-Theme: Mad Hatters Tea Party

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| Context for Learning | | | |
| Interdisciplinary learning | Opportunities for personal achievement | Values and ethos of the school | Individual curricular area |

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| **Curricular area** | **Organiser** | **Experiences and Outcomes** |
| **Maths:** | **Number, money and measure** | I am developing my awareness of how money is used and can recognise and use a range of coins.  **MNU 0-09a**  I can use money to pay for items and can work out how much change I should receive.  **MNU 1-09a**  I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.  **MNU 1-09b**  I can manage money, compare costs from different retailers, and determine what I can afford to buy.  **MNU 2-09a**  I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.  **MNU 2-09b**  I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.  **MNU 2-09c** |
| **Literacy** | **Writing** | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  **LIT 0-09b / LIT 0-31a**  Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings.  **ENG 1-31a**  Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.  **ENG 2-31a** |
| **Technology** | **Food and Textile** | **I enjoy exploring and working with foods in different contexts.**  **TCH 0-04a**  **I can share thoughts with others to further develop ideas and solve problems.**  **TCH 0-04c**  **I can use a range of simple food preparation techniques when working with food.**  **TCH 1-04a**  **I am developing and using problem solving strategies to meet challenges with a food or textile focus.**  **TCH 1-04c**  **I can adapt and improve ideas and can express my own thinking in different ways.**  **TCH 1-04d**  **I am developing dexterity, creativity and confidence when preparing and coking food.**  **TCH 2-04a**  **I can extend and explore problem solving strategies to meet increasingly difficult challenges with a food or textie focus.**  **TCH 2-04c**  **I can discuss debate and improve my ideas with increasing confidence and clear explanations.**  **TCH 2-04d** |
| **Expressive arts:** | **Drama** | **I have the freedom to choose and explore how i can use my voice, movement and expression in role play and drama.**  **EXA 0-12a**  **I enjoy creating, choosing and accepting roles, using movement, expression and voice.**  **EXA 1-12a**  **I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts and technology.**  **2-12a** |

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|  | End of early level | End of first level | End of second level | End of third level |
| **Technology** | **WALT make a sandwich** | **WALT make a salad (uncooked meal)** | **WALT bake (bread)** | **WALT bake**  **(cakes)** |
| **Success criteria** | **I must make a sandwich by mixing and spreading ingredients.**  **I should make a sandwich by peeling ingredients.**  **I could make a sandwich my slicing ingredients.** | **I must choose and prepare the food correctly**  **I should use a peeler, juicer, grater and knife**  **I could select the correct tool for the job.** | **I must accurately weigh and**  **measure the ingredients**  **I should follow a recipe, mixing the correct ingredients in the correct order**  **I could knead, prove, then knead again and bake bread** | **I must accurately weigh and**  **measure the ingredients**  **I should follow a recipe, mixing the correct ingredients in the correct order**  **I could knead, prove, then knead again and bake bread** |
| **Literacy** | **WALT invent our own stories and characters to share with others.** | **WALT create our own texts with interesting characters and evidence of structure.** | **WALT create a clear sense of setting/context with descriptive detail and plots with clear structures.** | **WALT create a piece of writing in different genres in a given theme.** |
| **Success criteria** | **I must create my own character to share with others.**  **I should create my own story to share with others.**  **I could describe my character and the plot of my story.** | **I must create my own text that includes a character I have made up.**  **I should have a beginning, middle and end.**  **I could describe my character using its actions to demonstrate its personality.** | **I must create my own text including a clear sense of setting**  **I should create a plot with clear structure and descriptive detail**  **I could include a turning point, climax and/or satisfactory ending in my text** | **I must create my own text including a clear sense of setting**  **I should create a plot with clear structure and descriptive detail**  **I could include a turning point, climax and/or a satisfactory ending in my text** |
| **Numeracy** | **WALT identify coins and use money up to 20p.** | **WALT use money to £20.00.** | **WALT manage money in all its forms.** |  |
| **Success criteria** | **I must use money appropriately during play.**  **I should pay the exact value for items costing up to at least 10p.**  **I could pay the exact value for items costing up to at least 20p.** | **I must use coins and notes to buy items up to £1.00, using written and mental maths to work out change.**  **I should use coins and notes to buy items up to £10.00, using written and mental maths to work out change.**  **I could use coins and notes to buy items up to £20.00, using written and mental maths to work out change.**  **I am aware of how goods can be paid for using cards and digital technology.** | **I must carry out money calculations involving the four operations and compare costs and work within a budget**  **I should calculate profit and loss accurately when working within a budget**  **I could discuss why we use credit/debit cards** | I must calculate profit and loss accurately when working within a budget  I should become familiar with the benefits and risks of using bank cards and digital technologies |
| Expressive arts | WALT use voice, movement and expression in drama. | WALT create, choose and accept roles using movement, expression and voice. | WALT create, adapt and sustain different roles using theatre art technology to support me. | WALT create, develop and sustain a realistic or stylised character. |
| Success criteria | I must take on a role during play.  I should communicate my character’s ideas and feelings using appropriate volume and expression.  I could communicate my character’s ideas and feelings in a clear voice | I must take part and be supportive in my team.  I should use voice and movement to make my role interesting and use the script to take part at the correct time.  I could challenge myself to try something new. | I must choose an appropriate voice for a given role  I should consider volume, tone and clarity for a given role  I could show pace, clarity and emotion for a given role | I must choose appropriate movement for setting and physical features  I should be able to show the characters feelings  I could show how the character might interact with others |

**Assessment opportunities:**

**Technology**: teacher observation and photographs. (Could be used in learning logs)

**Expressive arts:** teacher observation and photographs. (Could be used in learning logs)

**Numeracy:** holistic assessment if the child is at the end of a level. GL Maths assessment. File in assessment folder.

**Literacy:** holistic assessment if the child is at the end of a level. ‘Big Writing’ criterion scale. File in assessment folder.

**Note:** collect numeracy and liteacy evidence against the benchmarks and the success criteria for those children who are not at the end of a level and so cannot complete the holistic assessment. File in assessment folder.

**Holistic assessment**

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| **Holistic assessment.** |
| Numeracy:   * KPS holding a Madhatters Tea Party * Graph giving info; children interpret * Use the graph info to buy food etc for the party * Lay out tables and chairs on a grid; grid references * Create an emergency exit route; journeys * Give info in the form of a chart; children create a graph and report on the success of the party.   Literacy:   * Madhatters Tea party * Write and perform a short play that includes a new character for the Madhatters Tea party. |

Nursery possible activities:

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| Say | Write | Make | Do |
| Share my favourite stories.  Share my favourite characters.  Puppet show  Collect data about children’s favourite sandwich/fruit/vegetable.  Role play area – home corner, shop area | Write stories for a puppet show.  Write recipes.  Write a list of ingredients.  Write a shopping list.  Write price tags and receipts. | Making puppets using paper bags, wooden spoons, paper plates.  Fruit chart  Junk models (setting and characters for our stories) | Sequence recipes using pictures.  Make sandwiches  Draw your character.  Sequence stories using pictures |

P1/2 possible activities:

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| Say | Write | Make | Do |
| Share my favourite stories.  Share my favourite characters.  Puppet show  Collect data about children’s favourite sandwich/fruit/vegetable. | Describe your character.  Write a story plan.  Write a story considering a clear structure (beginning, middle, end)  Write recipes.  Write a list of ingredients.  Write a shopping list.  Write price tags, receipts. | Making puppets using paper bags, wooden spoons, paper plates.  Create a bar graph(What is your favourite fruit?)  Draw your character.  Draw a story plan. | Sequence recipes.  Make sandwich  Visit the local shop to buy ingredients for sandwiches.  Role play – home corner, shop area.  Perform your story in front of an audience. |

P2/3 possible activities:

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| Say | Write | Make | Do |
| Discuss recipes with partner.  Listen to, discuss (asking and answering questions), about the story, Alice in Wonderland.  Speak with appropriate voice characterisation during the play.  Role play being in a café using appropriate vocabulary.  Collect information for the graph. | Record the salads that were made.  Character profile of a new character for the story.  Story that includes your character and Alice  Play script that includes your new character for Alice in Wonderland.  Create café menus that include the recipes we have made and prices. | Salads, various, using the skills as detailed, for the Madhatters Tea Party.  Character models, e.g. junk, spoons, sock puppets, outdoor nature models.  Model food for the café. (Re-create outdoor.)  Movie trailer using an appropriate app. (ICT) | Research suitable recipes, (ICT).  Re-enact the script.  Role play the café, using money.  Graph favourite fruit/salad/character including use of (ICT)  Create a plan for the story/setting incorporating grid references. (Outdoor)  Direct a character around the map using the vocabulary of routes.  Re-enact using Bee-Bots (ICT) |

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| **End of early level** | **End of first level** | **End of second level** |
| **WALT solve problems using the language of position and direction.** | **WALT describe, follow and record routes and journeys.** | **WALT classify a range of angles identified within shapes in the environment.**  **WALT accurately measure a draw a range of angle using rulers and protractors.**  **I will have an understanding of complimentary and supplementary angles and use this knowledge to calculate missing angles.** |
|  | **I must** be able to follow instructions for routes that include forward, backward, right, left, clockwise and anti-clockwise.  **I should** be able to describe a route that includes forward, backward, right, left, clockwise and anti-clockwise.  **I could** create routes that include forward, backward, right, left, clockwise and anti-clockwise.  I have used ICT and other methods. | I must be able to classify a range of angles and identify the same within shapes  I should be able to use a protractor accurately to draw a range of angles  I could demonstrate my knowledge of complimentary and supplementary angles when calculating the missing angle |
|  | **WALT use a grid reference** | **WALT use our knowledge of the coordinate system to plot a point on a grid.** |
|  | **I will** use ‘along the corridor and up the stairs’ to write coordinated correctly.  **I must** include a comma and brackets.  **I should** be able to play ‘battleships’.  **I could** find places on a map from their grid references. | I must be able to label the axis correctly  I should be able to read coordinates and record them using brackets  I could use negative coordinates when plotting and reading from/on a grid |
| **WALT gather, organise and display information.** | **WALT create and interpret graphs. (including use of ICT)** | **We can apply our understanding to interpret simple models, maps and plans.** |
|  | **I must** be able to ask and answer questions about the information contained in different graphs, (bar, Carroll and pictograms).  **I should** be able to create tally charts using information I have gathered.  **I could** display information I have gathered in a chart of my choice.  **I have** used a variety of methods including ICT. |  |

Experiences and Outcomes

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| Shape, position and movement. | In movement, games, and using technology I can use simple directions and describe positions.  **MTH 0-17a**  I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.  **MTH 1-17a**  I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.  **MTH 1-18a**  I have investigated angles in the environment, and can discuss, describe and classify angles  using appropriate mathematical vocabulary.  **MTH 2-17a**  I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.  **MTH 2-17b**  Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.  **MTH 2-17c**  Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.  **MTH 2-17d**  I can use my knowledge of the coordinate system to plot and describe the location of a point on  a grid. **MTH 2-18a / MTH 3-18a** |
| Information Handling. | I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.  **MNU 0-20a**  I can match objects, and sort using my own and others’ criteria, sharing my ideas with others.  **MNU 0-20b**  I can use the signs and charts around me for information, helping me plan and make choices and decisions in my  daily life.  **MNU 0-20c**  I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.  **MNU 1-20a**  I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria.  **MNU 1-20b**  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.  **MTH 1-21a**  Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.  **MNU 2-20a**  I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.  **MNU 2-20b**  I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.  **MTH 2-21a / MTH 3-21a** |

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| Personal achievements | Children who needed support | Next steps (global and individual) |
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