

Project on a Page

Term: Summer

Year Group: 1



rigorous. engaging. authentic. learning.

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



Essential Question: "How can we solve the mysteries of Year 1?"

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

Project Summary- To use key texts to solve mysteries set up in the classroom. To use their knowledge to create mystery story boxes to set up a mystery story in another school to share their learning. To become confident in using story language and the structure of stories when creating own narratives.

Project Launch- Wood pile and gruffalo footprints in the classroom. Who has been here? Children to take a walk in the deep dark wood during forest school and collect facts about the woodland where the Gruffalo lives. Read the Gruffalo story. Listening walk in the forest - what would the Gruffalo hear?

Educational Visits/ Outdoor Learning (Forest School Links)
Gruffalo trail in forest school; Rising Sun; House of Objects; Tynemouth Priory; Delaval Hall

Driving Text -
Reading Spine Texts – Beegu
Maths Text –

Project Specific Vocabulary- ,
Deciduous, evergreen, stem, roots, leaf, flower, seed, email, blog, website, bookmark,, internet, rhythm, split pin, quill, alien, space, planet, forest, dragon, egg, mystery,

Everyone Can Code / Everyone Can Create- Sketches School to draw pictures of Tynemouth Priory and Castle.

SOLE Sessions (planned questions- from ch.s interests)-

Deepening Learning Skills Focus- Creative, curious,

Project Tune- Experts - Mrs Elliot,

Lasting Legacy- Schools use the mystery story boxes within their own literacy lessons.

Classroom Environment- . Watering Hole- working areas Cave- den, cosy, room Campfire- carpet

Final Outcome / Grand Exhibition- Children to host a mystery story session at another school.

Outcome 1 – To write recipes to make and host a cake sale.

Curriculum Area- Literacy / DT

Extended writing opportunity- shopping lists

PCMD Opportunity-

Outcome 2 - Creating a habitat for a mystery creature.

Curriculum Area- Science / DT

Extended writing opportunity-

PCMD Opportunity-

Outcome 3- Children to create the resources needed for mystery boxes

Curriculum Area- DT

Extended writing opportunity-
instructions

PCMD Opportunity-



Immersion Inspiration:

Timeline	Milestones	<i>Opportunities to celebrate cultures and diversity:</i> Looking at Christianity and stories from the Bible. 'Language Day'.
Wc 3.5.19	Visit the Library	
13th May	Visit Newcastle Castle	
wc 3.6.19	Tynemouth Priory and Castle	<i>Career/ Entrepreneurial Opportunities:</i> Drama and Role-Play, writing and performing, art and design.
wc 3.6.19	TBC - Visit to House of Objects @Discovery Museum	<i>How have children's interests been planned for?</i> The children love fantasy stories and using their imagination. We have chosen key texts to hook their imagination and will have mysteries to solve relating to each book so they can be engaged practically. There will be the opportunity for role-play, art and design and music.
		<i>Physical Education:</i> Games and Multi-Skills

Maths S-Plan -

Chp 12: Multiplication.

Prior knowledge
counting in 2s, 5s, 10s

1. Making Equal Groups.



Subitising
Variation
which is best?

STEM - "Equal groups have the same amount"

S: Concrete resources
cubes

C: Use pictorial representations
and begin to understand
corresponding number
sentences.

Show what an equal
group looks like (w.d.u)

Vocab
multiply
times
groups
lots of
variation
rows
adding
Subitising
amount.

2. Adding equal groups
S: real objects, STEM: "You are looking for"

C: Comparing equal / unequal groups
explain how to make equal and why.
Show as a number sentence.

STEM - "Equal groups have the same
number but can look different"

3. Making equal rows.

Visual explanation of a row
misconception: column.

S: concrete resources / pictorial
representations.

STEM - "A row is a
line across"

C: Commutative Law:
Are 3 rows of 6 the
same as 6 rows of 3?
Show me.

STEM - "Doubling is two groups
of the same amount"

4. Making doubles.

S: low numbers, 10 frames, cubes,
pictorial representations.

C: Prove using pictures / ten frames.

Challenge:
Variation.

5. Solving word problems.
Pg 45-47
S: Concrete resources.

C: Commutative law:
Mindwork out pg 47.
Annotate word problems
with number sentences /
pictorial representations.

7. Stick with 5 marshmallows
How many?
How many groups? Equal rows?

different ways
of
showing this?

I know how to:

- make equal groups
- add equal groups
- Solve word problems
- Show what multiplication is

$$\begin{array}{l} 1 \times 2 = \quad \quad \quad \\ 2 \times 2 = \quad \quad \quad \\ 3 \times 2 = \quad \quad \quad \end{array}$$

Chp 13: Division.

Prior learning
- 2, 5, 10
counting

1. Grouping Equally
Pg 55-56
S: counters / cubes

C: what would you
do if these were 1 less?
Could you still put 2 in
each box?
Show me!

Vocab
Sharing, dividing,
equal, groups,
even number.

2. Sharing equally- pg 57-61
S: Counters, cubes; one object at a
time into a group.

C: Show random arrangements and share
by circling.

Prior knowledge
counting 2s, 5s, 10s

1. Making Halves Pg
S: folding + fine motor skill
Support: Cut and put
on top of each other.

STEM - "A half is one
of two equal parts."
"Halving is making
two equal parts"

C: 3 or more ways of
folding a square in
half.
- Prove two halves are the
same size. Show it.

2. Making Quarters. Pg
four equal parts
STEM - "Quartering is making four
equal parts."

S: folding + fine
motor support: size of paper.

C: 3 or more ways of folding
a square into quarters?

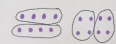


Can you find a
quarter of a circle?
Show me! Fold it

3. Sharing and Grouping
Pg 71-73.

S: Visual representation of the
numbers split into 4 equal
groups. Each group labelled
as 1/4.

C: If half of 12 is 6, what is a
quarter?
Show me!



extension: (Nrich maths org)

- * Fair feast
- * Halving
- * Happy Halving

Literacy

To introduce new rhyming words to parts of the Gruffalo to innovate the story and make it my own.

Guided Reading Skill:

To read words with contractions I'm, I'll and we'll and understand the apostrophe represents the omitted letter.

Guided Reading Text:

The stone giant

Writing Genre:

Poetry

WAGOLL:

Extract from the Gruffalo

Reading Objectives-

Begin to understand how written language can be structured in order to build up surprise.
Make connections between texts.

Writing Objectives:

To write for a widening range of purposes.
Show indication of basic purpose to the reader.
Re read what they have written to check it makes sense.
To use an increasing variety of phonetically plausible vocabulary attempts.

Weeks 1 and 2

(23.4.19 - 3.5.19)

Question- Who took a stroll in the deep dark classroom?

Outcome- Record children reading an innovated version of The Gruffalo.

PPA - Wed am
Forest School and PE
Coach - Wed am
PE - Monday and
Wednesdays.

Trips and Visits

Library.

Project Launch Wednesday 24th April

Wood pile and gruffalo footprints in the classroom. Who has been here? Children to take a walk in the deep dark wood during forest school and collect facts about the woodland where the Gruffalo lives. Read the Gruffalo story. Listening walk in the forest - what would the Gruffalo hear?

MUSIC

I know how to make different sounds with my voice and with instruments.
I know how to repeat short rhythmic and melodic patterns. I know how to follow instructions about when to play and sing.

Literacy

To write an innovated text, how to catch a dragon.

To prepare and follow a recipe to help make cakes for our cake sale.

Guided Reading Skill:

To retell key stories, fairy stories and traditional tales and consider their particular characteristics.

Discuss word meanings, linking new meanings to those already known.

Guided Reading Text:

How to catch a dragon

Writing Genre: Non fiction - Instructions and recipes

WAGOLL: - How to catch a stone giant

Reading Objectives-

Make connections between texts, I know these are instructions because...

Show awareness of the organisation of texts.

Writing Objectives

To join clauses using and.

To show some simple connections between ideas/events. E.g. use time connectives then/so.

Write for a widening range of purposes, recipes, instructions.

Use planning tools e.g map.

Weeks 3, 4 and 5
(6.5.19 - 24.5.19)

Question- How can we catch the mystery visitor?

Outcome- Instructions on how to catch a dragon.

PPA - Wed am

Forest School and PE Coach - Wed am

PE - Monday and Wednesdays.

Trips and Visits

North Shields Library

Science

Plants:

Working Scientifically: Identifying and Classifying, using their observations and ideas to suggest answers to questions. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

Literacy

I can write my own version of a fairy story using a story mountain for support.

Guided Reading Skill: Inference

Answer how and why questions about their experiences in response to stories or events.

Make predictions.

Use prior knowledge to make inferences.

Guided Reading Text:

The Egg

Writing Genre

Fairy stories

WAGOLL:

Create a WAGOLL following our trip to Newcastle Keep.

Reading Objectives-

Retell key stories, fairy stories and traditional tales and consider their particular characteristics eg. Once upon a time.

Writing Objectives

To use descriptive language.

Use formulaic phrases to indicate the start and end of a text.

To use some variation in sentence openings.

To use capital letters, finger spaces and full stops.

Use planning tools, story mountain.

To write for a widening range of purposes.

Weeks 6, 7, and 8

(3.6.19 - 21.6.19)

Question- Where do our mystery visitors come from?

Outcome- Create a habitat for our creature.

Trips and Visits

Tynemouth Priory

House of Objects @ Discovery Museum

Art and DT

I know how to show how people feel in paintings and drawings. I know how to create moods in artwork. I know how to use pencils to create lines of different thickness in drawings. I can name the primary and secondary colours.

I can use my own ideas to make something.

I can describe how something works.

I can make a product which moves.

I can make my model stronger.

I can make a simple plan before making something.

Literacy

I can find out about and write facts about castles.

Guided Reading Skill:

Background knowledge

Guided Reading Text:

Summer storm

Writing Genre:

Non fiction - Facts

WAGOLL:

Information factsheets produced following our trip to Newcastle Castle.

Reading Objectives-

Read aloud books that require them to use their developing phonics knowledge and their knowledge of common exception words.

Writing Objectives

To use an increasing variety of phonetically plausible vocabulary attempts.

To show some indication of basic purpose.

To write for a widening range of purposes.

Re read what they have written to check it makes sense.

Weeks 9
(24.6.19 - 28.6.19)

Question- How can we share a mystery with others?

Outcome- Recount our visit to the castle.

PPA - Wed am
Forest School and PE Coach - Wed am
PE - Monday and Wednesdays.

Trips and Visits

Seaton Delaval Hall

ICT

I understand the different methods of communication (eg: emails)

I know that bookmarking is a way to find safe sites.

I know that personal information should not be shared online,

I know that I should tell an adult immediately if anyone tries to meet me via the internet.

I know what to do if I find something inappropriate online or something I am unsure of.

I use the internet for learning and communicating with others.

I send and receive emails as a class.

Literacy

To write a letter inviting others to share our interest boxes. Children will write to other schools.

Guided Reading Skill:

Begin to understand how written language can be structured in order to build surprise in narratives.

Guided Reading Text:

Extracts from The wishing Chair

Writing Genre: Letter

WAGOLL:

A letter to Bewick Lodge

Reading Objectives-

Make connections between texts e.g. 'This is a traditional tale because there's an evil witch; a bad wolf.

Writing Objectives

To understand which letters belong to which handwriting families.

To show some indication of basic purpose.

To write for a widening range of purposes.

Re read what they have written to check it makes sense.

Weeks 10, 11 and 12
(1.7.19 - 19.7.19)

Question- How can we inspire others to solve mysteries and become creative writers.

Outcome- To create a mystery story prop box to share with schools.

PPA - Wed am
Forest School and PE Coach - Wed am
PE - Monday and Wednesdays.

Trips and Visits

Grasmere, Denbigh, Richardson
Dees, Howdon and Wallsend
Library.

French

I join in with songs and rhymes; I respond to a simple command; I answer with a single word; I answer with a short phrase; I name people; I name places; I name objects

Language Day!

RE

The Lost Sheep (Christian Values). Christianity, The Church it's function and symbolism