

Project on a Page

Term: Autumn

Year Group: 2/3



rigorous. engaging. authentic. learning.

Products- What are you going to do/ write/ create/ build?



Essential Question: Can we wish for a whole new world?

Project Summary - Chn to have a personal, community and worldwide wish to make the world a better place for their future.

Project Launch - The art, science and magic of Aladdin. Carousel of science and art activities linked to Aladdin.

Educational Visits/ Outdoor Learning (Forest School Links) - Burnside cinema, Apple Store

Driving Text -

Reading Spine Texts - 1 per term.

Project Specific Vocabulary- Aladdin themed vocabulary, disney and wishes.

Everyone Can Create- Photo, Video

SOLE Questions-

Deepening Learning Skills Focus- Curious and creative (art and DT), articulating (visits in local community and presenting assembly)

Project Tune- Experts - When?

Science Units to be taught this term- Animals including humans, working scientifically

Classroom Environment-

Watering Hole- Writing areas

Cave - Book Corner

Campfire-

Be Specific- How will multiple drafting be used to enhance your product?

Mini Outcome 1 - Wish in a Jar and donation to Make a Wish

Curriculum Area- Art and DT
PCMD Opportunity- Critique on Art skyline and design of Wish in a jar before children make product.

Mini Outcome 2 - Whole School and parent assembly

Curriculum Area- History and ICT

PCMD Opportunity- Critique on instructions

Mini Outcome 3- World Wide Wish Map

Curriculum Area- Science and Geography

PCMD Opportunity- Critique on diary entry to ensure science is included

Final, Real World Outcome / Lasting Legacy

To donate to the UNICEF shoe box appeal.



Immersion Inspiration:



Timeline	Milestones	<p><i>Opportunities to celebrate cultures and diversity:</i></p> <p>Focus on the differing lives of Aladdin and Jasmine. Why doe he steal from the marketplace?</p>
		<p><i>Career/ Entrepreneurial Opportunities:</i></p>
		<p><i>How have children's interested been planned for?</i></p> <p>A film the children enjoy has been used to inspire the themes of the project.</p> <p>REal life impact will help to motivate the children along with use of technology.</p>
		<p><i>Physical Education:</i></p>



Literacy Planning

Dates:

16th Sept - 4th Oct

Genre:

Poetry

Purpose/Hook/ Audience for writing linked to project:

Scavenger hunt to find clues describing mystery objects - can they match the clues to the objects?

kennings based on Aladdin

Genre Specific Vocabulary to be taught: :

Verb, adjective, phrase, sentence, capital letter, full stop, comma, finger space, hyphen, ascender, descender, poet, poem

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPAs and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- Poetry to be based around Aladdin theme of project
- Teachers to write/source simple Kennings poems

Key features included:

- Two words on each line
- Only use verbs and adjectives
- Cursive handwriting
- Ascenders and descenders
- CEW's.
- Spelling rule -ing and -ed

Challenge/Gold included:

- Up-levelled vocabulary
- Invention not following structure of WAGOLL

Evidence in books at the end of the Starting Piece Sessions:
Must be written

Piece of written work in books, which shows independent writing.

Session starter prior to reading:

Ideas:

Specific GPAs activity linked to GPAs used in this genre - to introduce a skill that children may pick up and apply independently quickly.
Specific GPAs required for any genre - practise and apply more independently skills required in writing.
Focus on verbs - game/activity
Vocabulary work - teach vocabulary beneficial for the genre.

How will the WAGOLL be read and discussed with the children?

Read Wagoll to children using expression.
Reading as a reader - What do they like about the poem?
Reading as a writer - What do they notice about the poem?

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Class to analyse a range of Kennings poems, highlighting key features evident in all of them.
Class will then work together to create rubric from.
Rubric in books to support independent writing.

What will the children write independently? (Theme for writing/topic)

Ch to write a Kennings poem about a person, animal or object from Aladdin

Support for children to be able to produce a starting piece for the genre:

Examples of Kennings
Pictures/video to support description
Word banks
Use of ipads to record ideas before writing
Use of dictionaries

Challenge:

Ch to up-level their vocabulary using the dictionary app on their ipad to find synonyms.

Ch to be able to identify whether the words are nouns or verbs and say why.

Use of alliteration

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPAs errors independently.

Focus for the reflection:

- GPAs - comma at the end of each line, finger spaces, handwriting

Challenge suggestions:

- Select specific GPAs objectives for year group to include.
- Questioning by adult - asking about GPAs, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improved vocabulary to include in writing.

Critique/feedback by:

Children to perform their completed poem. What did we like about the way in which they read? How could they improve their performance ready for their parent presentations?

Incidental Writing Opportunity to apply this genre: :

Ch given opportunities to explore poetry.



Literacy Planning

Dates:

16th Sept - 4th Oct

Genre:

Instructions

Purpose/Hook/ Audience for writing linked to project:

Ch to make biscuits/cakes to sell to raise money for Make a Wish Foundation - highlights importance of following instructions.

Genre Specific Vocabulary to be taught: :

Imperative verbs, adverb, time connectives, statement, questions, exclamation, command

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPas and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- How to make a wish - linked to project themed text.
- Teachers to write/source model information texts

Key features included:

- Title
- Imperative verbs
- Numbered lists
- Chronological order.
- Co-ordinating conjunctions.
- Prepositions
- CEW's.
- Time conjunctions.

Challenge/Gold included:

- Subordinating conjunctions.
- Different sentence types.
- Adverbs

Evidence in books at the end of the Starting Piece Sessions:

E.g - Piece of written work in books, which shows independent writing.

Session starter prior to reading:

Ideas:

Specific teaching of adjectives and verbs
Introduce children to more ambitious vocabulary - start to build word banks (working wall)

How will the WAGOLL be read and discussed with the children?

Instructions on making a wish using the lamp.
Read Wagoll to children using expression.
What do they notice about the instructions? Which parts are important to make sure the instructions are followed with success?

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Class to analyse a range of instructions, highlighting key features evident in all of them.
Class will then work together to create rubric from. Rubric in books to support independent writing.

What will the children write independently? (Theme for writing/topic)

Chn to write an instruction on how to make a wish independently.

Support for children to be able to produce a starting piece for the genre:

Model texts, talk for writing actions to support the learning of well known instructions.
Communicate in print/planning tools/maps.

Challenge:

Ch to up-level their vocabulary using the dictionary app on their ipad to find synonyms.

Chn to be able to identify whether the words

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPas errors independently.

Focus for the reflection:

- Spelling - which specific pattern? common exception words? High frequency words?
- GPas - which skill will they specifically check to see if they have made errors with? (example: capital letters and full stops).

Challenge suggestions:

- Select specific GPas objectives for year group to include.
- Questioning by adult - asking about GPas, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improve vocabulary to include in writing.

Critique/feedback by:

Focus on a small section of the instructions to improve.

Incidental Writing Opportunity to apply this genre: :



Literacy Planning

Dates:

16th Sept - 4th Oct

Genre:

Character Description

Purpose/Hook/ Audience for writing linked to project:

Links to Aladdin

Genre Specific Vocabulary to be taught: :

Descriptive language
Key adjectives

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPas and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- Teachers to write/source model character description.

Key features included:

- Ambitious vocabulary
- Extending sentences using conjunctions

Challenge/Gold included:

- Using new conjunction (year group specific).
- Use of figurative language.

Evidence in books at the end of the Starting Piece Sessions:

Write a character description on a character from Aladdin.

E.g - Piece of written work in books, which shows independent writing.

Session starter prior to reading:

Ideas:

Look at what an adjective is.
Generate ideas based on description of key characters.

How will the WAGOLL be read and discussed with the children?

Whole class read/on seesaw for children to re read.

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Annotated wagoll to support the features required in the rubric.

What will the children write independently? (Theme for writing/topic)

Character description of a character from Aladdin.

Support for children to be able to produce a starting piece for the genre:

Clips from similar Disney films.

Challenge:

Children to use year group specific adjectives.
Up Levelled descriptive language.

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPas errors independently.

Focus for the reflection:

- Spelling - which specific pattern? common exception words? High frequency words?
- GPas - which skill will they specifically check to see if they have made errors with? (example: capital letters and full stops).

Challenge suggestions:

- Select specific GPas objectives for year group to include.
- Questioning by adult - asking about GPas, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improved vocabulary to include in writing.

Critique/feedback by:

Gallery critique in small groups/peer feedback.

Incidental Writing Opportunity to apply this genre: :

Children to choose another character from a well loved film to describe.



Literacy Planning

Dates:

16th Sept - 4th Oct

Genre:

Diary Entry

Purpose/Hook/ Audience for writing linked to project:

Links to Aladdin

Genre Specific Vocabulary to be taught: :

Understanding past tense....ed endings suffixes

Session starter prior to reading:

Ideas:

How will the WAGOLL be read and discussed with the children?

Whole class read/on seesaw for children to re read.

Independent rubric: How will you gather evidence of what children think should be in the rubric from seeing this WAGOLL? How and where will it be evidenced and referenced in books?

Annotated wagoll to support the features required in the rubric.

What will the children write independently? (Theme for writing/topic)

A diary entry based on the feelings of different characters at specific times in the film.

Support for children to be able to produce a starting piece for the genre:

Children to write a personal diary entry of part of their daily routine.

Challenge:

- Subordination
- Emotional language

Writing Reflection:

Children to have time to reflect and look back on their piece of writing and check for any spelling errors and GPAs errors independently.

Focus for the reflection:

- Spelling - which specific pattern? common exception words? High frequency words?
- GPAs - which skill will they specifically check to see if they have made errors with? (example: capital letters and full stops).

Support suggestions:

- Communicate in print added to WAGOLL to support access.
- Vocabulary banks to support understanding word meaning.
- Spelling mats and dictionaries.
- Use of iPad to record sentences before writing.
- Choosing a more familiar topic/theme for the writing.
- Use of some dictation- adult reading out sentences to write so focus can be on the GPAs and sentence construction.
- Close activity - some parts of the text provided with some key features/words missing for the children to add.
- Record WAGOLL being read on seesaw.

Challenge suggestions:

- Select specific GPAs objectives for year group to include.
- Questioning by adult - asking about GPAs, vocabulary and sentence structure choices.
- Provide more complex vocabulary/ improved vocabulary to include in writing.

Critique/feedback by:

Gallery critique in small groups/peer feedback.

Incidental Writing Opportunity to apply this genre: :

Diary entry following a class trip

Step 1: Starting Piece.

WAGOLL/WAGOLLS being used for the genre:

Text being used/theme/topic etc.

- WAGOLL to be created by teachers.

Key features included:

- Dates
- Brief account of the W's.
- Hook
- A question for the reader
- Main paragraphs
- Chronological order
- First person
- Past tense
- Informal language

Challenge/Gold included:

- Subordination

Evidence in books at the end of the Starting Piece Sessions:

E.g - Piece of written work in books, which shows independent writing.

[illegible]

Chapter 1 Numbers to 1000

Y3

What is 100?

When counting in 100s, the 1 digit only keeps

Counting in 100s

Pseudo brackets - counting in tens and ones

What do you notice?

Maths Basic Skills

- 2s, 5s, 10s
- Doubling to 10
- Counting in 3s, 4s, 5s.
- H T O - place value
- comparing and ordering

Counting in hundreds, tens and ones.

Place Value

What pattern do you notice?

10 to 100

Always, Sometimes, Never

- the ones digit only changes

Number patterns

100 more

100 less

Number tracks

Misconception: Forget 0 for tens

405 \rightarrow 45

Comparing and Ordering numbers

< >

When comparing numbers, we look from left to right

543
421
348

When counting in 50s the number ends 50 or 100.

Number patterns

1 more
10 more
100 more

Counting in 5s and 10s

Maths Books

How many Jelly Beans?

The Farmer's Dream.

A place for zero

Revision

Step Sequence to achieve outcome

Dates: 2nd Sept-23rd Sept (4 weeks)

How will outcome be presented? Mini exhibition

Mini Outcome

Wish in a Jar and donation to Make a Wish

EVERYONE CAN PHOTO

Create marketing materials to persuade parents to donate to 'Make a Wish'

Evaluate final product

Create a silhouette of the Arabian skyline.

Make Wish in a Jar.

Critique and feedback on design.

- Understand vocabulary of DESIGN MAKE & EVALUATE
- Principles of critique
- Be able to select tools and use them appropriately
- Know what makes a product look attractive
- Names and properties of different materials

Design a wish jar to share their personal wish.

Name and describe the properties of simple materials and give reasons as to why they might be suitable to use in their product.

- What is a silhouette?
- Famous artist using silhouettes and why these pictures are effective
- What are primary colours? How can they be used to make secondary colours?
- Principles of critique

Look at a range of products and give opinions on what makes them appealing and purposeful.

- What is an app and what can they be used for
- What is a website and how to use one for information retrieval
- What a quality photo looks like

Make a wish and upload 'All about me' on Seesaw and create a physical wall of wishes.

Curriculum Areas: Art, D&T and ICT

Knowledge required to achieve the outcome

Step Sequence to achieve outcome

Dates: 30th Sept - 21st Oct (4 weeks)

How will outcome be presented? iMovie

Mini Outcome

Share our iMovie to show others how to make wishes come true within the local community

EVERYONE CAN VIDEO

Revisit Bewick Lodge to continue to share stories and our skills with residents. Collect community wishes from residents. (Recording)

Research key facts from the stories they have been told to help their depth in understanding

Visit Bewick Lodge to find out residents stories of how life has changed and learn skills.

What is the past? How was our local area different?

What is the present and what is our local community like now. (Heritage trail)

Curriculum Areas: History

- What is the past and how is it different to the present
- What is our local community and how has it changed

Knowledge required to achieve the outcome

Step Sequence to achieve outcome

Dates: 4th November-16th December

How will outcome be presented? Display in classroom

Mini Outcome World wide wish wall

Equality and diversity.
British values

Quality of life in different places. What needs to change to make the world equal? Wish for people around the world

Know the importance of exercise, healthy eating and hygiene

What do animals need to survive

Comparing countries and continents.
Explaining how they differ and give reasons as to which they prefer.

Capital cities and knowledge of places.

Identify places on maps

- What animals need to survive
- Know the importance of exercise healthy eating and hygiene
- What is a skeleton
- Name human bones in the skeleton
- What is a muscle
- Function of skeletons and muscles

- What is a continent? Name 7 continents
- What is an ocean? Name 5 oceans
- What is a city? What is a capital city? Name Capital cities.
- What is the northern hemisphere. What is the southern hemisphere
- What is a European country
- Tropic of Cancer, Tropic of Capricorn and the Greenwich meridian
- Facilities in villages, towns and cities

Curriculum Areas: Geography and Science

Knowledge required to achieve the outcome