

Fowey Class—2015/2016

Term: Spring

Outcomes for term:

Storytelling beach opening to the unit.

Production of own myth or legend.

Class cinema themed storytelling of own myth

Production of online class book—contact with Waterstones

Essential question:

What is inside your Pandora's box?

Trips and excursions

Storytelling themed start to unit on Perranporth beach: camp fire/ writing/reading of myths.

Arthurian centre visit. Legend of Merlin at Tintagel.

End authentic audience outcome: cinema—myth and legend morning

Immersion

Classroom themed myths and legend style to the room.

Robin Hood figure/props in corner of room. Small camp fire etc

Chd have regular outdoor trips to practise their storytelling.

Links to care home for reading out of myths halfway through and then edit.

Primary curriculum objectives

Numeracy: use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to context. use their knowledge of the order of operations to carry out calculations involving the four operations. solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.olve problems involving addition, subtraction, multiplication and division. use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Literacy: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • noting and developing initial ideas, drawing on reading and research where necessary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors