

<p style="text-align: center;">Overview of unit of learning:</p> <p>During Summer 1 - Yellow Group's topic will be <i>Go Wild!</i> Children will use the story of <i>Where the Wild Things are</i>, by Maurice Sendak, as a stimulus to provoke their own imaginations.</p> <p>The genre of fantasy will mould the children's own fictional writing, which will be used to create spoken word, written stories, performance and animation. The children create their own characters, settings and plots and use ideas, alongside taught art and ICT skills to develop these further.</p> <p>Scientific investigation and enquiry will support the children's exploration of fantasy and real-worlds created by famous authors, directors and play-writes as they draw comparisons between theatre, books and films.</p>		
<p>Resources:</p> <ul style="list-style-type: none"> • I-pads • stop-motion software • copies of; <i>Where the Wild Things are</i> - Maurice Sendak, • Maps of local area • Maps of islands • Globes • Clay • Dictionaries • Thesaurus' • Properties of materials Kit • Sketching pencils • Sketching paper • Fractions Resources from Maths Resources 		
<p style="text-align: center;">Key Vocabulary:</p> <p>Fiction, fantasy, imagery, drama, diary, synonym, thesaurus, stop-motion, animation, sequel, mischief, describe, compare, scene, properties, materials, investigate, fair-test, characters, setting, plot, predict, fraction, decimal, percentage, equivalent, percentage, discount, solve, calculate,</p>		
Topic	English	Maths
<p><u>Local Knowledge</u></p> <ul style="list-style-type: none"> • Look at our local area; focus on climate, and extreme weather • Cause and effect - Global Warming • Develop map skills to locate and pin-point areas that have experienced extreme weather 	<p><u>Where the Wild Things are</u></p> <ul style="list-style-type: none"> • Write a sequel story - what mischief could Max get into now? • Synonym / dictionary / thesaurus work • Descriptive writing; describe your "Wild Thing" • Diary Entries personifying Max <p><u>Genre - Fantasy</u></p>	<p><u>Fractions, Decimals and Percentages</u></p> <ul style="list-style-type: none"> • Revise comparing fractions with related denominators using equivalence. • Revise comparing fractions with unrelated denominators using equivalence • Know decimal equivalents for halves, quarters, fifths, tenths and hundredths. • Recognise equivalent fractions, decimals and percentages. • Use mental division strategies to find unit fractions of amounts.

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<ul style="list-style-type: none"> • Use statistical data to draw conclusions about changes in weather and describe what extreme weather looks like in our area. <p><u>Place Knowledge / Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Use map skills to locate and identify other islands • What is an island? • What are the different types of island? continental (1), tidal (2), barrier (3), oceanic (4), coral (5), and artificial (6). Continental islands) • Compare and contrast our island (UK) to other islands • Using weather reports; t.v., internet, newspapers etc, look at weather conditions on islands. • What does extreme weather look like on these islands? <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Compare to other fantasy stories; <i>The Chronicles of Narnia</i> (Class read; Guided Reading) <i>Fantastic Beasts and Where to Find them</i>, <i>How to train your Dragon</i>, • http://www.literacyshed.com/the-fantasy-shed.html • Look at clips from the films alongside scenes from the books and compare; use of language, changes in plot, character descriptions, changes to setting etc. <p><u>Drama/Animation/Performance</u></p> <ul style="list-style-type: none"> • Re-enact scenes from the film, can you adapt to suit your sequel story? • Create own stop-motion films; write the scripts, storyboards, directors notes 	<ul style="list-style-type: none"> • Find percentages of amounts. • Find non-unit fractions of amounts. • Use mental division strategies to find non-unit fractions of amounts. • Find fractions, multiply and divide to solve word problems. • Calculate and interpret the mean as an average.
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Art and Design	ICT	Science
<p><u>Where the Wild Things Are</u></p> <ul style="list-style-type: none"> • Sketch animals to support creating wild things • Design your own "Wild Thing" • Use clay to create our own stop-motion action figures • Sketch, paint/design set pieces for stop-motion films <p><u>Green Screen/Recording Equipment</u></p> <ul style="list-style-type: none"> • Design and create set pieces/props to support film-making <p><u>Geography Focus</u></p> <ul style="list-style-type: none"> • Sketch Landscapes • Depict Extreme Weather; sketching/painting/watercolours/collage/photo-editing 	<p><u>Stop Motion Animation</u></p> <ul style="list-style-type: none"> • Chn will use their own art work, stories, scripts etc to create characters, plot and setting and use stop motion programmes to create their own animations <p><u>Green Screen/Recording Equipment</u></p> <ul style="list-style-type: none"> • On a trip to the CLC - chn will use recording equipment, including green screen, to film, direct, star-in and edit their own short, fantasy films. <p><u>E-Safety</u></p> <ul style="list-style-type: none"> • Chn will continue to learn about the importance of staying safe online and how to identify and report dangerous misuse of ICT equipment and online forums. 	<p>Children will begin by investigating the boat Max's uses to travel across the sea in Where the wild things are.</p> <p>They will;</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

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R.E/S.M.S.C	Educational Visits
<p><u>Topic Related</u></p> <ul style="list-style-type: none"> • Look at how Max was feeling in the story; why did he create "Where the Wild Things Are"? • Arguing with loved ones; how does this make us feel, how do we react, how do we make it better/put it right? • What do the "Wild Things" do that is not acceptable in our society? Why? • Max makes 'mischief'. What does this mean? • Look at the characters' expressions in the illustrations and discuss how they are feeling at each point in the story. • Max gets sent to bed when he makes mischief. Discuss what consequences are and how they result from our actions <p><u>Coaching and Mentoring</u></p> <ul style="list-style-type: none"> • Chn will identify their own behaviour targets in line with the expectations and guidelines of the setting • Staff will support chn in finding ways to help themselves in achieving set targets • Chn and staff will work together to identify barriers to learning and strategies that will help learners progress more successfully. 	<p><u>T.V. and Recording Studio</u></p> <ul style="list-style-type: none"> • On a trip to the CLC - chn will use recording equipment, including green screen, to film, direct, star-in and edit their own short, fantasy films. • Newcastle Skills Centre Phone: 0191 2782963 Email: skills.Centre@newcastle.Gov.Uk