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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Immersion experience:

All this week we will be writing newspaper articles about the suffragette movement and the protests that were happening. We will begin each day with an immersive experience of role play that will give students content for their newspaper articles. Day 1 - We will protest outside peacefully with picket signs. The newspaper article will be about spreading the message of 'deeds not words' and how women deserve the right to vote!

Day 2 - Palace Pandemonium- Students will watch the video of Emmeline Pankhurst being arrested outside of Buckingham Palace. Students will watch an interview of Emmeline as she explains how she has been wrongfully arrested. The newspaper article will be an interview about Emmeline.

English:**Writing Experience:**

The news of the Suffragettes has been picked up by the local newspaper agent of Greenside Primary School. Our reporters will be live on the scene to catch all of the action that is happening with the protests. Y1's will begin to take notes and report on what they are seeing live. When they return to the office (the classroom) it will be time to take those notes and turn it into a newspaper article.

We will explore the different features of a newspaper article such as:

- headline
- facts and information
- picture and caption
- reporters name
- name of newspaper

To offer another level of challenge, some students will begin to look at direct speech, and how that needs to be integrated into a newspaper article to help it be more interesting and exciting to the reader.

Our newspaper articles will come to life when we edit them and bind them together to make an entire class newspaper. So keep an eye out for the Greenside Gazette.

GPS:

Capital letters, full stops, exclamation marks, question marks, plurals (-es and -s)

Reading Tree:

Reading Domain:

We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1c identify and explain the sequence of events in texts.

Maths:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- write sentences by:
- 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:
 - 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
- measure and begin to record the following: mass and weight.

The Suffragette movement required women to carefully carry signs and different materials around to support their protest. These were very heavy and weighed different amounts! This week, students will explore the mass and weight of suffragette signs made from different materials. They will first weigh different materials and order them from heaviest to lightest. Once they have mastered the concept of heavy and light, students will look at different amounts and different items weigh in grams. Can students use their knowledge of numbers and weight to order these items from heaviest to lightest?

STEAM:

This week, students will turn to technology to complete their kite STEAM project. Students will be introduced to a new app called 'book creator'. They will use this to create a virtual step by step guide on how to create a kite. This week, they will be introduced to the key functions of the app and answer key questions. How can we use this app to showcase our STEAM work? What do we need to ensure that the work we produce entices an audience?

Arithmetic:

Students will revisit addition and subtraction missing number sentences e.g $5 + _ = 17$.

Art Focus:

This week, students will be focussing on the last part of the installation, photography. This will be inspired by our suffragette movement. Students will apply all their previous photography knowledge to take photos of our suffragette movement. Of course, they will use the black and white filter to showcase their editing skills and ensure it looks like a true edwardian photo!

Art display:

This half term, students will be creating a showcase of all art over the half term to create their classroom display.

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$.
- to use technology for a purpose
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Friday 30th June

Sports Day

WEEK 5 THEME/ Hook: Oh it is magic!

Monday 3rd July - Wednesday 5th July

Learning Experiences/Context of the film:

Mary Poppins had a bag full of magic items! This week, students will be thinking about the magic of Mary and deciding what items they would want as their magic item.

Immersion experience:

This week, students will be bringing in an item from home that is magic to them. As part of learning to 'think outside the box', students will get creative and think about what magical powers this item has. Students will work on their presenting skills as they persuade the rest of the class what makes their item magical. Then for the final masterpiece, the whole class will place their items into a suitcase to create a Y1 suitcase of magic.

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- write sentences by;
- 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.

English:**Writing Experience:**

This week, students will be thinking how to incorporate exciting connectives into their work by creating their own Magic Mary bag, they will list exciting magical items they would want in their bag. Once they have thought of these, they will need to justify why they have chosen that item by using connectives like 'because'.

Time to get publishing! Students will go back to their Suffragette newspaper and begin their 'purple pen' edits'. First they will go and check for grammar mistakes (capital letters and punctuation) before checking for spelling mistakes. Once they have completed this, students will publish their exciting newspaper for the whole of Greenside school to read!

GPS:

Capital letters, full stops, exclamation marks, adjectives.

Reading Tree:

Reading Domain: We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1d make inferences from the text.

Maths:

'Supercalifragilisticexpialidocious' is a special liquid. How much of it does Mary need to give Jane and Michael? Of course, Y1 can solve the answer! They will begin by recognising 'full, half full and empty' amounts. Once they have done this, they will order different medicine bottles according to capacity. How do we know which is the fullest? How do we know which is the emptiest? To challenge themselves, students will read different amounts in ml. Can they work out how much more medicine is in one container than another?

STEAM:

Now students have been taught how to use Book Creator, they will independently create their own virtual 'How to make a kite' book. They will start by adding a virtual title page followed by a page by page instruction of how they created their kite using all their best English writing and grammar skills. I cannot wait to see their final product!

Arithmetic:

This week, students will revisit finding 1 more/1 less than a number to 100.

- 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:
 - 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
- measure and begin to record the following: weight and capacity
- to find 1 more/1 less of a number

Friday 7th July

Learning Experiences

Friday Big Write:

This week we will examine the song 'Supercalifragilisticexpialidocious'. What does this song mean? Why are they singing it? How does this song make you feel? What is happening in the film when this song is being sung?

Messy Maths:

Time to get messy! Students will be solving a series of word problems related to capacity and measuring medicines.

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

Now that we've all competed in our annual sports day, the students are now competing against themselves to hit their personal bests! With only a couple of weeks left, can they reflect on the skills and techniques needed to improve in these events and beat their scores and times from sports day?

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwi

Skills:

- write sentences by:
 - 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#
- master 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
- measure and begin to record the following: mass and weight.

WEEK 6 THEME/ Hook: Time for Tea! DC6

Monday 10th July - Wednesday 12th July

Learning Experiences/Context of the film:

Mary loves a tea party, especially with delicious traditional English snacks! Of course, students in Y1 love to celebrate as well. This week, students will be having their own traditional tea party just like Mary.

Immersion experience:

Students will head into our Greenside kitchen and get cooking. They will create English delights from cucumber sandwiches to scones and cakes! Once made, students will head out onto the playground for their own English tea party. To aid this, they will of course create the perfect tea party decorations including English flag bunting and red and blue streamers. I cannot wait to taste this delicious food!

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- to use a range of materials creatively to design and make products
- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- 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

English:**Writing Experience:**

This week's writing will be a build up to the English tea party. First, students will create invitations to the tea party and focus on using persuasive language to encourage people to come. Then they will create menus for the tea party. In order to fully sell what students have made, they will focus on using similes to describe the food. I wonder what exciting descriptions they will come up with!

GPS:

Capital letters, full stops, exclamation marks, adjectives, similes

Reading Tree:

Reading Domain:

We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1e predict what might happen on the basis of what has been read so far.

Maths:

To help with the tea party, students will be recognising different notes (£5, £10 and £20) and coins (1p,2p,5p,10p,20p,50p,£1). Once confident recognising these coins, students will create different amounts using these coins and notes ensuring they do not get tricked out by using coins that do not exist! Finally, they will add different coins together to create new amounts so they can buy the food and decorations for the tea party.

STEAM:

This week, students will be completing their kite project by creating a quiz for Year 2. They will start by thinking of key questions they need to know to produce the kite, 'What materials are needed?' or 'How can I create the perfect measurements?' Now they have thought of their questions, they will create a google slide to share with Year 2. Year 2 will get their thinking hats on as they answer these STEAM questions. Of course to see how well Year 2 did, students will mark the answers to see if they are true kite experts.

Arithmetic:

Students will revisit solving multiplication number sentences using arrays.

- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 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 know the value of different denominations of coins and notes
- solve one-step problems involving multiplication



Friday 14th July

Learning Experiences

Friday Big Write:

This week we will dissect the song 'A British Bank' which is sung by Mr. Banks and his employers. What does this song talk about? Why are they singing in? How does this song make you feel? What emotions does it bring out in you?

Messy Maths:

Students will solve word problems involving coins and notes.

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

This half-term we will be working on our athletic skills, in preparation for our Greenside Sports Day. Our Athletics focus will be hurdles, standing jump and howler throw. Students will look at different techniques and strategies to help them prepare for these athletic events.

Skills:

- write sentences by:
 - 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
- recognise and know the value of different denominations of coins and notes
- master 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

WEEK 7 THEME/ Hook: A Big Day Out

Monday 17th July - Thursday 20th July

Learning Experiences/Context of the film:

Mary Poppins always loves to celebrate a day by bringing the children to the park. As a celebration to their learning, Y1 will be going on a trip to Hyde Park to fly their kites and sing Mary Poppins songs in the bandstand. What a way to end an amazing academic year!

Immersion experience:

Writing Experience:

Skills:

Independence	Organisation	Resilience	Reflection	Team Work
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- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- leaving spaces between words joining words and joining clauses using and

To end an incredible academic year, students will be participating in the ultimate Mary Poppins celebration. They will get the bus down to Hyde Park where they will fly their kites, have a picnic in the park and sing Mary Poppins songs at the bandstand.

English:

Students will start by looking at pictures from the Hyde Park trip and think about what activities they did. It was such a fantastic day, it would only be fair to share it with year 2! Students will write a recount of their exciting trip. To extend their vocab, students will use their iPads and QR codes to discover new and exciting adjectives to use in their writing. Now it is time to write the masterpiece! They will focus on using a variety of time connectives to ensure the writing flows. To challenge themselves further, they will focus on using similes to describe how they felt and what they saw.

GPS:

Capital letters, full stops, time words, similes. exclamation marks.

Reading Tree:

Reading Domain:

We will continue our reading tree sessions, where we read with students 3 times a week at their individual level.

Reading Domain: 1e predict what might happen on the basis of what has been read so far.

Maths:

In our writing, students will be recounting our exciting trip to Hyde Park. This weeks Maths will support this. Students will investigate ordering events (first, second, third, fourth, fifth). To start, students will have a Mary Poppins race. Which Mary can run through the finish line first? Each student will be given where they came in the race and place themselves in the correct order.

Once they have done this, they will place Michael and Jane's getting ready for school in the correct order. Of course they will need to match the sequence to the correct time word like 'afternoon' or 'yesterday'.

STEAM:

This week, students will participate in the ultimate Y1 STEAM quiz! First, they will think back through the year and think about the different STEAM projects they have worked on. Which was their favourite? What 5 facts have they learnt as a result of these projects? Once they have done this, students will participate in a team quiz to think about what facts they have learnt over the year. Who will be the ultimate Y1 quiz champions?

- 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' 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
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Arithmetic:
Students will revisit adding 10 onto any given number up to 100.

Friday 21st July

Learning Experiences

Friday Big Write:

This week we will examine the song 'Feed The Birds'. What does this song talk about? Why are they singing it? How does this song make you feel? What emotions does it bring out in you?

Messy Maths:

As our final messy Maths of the year, students will take part in the ultimate messy Maths quiz! They will work in teams covering concepts over the year to showcase what they have learnt in Y1.

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

Now that we've all competed in our annual sports day, the students are now competing against themselves to hit their personal bests! With only a couple of weeks left, can they reflect on the skills and techniques needed to improve in these events and beat their scores and times from sports day?

Throwing - Key techniques: Timing their run up, releasing at a 45 degree angle, using their other arm to help balance and as a guide, using explosive power from the whole body and following through.

Sprinting - Key techniques: Stable starting position, weight forwards, looking straight ahead, staying in the lane, elbows bent and pumping, accelerating over the finish line.

Standing Jump - Key techniques: Both feet on the edge of the line, swinging arms back and forwards to gain momentum, push off from low down at 45 degrees, extending from the knees fully, throwing arms through to fully extended, landing on both feet only stepping forwards.

Skills:

- write sentences by:
 - 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
 - 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