Neverland

Synopsis:

Synopsis: Children use the Peter Pan story as a stimulus. The Disney version of book and film is ideal. They use this to sequence and write a narrative about the children's journey from their home in London to Neverland.

In History, children explore homes over time (comparing Edwardian houses to modern houses).

In D&T, children create a 'pop-up' scene from the story.

Curriculum areas: English, History, Art, D&T and Computing

Length of theme: 6 weeks

History

Learning Sequence:

Walk around Atherstone and look for older/newer houses

 Provide different images of houses and order them – older to present (what do you notice / why did you order them this way?)

 Add images of houses to timeline as a class

 Provide pack of historically-valid questions about houses (What are they made of? How many do you think lived in there? Do you think they had electricity?) and answer using evidence

 Compare a house from images provided to a typical modern house. What do you notice? Which would you rather live in and why?

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Historical Concepts	Develop understanding of local history eg historical events, people and places
Stories & Sources	Use artefacts, pictures, stories and online sources to find out about the past
Historical Questions	Ask some questions about the past
Historical Vocabulary	Use historical vocabulary eg past, present, long ago, timeline

D&T

Learning Sequence:

 Share a variety of pop up books and discuss how they work & why we enjoy them

 Explore different simple mechanisms for pop up using card / paper as main medium

 Design and draw a character and scene from book – using ICT if possible

 Recap on cutting skills by using different materials / tasks

 Create final pop up scene

Design	Design simple products that work and look appealing
	Discuss and draw ideas and use ICT to communicate
Evaluate	Explore existing products eg home, school
	Discuss own ideas and designs
Technical Knowledge	Explore simple mechanisms

Make	Use a range of materials and components eg construction, textiles and ingredients
	Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish

Writing

Learning Sequence:

 Share images of Neverland with the children

 Gather adjectives about what they see to create noun phrases eg thick, green bushes; vast, silver lake.

 Role-play / hot-seating their chosen character as they arrive in Neverland to generate character descriptions.

 Remind children about features of a story (covered in The Queen's Hat) Beginning/middle/end

 Share a good example with children so they can magpie the features and any rich vocabulary

 Using a story map frame, plan the story

 Use story map/adjectives and noun phrases/character descriptions to write simple narrative.

Language & Vocabulary	Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing
	Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)
Plan, Draft, Edit & Evaluate	Say out loud what they are going to write about
	Compose sentences orally before writing
	Re -read what they have written to check it makes sense
	Discuss what they have written with teacher/pupils
Grammar & Punctuation	Leave spaces between words
	Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark
	Use "and" to join words and clauses
	Use capital letter for names of people, places, days of the week and pronoun I
Text Structure & Features	Become familiar with and retell key stories, fairy stories and traditional tales
	Recognise and join in predictable phrases and use these in their writing
	Sequence sentences to form short narratives
Transcription	Spell words containing the 40+ phonemes, common exception words and days of the week
	Name letters of the alphabet
	Add suffix –s and –es to create plural nouns/3rd person singular for verbs
	Use –ing, -ed, - er and –est where root word remains unchanged
	Write from memory simple sentences dictated by the teacher
	Sit correctly at table holding pencil correctly
	Begin to form correctly - oriented lower - case letters, capital letters and digits 0 - 9