



A Necklace of Raindrops by Joan Aiken

A magical collection of stories enticing children to escape into worlds of weather altering necklaces, wish fulfilling mats, flying apple pies and giant marmalade colored cats. These mystical tales are complemented with strikingly beautiful illustrations by Jan Pienkowski.

The Big Ideas:

Different lives, Different wishes

Memorable Experiences:

Kidszania

Subject: English

Topic:

This teaching sequence is approximately 4 weeks long. The book supports teachers to engage children in enjoying a number of tales from this collection by immersing themselves in the lives, characters and worlds of these stories and responding in a range of creative ways. The themes and structure of such narrative fiction offer inspiration to young readers and serve as a model for the development of their own story writing.

Familiarisation with Text
Type

Capturing & Developing
Ideas

Transferring & Applying

Writing:

National Objectives:

Obj 45 - Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional)

Obj 48- Develop positive attitudes towards and stamina for writing by writing for different purposes

Obj 49 - Planning or saying out loud what they are going to write about

Obj 51 – Encapsulates what they want to say sentence by sentence.

Obj 53- Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Obj 54 – Proof-read to check for errors in spelling, grammar and punctuation

Obj 59 – Use expanded noun phrases for description and specification

Reading:

Obj 9: Read aloud whole books to expose children to books and authors they may not choose;

Identify and discuss themes in reading;

Obj 25 : Show understanding through intonation, tone, volume and action so that meaning is clear to an audience;

Obj 16/25: Discuss and evaluate how authors use language impacts upon the reader;

Obj 22: Draw inferences about characters' feelings, thoughts, emotions and actions;

Obj 26: Discuss opinions related to the themes in the text and present these as an argument.

Written outcome: Short Stories (4 weeks)

Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar.

Draft and write by composing and rehearsing sentences orally;

In narrative create characters and plot;

Draft and write arguments based on themes explored in a text.

Written outcome :Explanation – (3 weeks)

An explanation text is a non-fiction text which describes a process, for example: the water cycle, how bees make honey or how a car is made.

L.O. To be able to write an explanation text.

Spelling:

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath.

Grammar:**Areas of SPaG covered:**

- **Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)
- Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**
- Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Handwriting:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

Subject: Maths**Topic: Addition and Subtraction****National Objectives:**

Obj 8: Solve problems with addition and subtraction:

- applying their increasing knowledge of mental and written methods.

Obj 7 : **Add and subtract** numbers using concrete objects, pictorial representations and mentally, including:

- a two-digit number and ones
- a two-digit number and tens
- **two two-digit numbers**
- adding three one digit numbers

Obj 11: Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

(ITAF) Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and **missing number problems**.

Topic: Multiplication and Division**National Objectives:**

Obj13 : Recall and use multiplication for the 2,5 and 10 multiplication tables (including recognising odd and even numbers).

Obj 14: Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.

Obj 15: Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Obj 16: **Solve problems** involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts **including problems in context**.

Topic: Measure- Time and Money**National Objectives:**

Obj 21: Recognise and use symbols for pounds (£) and pence (p): Combine amounts to make a particular value.

Obj 22: Find different combinations of coins that equal the same amounts of money.

Obj 23: Solve simple problems in a practical context involving addition and subtraction of money of the same unit,

including giving change.

Obj 24: Compare and sequenced intervals of time.

Obj 25: Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times.

Obj 26: Know the number of minutes in an hour and the number of hours in a day.

Topic: Measure, Capacity and Temperature

National Objectives:

Obj 20: Choose and use appropriate standard units to estimate and measure **capacity** (litres/ml) to the nearest appropriate unit and using appropriate measuring vessels.

Obj 19: Choose and use appropriate standard units to estimate and measure **temperature** (°C) to the nearest appropriate unit.

Obj 20: Compare and order **volume/capacity** and record using > < and = signs.

Subject :Science

Topic: Plants (Part 2)

Children observe inside seeds and bulbs and describe how they grow into mature plants. They find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Find seeds in the local environment.

National Objectives:

Obj16 - Observe and describe how seeds and bulbs grow into mature plants

Obj17- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Pupils might work scientifically by :

Obj 1- Ask simple questions and recognise that they can be answered in different way

Obj 2 - Observe closely, using simple equipment s

Obj 3 - Perform simple tests

Obj 4- Identify and classify

Obj 5- Use their observations and ideas to suggest answers to questions

Obj 6- Gather and record data to help in answering questions.

Subject: Humanities

Unit : Geography

Topic: Different lives , Different wishes

Teaching this topic will equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Objective:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Subject :The Arts

Topic : Art

National Objective:

Art and Design:

By responding to the different stories explored in this unit children will have the opportunity to:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Design and Technology:

By creating their own story backdrops and Chinese inspired puppet theatre the children will have the opportunity to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Subject: Computing

National Objective: Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

This unit will enable the children to:

- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Learning to Live Together

Article of the fortnight

Subject :RE

Topic: Judaism – Based around the Jewish people covenant relationship with God.

(In accordance with HMI/QCA encouragement for SACREs/Agreed Syllabus)

Learning about religion includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary

Experience and opportunities

- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

Subject: PE

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Topics: Basic fundamental movement

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.