**The Twits**

**Green tasks could be completed in school or at home**

**Purple tasks demonstrate IDL**

Please note that these are **suggestions** and by no means prescriptive. Teachers are welcome to use and adapt plans and resources to suit their needs.

Link to overview and all chapters rather than specific -

<https://drive.google.com/drive/folders/1NZPz2Rk7Lx3VkBbxCiOQpsuQ1k5pKy3n?usp=sharing>

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| **Suggested Blocks of Learning (Chapters)** | **Suggested In School Activities** | **Suggested At Home Activities** | **CfE Experiences and Outcomes** |
| 1.Hairy Faces  <https://drive.google.com/drive/folders/1pXqX1c0XPrJxJsghWU6DvcS6YrjZPaUx?usp=sharing> | Create questions using Bloom’s starters  (ENG 1-17a) | | Writing  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| 2.Mr. Twit  <https://drive.google.com/drive/folders/17fYutEJ6kmKyamCi0lCCAPCXXdXCWKWL?usp=sharing> | **IDL opportunity (at school or at home)**  Mr. Twit Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
|  | We know Mr. Twit is a disgusting man. Write a comparison using words for the opposite of his existing description. (Mr. Twit’s Transformation sheet)  (LIT 1-14a) |  | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a |
| 3.Dirty Beards  <https://drive.google.com/drive/folders/1H5b1HMMchBMcdkMAgNiZSJdcz13lE8KN?usp=sharing>  (Further ideas – individual lesson 2) | Similes and metaphors introduction.  Use what you have learned about similes and metaphors to describe Mr. Twit.  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| Give children pictures of decaying food to look at. Then discuss the following questions to generate words and phrases:  - What does decay look like? - How do you feel as you look at this food?  - What adjectives could describe the decaying food?  - What similes/metaphors could describe the decaying food?  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise these in a logical sequence and use words which will be interesting and/or  useful for others.  LIT 1-26a |
| Using appropriate media, the children make a drawing of their chosen piece of decaying food. They fill the picture with words, such as metaphors and adjectives to describe the piece of decaying food.  Cut the pictures out, and collate all the pieces of art into a whole class wall display of Mr Twit’s beard, full of pictures of all the pieces of decaying food stuck inside it.  (EXA 1-02a) (LIT 1-26a) |  | Art  I have the opportunity to  choose and explore a range of media and technologies to  create images and objects, discovering their effects and  suitability for specific tasks.  EXA 1-02a  Writing  I can select  ideas and relevant  information, organise these in a logical sequence and use words which will be interesting and/or  useful for others.  LIT 1-26a |
| Rotting food experiment – look at different ways to preserve food and observe food rotting over time.  (SCN 2-13a) |  | Science  I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.  SCN 2-13a |
|  | Music: Make a Beard Orchestra. Stand in a circle. Every individual should be ready to say their word or phrase describing their chosen piece of decaying food (e.g. ‘mouldy old cornflake.’) One child stands in the middle as the ‘Conductor.’ The Conductor points at individuals one by one, at which they must say their word or phrase. The conductor can control the orchestra, so the children say the word loudly, softly, quickly, slowly, etc. This can be enhanced with the use of sound effects, using the body (clapping, stamping), instruments or recycled materials.  (EXA 1-17a) |  | Music  I can use my voice, musical instruments and music technology to discover and  enjoy playing with sound, rhythm, pitch and dynamics.  EXA 1-17a |
| 4.Mrs. Twit  <https://drive.google.com/drive/folders/1mLje3jO_0T8mJDP6oV4Y9snKHcLYBXe2?usp=sharing>  (Further ideas – individual lesson 3) | Draw young Mrs. Twit and Mrs. Twit now. Discuss comparison.  (EXA 1-04a) | | Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| *“…if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely.”*  Discuss things that produce nice, happy thoughts. For example, ice-cream, football, friends. Write down the list.  Make lists into a poem called an Anti-Twit Good Thoughts Poem.  The Anti-Twit Good Thoughts Poem should include 10 things that produce happy thoughts.  Each line should be at 10 words long, to encourage the use of adjectives and poetic devices such as alliteration or figurative language.  My Anti-Twit Good Thoughts Poem  The purr of my tabby-cat while she’s drowsy on my knee  A smiley yellow sticker from my teacher in my exercise book The laughter of joyful bubbles in lemonade.................................. These are my Anti-Twit Good Thoughts!  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| **IDL opportunity (at school or at home)**  Create a self-portrait, drawing sunbeams around the face. In each sunbeam, write a good thought.  (LIT 1-26a) (EXA 1-03a) | | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a  Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern  and texture.  EXA 1-03a |
| 5.The Glass Eye  <https://drive.google.com/drive/folders/1tSOEAsaIxp-ussLbsFgYp915N_XFwYGk?usp=sharing>  (Further ideas – individual lesson 4) | Discuss – can you do any tricks?  (LIT 1-09a) |  | Listening and Talking  When listening and  talking with others for different purposes, I can exchange information,  experiences,  explanations, ideas  and opinions, and  clarify points by asking questions or by asking others to say more.  LIT 1-09a |
| Write instructions for a nasty trick  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| Create a story board to show you playing your nasty trick and the outcome  (LIT 1-24a) | | Writing  I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a |
| 6.The Frog  (Further ideas – individual lesson 4) | **IDL opportunity (at school or at home)**  Draw what you think a skillywiggler would look like and write a brief description.  (LIT 1-26a) (EXA 1-03a) | | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a  Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern  and texture.  EXA 1-03a |
| Revisit similes – “teeth like screwdrivers” (P12)  Write other similes to describe characters.  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| **IDL opportunity (at school or at home)**  Design your own creature – draw and label it using adjectives and similes  (LIT 1-26a) (EXA 1-03a) | | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a  Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern  and texture.  EXA 1-03a |
| 7.The Wormy Spaghetti  <https://drive.google.com/drive/folders/1jW5_5Z4bI1vxV4nrSskyjFy-eY-rkFIe?usp=sharing>  (Further ideas – individual lesson 5) | Introduce alliteration.  (PowerPoint and worksheet)  Mrs. Twit said the new spaghetti was called ‘squiggly spaghetti.’ Create new names for the spaghetti and other foods.  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| Food samples – write a metaphor for each ingredient which is disgusting  (See individual lesson 5)  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| If you were going to serve an enemy a disgusting meal, what would you choose to serve them and how would you ruin it?  (LIT 1-26a) | | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| Invent Mrs Twit’s Trick Menu. This should have:  - A Starter, Main Course and Dessert;  - A name and description for each entry;  - A disclaimer at the bottom, warning the diner what might happen if they try any of the items on Mrs Twit’s Menu. (‘Warning! May cause...’)  For example -  Starter: Tomato-blood soup Main: Pus Pizza with Tarantula Topping  Dessert: Vomit ice cream.  (LIT 1-26a) | | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| Write your own scenes in which Mrs Twit serves her Trick Menu to Mr Twit.  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| **IDL opportunity (at school or at home)**  Explore different cake decorations and think of metaphors for them. Bake and decorate Mrs Twit’s Trickster Cakes, imagining the various decorations as something more disgusting.  (LIT 1-26a) (TCH 1-04a) | | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a  Food Technology  I can use a range of simple food preparation techniques when working with food TCH 1-04a |
| Study persuasive language, and write a script for Mrs Twit to persuade customers to buy her Trickster Cakes.  (LIT 1-28a / LIT 1-29a) |  | Writing  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a |
| Make packaging for the Trickster Cakes, including a description using persuasive devices.  (TCH 1-09a) | | Craft, Design, Engineering and Graphics  I can design and construct models and explain my solutions.  TCH 1-09a |
| Record a TV advert advertising an item from the Trick Menu, starring Mrs Twit!  (TCH 1-01a) |  | Digital Literacy  I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. TCH 1-01a |
| Comprehension  (LIT 1-16a) (ENG 1-17a) | | Reading  To show my  understanding across  different areas of  learning, I can identify and consider the purpose and main ideas of a text.  LIT 1-16a  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| *“I find it rather bitter.”* This is how Mr. Twit described tasting the worms.  Learn about the different flavours and create a taste test  **Salty:** ready salted crisps, pretzels **Sour:** tangfastics, salt and vinegar crisps, lime **Sweet:** marshmallows, vanilla wafers, chocolate chips **Spicy:** salsa, hot sauce **Bitter:** baking chocolate, horseradish, mustard  Children should record adjectives to show their findings  (SCN 1-12b)  (LIT 1-28a / LIT 1-29a) |  | Science  I have explored my senses and can discuss their reliability and limitations in responding to the environment.  SCN 1-12b  Writing  I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a |
| Make wormy spaghetti and explore the sense of touch. Think of good, detailed description to describe what you feel.  (SCN 1-12b) |  | Science  I have explored my senses and can discuss their reliability and limitations in responding to the environment.  SCN 1-12b |
| 8.The Funny Walking Stick  <https://drive.google.com/drive/folders/1FYCfqH2n0rckPV1LAdVEP-gAfg1ISu2B?usp=sharing> | Design a new walking stick for Mrs. Twit  (EXA 1-03a) | | Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.  EXA 1-03a |
| Maths – growing walking stick  (MNU 1-03a) | | Number and Number Processes  I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.  MNU 1-03a |
| 9.Mrs. Twit Has the Shrinks  <https://drive.google.com/drive/folders/1QRbln2_RdXleIoJERmI17J9ZVET7PNRE?usp=sharing> | Using speech marks.  (LIT 1-26a) |  | Writing  I can select  ideas and relevant  information, organise  these in a logical  sequence and use  words which will be  interesting and/or  useful for others.  LIT 1-26a |
| 10.Mrs. Twit Gets a Stretch  <https://drive.google.com/drive/folders/1i5sQ7uf7dinD-xbKpkBoEAXbOw7mU3rY?usp=sharing>  (Up to Chapter 10 – link to Individual Lesson 1) | Comprehension  (LIT 1-16a) (ENG 1-17a) | | Reading  To show my  understanding across  different areas of  learning, I can identify and consider the purpose and main ideas of a text.  LIT 1-16a  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| **IDL opportunity (at school or at home)**  Mrs. Twit Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| 11.Mrs. Twit Goes Ballooning Up  <https://drive.google.com/drive/folders/1tfo_KeS_Co8coHuJDR4y7tD9qlFWIb3Z?usp=sharing> | **IDL opportunity (at school or at home)**  Mr.and Mrs. Twit Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| What do you think will happen if you put a deflated balloon with baking soda over a bottle of white vinegar?  Plan, predict, carry-out and write your findings!  (SCN 2-19a) |  | Science  I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a |
| Costing up the balloons and string:  – How much did Mr Twit spend on balloons? If they cost 34p each, how much did 2 cost? 5? 10? Can we use these to work out how much 200 cost? Can you plot how much it would cost on a graph? etc Design ‘special offers’ for people on your table to work out e.g. buy 10 get one free,  How much did 200 cost?  (You could present your findings on a graph using Excel)  (MNU 1-09a) (MTH 1-21a) |  | Money  I can use money to pay for items and can work out how much change I should receive.  MNU 1-09a  Data and Analysis 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 |
| 12.Mrs. Twit Comes Ballooning Down  <https://drive.google.com/drive/folders/17cESiGaciS-oEMRpwk1fdd4x9rqM8MGs?usp=sharing> | Write a newspaper report about Mrs. Twit floating up into the air and how she got herself back down to land.  (LIT 1-24a) |  | Writing  I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a |
| 13.Mr. Twit Gets a Horrid Shock  <https://drive.google.com/drive/folders/1QcO7RGfkVNTexv5g9RbN-m4YTn0kcRN1?usp=sharing>  (Further ideas – individual lesson 6) | Explore the type of language used and reinforce alliteration - ‘I’ll swish you to a swazzle!’ she shouted. ‘I’ll swash you to a swizzle! I’ll gnash you to a gnozzle! I’ll gnosh you to a gnazzle!’ (P35) Create your own phrases to share with others.  (LIT 1-26a) | | Writing  I can select  ideas and relevant  information, organise these in a logical sequence and use words which will be interesting and/or  useful for others.  LIT 1-26a |
| 14.The House, the Tree and the Monkey Cage  <https://drive.google.com/drive/folders/1GWFdmjrEL49Io-2k7tGgPCsOhdh8S1f0?usp=sharing>  (Further ideas – individual lesson 7) | **IDL opportunity (at school or at home)**  Design and create your own house with a garden  (TCH 1-09a) (EXA 1-02a) | | Craft, Design, Engineering and Graphics  I can design and construct models and explain my solutions.  TCH 1-09a  Art  I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.  EXA 1-02a |
| **IDL opportunity (at school or at home)**  Draw a design for the Twits’ garden. Research different plants you could have in your garden. Label them and create an instruction guide of how to look after the plants e.g what do they need in order to grow? Do they bloom at a certain time of year? Etc…  Could do a growing cress experiment to explore this further.  (EXA 1-03a) (TCH 1-02a) (SCN 1-03a) | | Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.  EXA 1-03a  Digital Literacy  Using digital technologies  responsibly I can access, retrieve and use information to support, enrich or extend learning  in different contexts.  TCH 1-02a  Science  I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school.  SCN 1-03a |
| 15.Hugtight Sticky Glue | Research different types of birds  (TCH 1-02a) | | Digital Literacy  Using digital technologies  responsibly I can access, retrieve and use information to support, enrich or extend learning  in different contexts.  TCH 1-02a |
| Write a recipe for your own pie  (LIT 1-26a) | | Writing  I can select  ideas and relevant  information, organise these in a logical sequence and use words which will be interesting and/or  useful for others.  LIT 1-26a |
| Bake the pie  (TCH 1-04a) | | Food Technology  I can use a range of simple food preparation techniques when working with food TCH 1-04a |
| 16.Four Sticky Little Boys | Draw the boys stuck in the tree  (EXA 1-04a) | | Art  I can create a range of visual information through observing and recording from my experiences across the curriculum.  EXA 1-04a |
| 17.The Great Upside Down Monkey Circus | Discuss -  What would you name the Monkeys?  (LIT 1-09a) |  | Listening and Talking  When listening and  talking with others for different purposes, I can exchange information,  experiences,  explanations, ideas  and opinions, and  clarify points by asking questions or by asking others to say more.  LIT 1-09a |
| 18.The Roly-Poly Bird to the Rescue  <https://drive.google.com/drive/folders/1ENJbILtPtbBV3jXmcn6Yc4aZyBy-_I1Y?usp=sharing> | **IDL opportunity (at school or at home)**  The Roly-Poly bird came from Africa. Research other animals that live in Africa and prepare a presentation to share your findings with the rest of the class. You may choose to focus on just one animal or several.  (TCH 1-02a) (LIT 1-09a) | | Digital Literacy  Using digital technologies  responsibly I can access, retrieve and use information to support, enrich or extend learning  in different contexts.  TCH 1-02a  Listening and Talking  When listening and  talking with others for different purposes, I can exchange information,  experiences,  explanations, ideas  and opinions, and  clarify points by asking questions or by asking others to say more.  LIT 1-09a |
| **IDL opportunity (at school or at home)**  Roly-Poly bird visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| The Roly-Poly bird made rhymes to help the birds to fly away. Write your own rhymes on warnings listed.  (ENG 1-31a) |  | Writing  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 |
| Collect lots of different types of materials; sweet wrappers, tin foil, feathers, shells, newspaper, magazines, bottle tops…  Use a range of materials to collage the Roly-Poly bird.  (EXA 1-02a) | | Art  I have the opportunity to  choose and explore a range of media and technologies to  create images and objects, discovering their effects and  suitability for specific tasks.  EXA 1-02a |
| 19.No Bird Pie for Mr. Twit  <https://drive.google.com/drive/folders/1Ae4J3KfytutHj4ypJQpcf7fkxWkH5LZI?usp=sharing> | Imagine you’re Mr. Twit. Write what you would say when you arrived at the tree.  (ENG 1-31a) |  | Writing  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 |
| **IDL opportunity (at school or at home)**  Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| Comprehension  (LIT 1-16a) (ENG 1-17a) | | Reading  To show my  understanding across  different areas of  learning, I can identify and consider the purpose and main ideas of a text.  LIT 1-16a  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| 20.Still No Bird Pie for Mr. Twit  <https://drive.google.com/drive/folders/1TC-SnJepur3WOx-3n7y4bhL9sP_mWldd?usp=sharing> | Create questions using Bloom’s starters  (ENG 1-17a) | | Writing  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| 21.Mr and Mrs. Twit Go Off to Buy Guns  <https://drive.google.com/drive/folders/1BOFICV57duoOJV8_30cJP8a-oF78YNgX?usp=sharing> | **IDL opportunity (at school or at home)**  Monkey Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| 22.Muggle-Wump Has an Idea  <https://drive.google.com/drive/folders/1FSI-SXKUb6vomYjgJlzmqqsqzKY_LTHm?usp=sharing>  (Further ideas – individual lesson 8) | Create questions using Bloom’s starters  (ENG 1-17a) | | Writing  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| 23.The Great Glue Painting Begins  <https://drive.google.com/drive/folders/16RS--I6RjpqjjMA_16DjP88UAxX9Oe2X?usp=sharing> | **IDL opportunity (at school or at home)**  Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| 24.The Carpet Goes on the Ceiling  <https://drive.google.com/drive/folders/1J6H9aQRtbiQzmloGxDoRZAb1PqMfSi-H?usp=sharing> | Create questions using Bloom’s starters  (ENG 1-17a) | | Writing  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| 25.The Furniture Goes Up  <https://drive.google.com/drive/folders/1pcf9L0MSveXlYmjufevLtam4rh68rTln?usp=sharing> | **IDL opportunity (at school or at home)**  Shoe box model – Create a model of the livingroom inside a shoe box. Use a range of materials to create the furniture and setting.  (EXA 1-02a) (EXA 1-04a) (TCH 1-09a) | | Art  I have the opportunity to  choose and explore a range of media and technologies to  create images and objects, discovering their effects and  suitability for specific tasks.  EXA 1-02a  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a  Craft, Design, Engineering and Graphics  I can design and construct models and explain my solutions.  TCH 1-09a |
| After reading chapters 23, 24 and 25  (Further ideas – individual lesson 9) | **IDL opportunity (at school or at home)**  Choose a bird to research. The bird may be from the text (“buzzard, magpie, rook, raven”) but also any others with interesting features or unusual habitats (such as, from the UK: barn owl, cockerel, cuckoo, robin, black-headed gull, swan, vulture, green woodpecker; and from outside the UK: albatross, hummingbird, ostrich, parrot, peacock, pelican, penguin, puffin, vulture.)  Research key facts about the bird, using these guidelines:  - The bird’s habitat  – where it lives;  - The bird’s plumage  – the colours and patterns of its feathers;  - What the bird likes to eat; - Any distinguishing features (for example: a long neck, a strong beak, a nice song);  - The bird’s behaviour (for example, owls are wise; puffins are very sociable and hang around in enormous groups; albatrosses spend much of their life flying.)  Create a factfile to show your findings. Present your findings to the rest of the class.  (TCH 1-02a) (LIT 1-24a) (LIT 1-26a) | | Digital Literacy  Using digital technologies  responsibly I can access, retrieve and use information to support, enrich or extend learning  in different contexts.  TCH 1-02a  Writing  I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a  I can select  ideas and relevant  information, organise these in a logical sequence and use words which will be interesting and/or  useful for others.  LIT 1-26a |
|  | **IDL opportunity (at school or at home)**  Create a new character for the book based on the bird your researched. Make a name for the bird and write a scene for the book with your bird in it.  (EXA 1-03a) (ENG 1-31a) | | Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.  EXA 1-03a  Writing  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 |
| 26.The Ravens Swoop Over  <https://drive.google.com/drive/folders/1n_xhgUIEJMrb2N4gGq925xXjemRSd5_z?usp=sharing> | **IDL opportunity (at school or at home)**  Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| 27.The Twits Are Turned Upside Down  <https://drive.google.com/drive/folders/1lY8punzNOC42LOcm4LX4IBtZINwPqJL5?usp=sharing> | Create questions using Bloom’s starters  (ENG 1-17a) | | Writing  To show my  understanding, I can  respond to different  kinds of questions and other close reading tasks and I am learning to create some questions of my own.  ENG 1-17a |
| 28.The Monkeys Escape  <https://drive.google.com/drive/folders/1hoiHgZGFFTuCE5Ry76EGsF5OQA0LTmrl?usp=sharing>  (Further ideas – individual lesson 10) | Wanted poster - Mr Twit is on the run from the police! The Monkeys have reported him for animal cruelty.  The police need your help! They would like you to create a wanted poster for Mr Twit. You must draw Mr Twit and describe what he looks like. Use adjectives to make your descriptions exciting and detailed.  (EXA 1-03a) (LIT 1-14a) |  | Art  I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.  EXA 1-03a  Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a |
| (See individual lesson 10)  Design a house for the monkeys that will mean they are safe from Mr and Mrs Twit. First, we have to carry out an investigation to make sure Muggle-Wump has the strongest, sturdiest house possible.  Divide the class into six groups. Each group will investigate a different variable.  Each group investigates a different variable. Throughout the investigation, the groups must observe and record their findings.  - Groups A and B experiment with different structures. Using dowel rods, Group A makes a pyramid frame and a cube frame, and Group B makes a cuboid frame and a spherical frame.  - Groups C and D experiments with different structures. Group C makes two pyramid frames, one using newspaper and another with lolly sticks. Group D makes two pyramid frames, one using drinking straws and another with dowel rods.  - Groups E and F experiment with different joining materials. The groups use dowel rods and investigate how to join them together using Blu-Tack, masking tape, a glue stick, and string.  The groups feed back to the rest of the class on their findings. As a class, agree on the most ideal way to make Muggle-Wump’s house. Which is the strongest structure? The strongest material? The strongest joining material.  Now make a Muggle-Wump house using the agreed same structure, material and joining material.  (TCH 1-09a) (TCH 1-10a) |  | Craft, Design, Engineering and Graphics  I can design and construct models and explain my solutions.  TCH 1-09a  I can recognise a variety  of materials and suggest  an appropriate material for  a specific use  TCH 1-10a |
| 29.The Twits Get the Shrinks  <https://drive.google.com/drive/folders/1U8FL7bXuw5v7P5utdtAsdHhvCz_qtxph?usp=sharing>  (Further ideas – individual lesson 11) | **IDL opportunity (at school or at home)**  Visualiser  (LIT 1-14a) (EXA 1-04a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  Art  I can create a range of visual information through observing  and recording from my experiences across the curriculum.  EXA 1-04a |
| In the UK, the NHS make leaflets and posters to help people see what the symptoms are to know if they have a disease, what to do is they do have it and any possible cures. Create a poster of leaflet about ‘The Shrinks’  (LIT 1-14a) (LIT 1-24a) | | Writing  Using what I know  about the features of  different types of texts, I can find, select, sort  and use information for a specific purpose.  LIT 1-14a  I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a |
| Write a newspaper report based on the disappearance of Mr. and Mrs. Twit  (LIT 1-24a) |  | Writing  I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a |
|  | Create an additional chapter entitled The Return of the Twits. How might it be possible that they come back? What is the first thing the Twits will do upon returning?  (ENG 1-31a) | | Writing  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 |
| Other | Germs experiment  (SCN 1-13a) |  | Science  I know the symptoms  of some common  diseases caused by  germs. I can explain  how they are spread  and discuss how some  methods of preventing  and treating disease  benefit society.  SCN 1-13a |
|  | Hygiene – discuss and explore the importance of hygiene e.g. teeth brushing  (HWB 1-33a) |  | Safe and Hygienic Practices  I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  HWB 1-33a |