

Literacy

**Class Text: Ug's Trousers** by Raymond Briggs

**Genres:**

**Revision of a variety of genres  
(fiction, novel, children's literature)**

**Journey 1: Narrative**

**Immerse**

- Focusing on the character 'Ug' and his desire for better trousers. Discuss the setting of the Stone Age and begin to question similarities and differences in the environment then and now. Introducing key themes to develop positive attitudes towards reading and comprehension.
- Reading further into the text focusing on descriptions of the Stone Age. Consider what daily routines and life would look like in the Stone Age. Focusing on the story's setting, looking at how language, structure and presentation contribute to meaning.

**Analysis**

- Discuss the characters in depth, inferring feelings, thoughts and motives through actions and dialogue.
- Look at how the author describes the Stone Age setting, how can language create an image in the reader's mind?

**Skills**

- Infer key ideas and information from the text and use this to form predictions of what may happen next.
- Recognise literacy devices such as similes, powerful adjectives and imagery.

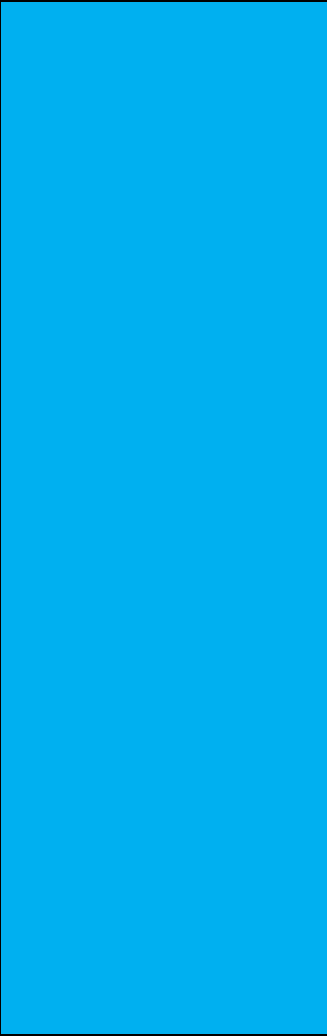
**Plan**

- Plan a character description, using adjectives and descriptive language to convey a character's appearance and personality.
- Plan a day in the life of that character, using who, what, where, when, why, how, and the five senses to inspire and extend pupil's writing.

**Write**

- Write a specific and detailed character description that focuses on character traits, feelings and physical appearance, using powerful adjectives and descriptive language.
- Write what a day in the life of somebody living in the stone age would be; using imagination and research to construct a convincing diary entry.

**Edit**

- 
- Self and peer-marking of character descriptions using resources such as model texts and thesauruses to revise chosen descriptive words and adjectives.
  - Enhance imagery through viewing additional videos, images and artefacts related to the Stone Age, pupils then add or adjust information included in their entries.
  - Proof-read for spelling and punctuation errors.

## **Journey 2: Writing a Fictional Narrative**

### **Immerse**

- How does 'Ug' interact with his family? Look at how dialogue impacts tone and volume and how this can be conveyed through text.
- Focus on Ug designing his new trousers, how is his thinking different to others? Explore theme of thinking differently and innovatively.
- Reflect on the story and the character's journey. Summarise and reflect what pupils think of the story to build positive attitudes towards reading and comprehension of the text. Ask relevant questions to extend their understanding and knowledge.

### **Analysis**

- Analyse dialogue that indicates personality traits and relationships between characters.
- Analyse the development of the character, where does the character succeed and struggle?
- Discuss the overall message of the story, what key messages or themes was the author communicating through the story?

### **Skills**

- Write dialogue with the correct punctuation.
- Write to convey a theme.
- Apply literacy devices including similes, powerful adjectives and imagery.

### **Plan**

- Plan an interaction between characters using dialogue that reflects personality and unique thought processes.
- Plan for a narrative using a story mountain that shows application of a key theme, challenges (dilemma) and successes (resolution) and literacy devices.

### **Write**

- Write effective dialogue which is used intentionally. Consider how dialogue can evoke emotion, reveal characters' thoughts and feelings and how this can be used as an effective tool for building tension within a story.
- Write a narrative with original characters and detailed descriptions, present this narrative using a story mountain plot (opening, build up, problem, resolution, and ending). The narrative must include carefully considered dialogue and literacy devices studied throughout this unit.

	<p><b>Edit</b></p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Evaluate and edit by ensuring the correct use of tense throughout a piece of writing.</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to enhance effects and clarify meaning.</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing using a self-check list and highlighting where they have met the criteria.</li> </ul>
<p>Maths</p>	<p><b><u>Number sense and exploring calculation strategies</u></b>  Read, write, order and compare numbers to 100.  Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference.  Derive new facts from a known fact.</p> <p><b><u>Place value</u></b>  Read, write, represent, partition, order and compare 3-digit numbers.  Find 10 and 100 more or less.  Round to the nearest multiple of 10 and 100.</p> <p><b><u>Graphs</u></b>  Collect, interpret and present data using charts and tables.</p>
<p>Science</p>	<p><b><u>Skeletons, muscles and nutrition</u></b></p> <p>Pupils who are secure will be able to:</p> <p>Recall the three key functions of the skeleton (movement, support and protection).</p> <p>Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and use this information to group animals.</p> <p>Identify and name the skull, spine, ribs and pelvis on a diagram.</p> <p>Recall that muscles cause movements in the body, some of which we can control consciously.</p> <p>Describe that muscles can cause a movement by shortening and pulling on a bone.</p>

	<p>Recall that animals, including humans, need food to survive.</p> <p>Describe some examples of how energy is used by the body and make comparisons about the energy demands between people.</p> <p>List some of the seven nutrient groups.</p> <p>Name foods that are good sources of nutrient groups and describe what they are needed for in the body.</p> <p>Compare two different meals and explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.</p> <p><b><u>Children will work scientifically in this unit by:</u></b></p> <p>Recording measurements of different bones and use the data to sort them into size order.</p> <p>Describe some ways scientific research has improved the field of bionics/ prosthetics, such as choice of materials or linking their movement to muscles in the arm.</p> <p>Find relevant data on food packaging and make numerical comparisons.</p>
History	<p><b><u>Stone Age, Bronze Age, Iron Age</u></b></p> <ul style="list-style-type: none"> <li>• How do aretfacts inform us about prehistory in Britain?</li> <li>• How did life change during the stone age in Britain?</li> <li>• What was life like in bronze age Britain?</li> <li>• What was life like in iron age Britain?</li> <li>• What does Stonehenge tell us about prehistoric Britain?</li> <li>• How did prehistoric beliefs and rituals change?</li> </ul> <p>This sequence of learning covers British History in chronological order from The Stone Age to the Battle of Hastings in 1066. Children will learn about Britain before written records and understand that we can learn about history through evidence in the form of ancient artefacts, archaeological sites, human remains and physical objects. Pupils will be introduced to negative dates (BCE). Pupils will also learn about "prehistoric" and understand that there were no written records in history before the Roman arrival but they will be examining physical artefacts such as remaining buildings and tools. This topic focuses on the milestones of prehistoric civilisation and the impact of using new materials.</p>
Geography	N/A This half term
Art	N/A this half term
Design Technology	<p><b><u>Cooking and nutrition: Eating seasonally</u></b></p> <p><b><u>Unit outcomes:</u></b></p>

	<p>By the end of this unit pupils who are secure will be able to...</p> <p>Explain that fruits and vegetables grow in different countries based on their climates.</p> <p>Understand that seasonal fruits and vegetables are those that grow in a given season and taste best then.</p> <p>Know that eating seasonal fruit and vegetables has a positive effect on the environment.</p> <p>Design their own tart recipe using seasonal ingredients.</p> <p>Follow the instructions with a recipe.</p> <p><b>Key questions:</b></p> <p>What seasonal foods do we see in the shops during british summer time?</p> <p>How does the climate affect what we can grow?</p> <p>What do we mean by diet?</p> <p>What are nutrients?</p> <p>What do we call the cooking instructions to make a dish?</p> <p>What do we mean by seasonal food?</p> <p>When a food is in season, what do we mean?</p> <p>How can you keep safe in the kitchen when cooking?</p>
Computing	<p><b><u>iProgramme</u></b></p> <p><b><u>National curriculum links</u></b></p> <ul style="list-style-type: none"> <li>• Design, write and debug programmes that accomplish specific goals, including controlling or stimulating physical systems: solve problems by decomposing them into smaller parts.</li> <li>• Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p><b><u>Success criteria</u></b></p> <ul style="list-style-type: none"> <li>• The children program sprites to move on screen.</li> <li>• The children program sprites to move using coordinates.</li> <li>• The children program sprites to change costume.</li> <li>• The children program sprites to move to music.</li> <li>• The children use the pen tool to draw shapes.</li> <li>• The children combine sound, motion and images to create an animation about themselves.</li> </ul>
PE	<p><b><u>Invasion games – hockey</u></b></p> <p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Taking part in the game as a team – competitive</li> <li>• Must hit the ball with the flat side of the stick</li> </ul>

	<ul style="list-style-type: none"> <li>• Only the goalkeeper is allowed to use their feet/ other body parts to control the ball</li> <li>• Goals can only be scored from inside the striking circle – otherwise they do not count</li> <li>• To understand and apply the rules of the game.</li> </ul>
RE	<p><b><u>Creation</u></b></p> <p>Prior learning: God is present in every beginning.</p> <p><b><u>Understand</u></b></p> <ul style="list-style-type: none"> <li>• Encounter the belief that human beings are made 'in the image of God' (Gen 1:27) and talk about what this might mean. Parents and children should love and respect one another, as God wants them to do.</li> <li>• Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity.</li> <li>• Describe stewardship by making simple links between Genesis 1:26-31 and people's actions today</li> <li>• Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</li> <li>• Recognise that in Laudato Si', Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world.</li> </ul> <p><b><u>Discern</u></b></p> <ul style="list-style-type: none"> <li>• Imagining how caring for the world could change the world for the better.</li> <li>• Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31).</li> <li>• Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker's intention (e.g., St Francis of Assisi's Canticle of Creation).</li> <li>• Wondering why the author of the first story of Creation suggests a holy day.</li> </ul> <p><b><u>Respond</u></b></p> <ul style="list-style-type: none"> <li>• Making connections between experiences where people have not been treated equally and how this felt.</li> <li>• Spending time wondering about the blessings of Creation in their own lives.</li> <li>• Reflecting on the prayerful words studied that give thanks for Creation.</li> </ul>

Spanish	<p><b><u>Phonetics 1&amp;2 (C0 Im learning Fr/Sp/It)</u></b></p> <ul style="list-style-type: none"> <li>• Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>• Ask and answer the question "How are you?" in Spanish.</li> <li>• Say "Hello" and "Goodbye" in Spanish.</li> <li>• Ask and Answer the question "What is your name?" in Spanish.</li> <li>• Count from 1-10 in Spanish.</li> <li>• Say 10 colours in Spanish.</li> </ul>
Music	<p><b><u>Creating compositions in response to an animation (Theme: Mountains)</u></b></p> <p><b><u>Unit outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Verbalise how the music makes them feel.</li> <li>• Create actions or movements appropriate to each section of a piece of music.</li> <li>• Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.</li> <li>• Play melodies and rhythms which represent the section of animation they are accompanying.</li> </ul>
RSE	<ul style="list-style-type: none"> <li>• <b><u>Get up!</u></b></li> <li>• <b><u>The Sacraments</u></b></li> </ul>
Immersive Events/Visits/Visitors etc	<p><b><u>Doncaster Museum (History – Bronze, Stone and Iron Ages).</u></b></p>

