



Tuesday

Synopsis:

The picture book, Tuesday, is the stimulus for this theme. Children develop their understanding of figurative language and cohesion to write a narrative based on the frogs' journey. In Art, children use drawing and painting to suggest mood to emulate an illustration from the book.

Geography

Learning Sequence:

Discuss frogs' journey to and through the town

Share map of own town or city with children – imagine the frogs travelled through our town, how could we plot their route? What would they see on their travels?

Children plot a route for the frogs using local maps / OS maps and use this to sketch the human / physical features

Recap symbols on OS map – what do they mean?

Recap 4-point compass directions and develop understanding to include 8-point compass eg. north-east, south-west etc.

Allow children to have hands-on, practical experience of compasses eg. perhaps 'becoming' the frogs and have to navigate a route around school / local area

Introduce 4-digit grid reference to help locate things on a map. Challenge by introducing 6-digit grid reference

Use this knowledge of OS map symbols, compass directions and grid references to plot route for the frogs

Skills & Fieldwork

Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world

Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length

Use 8-point compass, grid references and Ordnance Survey maps

D&T

Learning Sequence:

Research digital and electronic games where objects appear to float

Consider the functionality and aesthetics of games and comment on how easy / hard it is to play

Use research to generate own design for a game based on the events in Tuesday

Communicate design in a range of ways, clearly identifying audience and explaining goal of game

Select appropriate hardware and software to create game (see Computing Appendix for further guidance)

Evaluate and adapt game throughout process to ensure optimum outcome / product

Design

Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams

Use research to inform design and generate own design criteria

Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing

Confidently take calculated risks to become innovative, resourceful and enterprising

Technical Knowledge

Drawing on disciplines & making connections to wider subject areas, apply understanding of computing to program, monitor and control products

Art

Media & Materials

In drawing, use a range of pencils to begin to develop personal style, drawing on the work of other artists for inspiration

In painting, use watercolours to suggest mood

Capture artistic process in sketch book

Science

Learning Sequence:

Discuss images from story where frogs are floating through air and swimming in water

Use this as a stimulus to introduce air and water resistance

Mind map what children already know about forces, gravity etc

Decide on the best type of scientific enquiry to find out about air and water resistance (see Type of Scientific Enquiry in Resource Pack)

Children formulate scientific questions to answer and set up test eg. Does the size of an object affect how quickly it falls through air? Make sensible, informed predictions

Decide what to observe / measure and how to record results. Emphasise accuracy and reliability data eg. repeating the test more than once

Present findings in a range of ways

Draw conclusions and make links to real life examples eg. streamlined boats travelling through water; Olympic bikes, helmets and other kit streamlined to move more quickly; shape and size of parachutes etc

Make Observations

Independently decide which observations to make

Ask Questions

Use science experiences to plan different types of enquiry

Gather Data

Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs

Report and present findings from enquiries, examining causal relationships and reliability of results

Analyse Data

Use test results to make predictions to set up further tests (comparative/fair)

Identify scientific evidence that has been used to support/refute arguments

Use Equipment

Take measurements using a range of scientific equipment with accuracy and precision

Writing

Learning Sequence:

Share book with children and discuss the fact there are no words. What is pupils' response? How does this enhance / affect the narrative?

Could also watch animation of story, considering plot and how illustrations convey atmosphere

Consider and retell the story from different view points eg. detective, frog, dog etc. How does this affect language and content?

Using illustrations from book, children generate effective words and phrases to describe what they see / what is happening

Encourage children to recall and apply previously-taught figurative language skills (see Sorting Game in Resource Pack).

Add own examples

Develop understanding of effective metaphors and personification, exploring real examples and magpie-ing those which children like best

Using the sequence of the images from book, children generate ideas for narrative for each one, considering upskilling certain words and applying more effective synonyms using dictionary and thesaurus to support

Consider cohesion within sentences (using conjunctions) and between ideas and paragraphs (using adverbials – adverbs, adverbial phrases, subordinate clauses)

Draft, edit and upskill narrative to produce final product

Share story and discuss plot

Children imagine they are the detective who discovers the lily-pads on the ground the following morning

Introduce adverbs and modal verbs for possibility eg The frogs must have been flying because...They might have gone to... Perhaps,...

Role-play detective / reporter going door-to-door and interviewing witnesses eg. man in the kitchen, old woman in her armchair. Note down witness statements

Consider features of journalistic writing: headline, by-line, introduction paragraph (5 W's), main article, quotes and explore real examples of these

Relative clauses to add more information about the preceding noun eg. The man, who had been sitting in his kitchen at around 12am, reported seeing small, green objects floating past his window.

Plan journalistic writing about the events in the book, including the features above, remembering to use inverted commas for direct quotes

Ensure children use a wide range of sentence types

Language & Vocabulary

Become familiar with the language of writing eg figurative language, imagery, style and effect

Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Use dictionaries (and thesauruses) to check meaning of new words/language

Plan, Draft, Edit & Evaluate

Use dictionaries to check the spelling and meaning of words

Identify audience and purpose of writing

Note and develop initial ideas drawing on reading

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Assess effectiveness of own and others' writing

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Grammar & Punctuation

Use relative clauses with relative pronouns who, which, where, whose, that, when

Indicate parenthesis using brackets, dashes and commas

Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)

Build cohesion within a paragraph

Use expanded noun phrases for accuracy

Text Structure & Features

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing

Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure

In fiction, consider how authors develop character and setting

Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures

Transcription

Write legibly, fluently and with increasing speed

