

James and the Giant Peach

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.

All STEM links are highlighted in yellow

Link to overview and all chapters rather than specific -

<https://drive.google.com/drive/folders/1mX8k5pUBmx2Q1jlGKtlhnPPJo3rx9thN?usp=sharing>

| Suggested Blocks of Learning (Chapters) | Suggested Learning Activities | CfE Experiences and Outcomes |
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| <p>1</p> <p>https://drive.google.com/drive/folders/1x0LkCNWR-k_XvabMhQuL0Hcd31Bdxmvz?usp=sharing</p> | <p>Visualiser – James’ mum and dad being eaten by a rhinoceros (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1tgBXl3kCkd038PUqsZ_-1Zfsv49GwTeX/view?usp=sharing</p> | <p><u>Literacy - Reading</u> 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</p> <p><u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> |
| | <p>Write a newspaper report about what happened to James’ parents (LIT 1-24a) (LIT 1-26a)</p> | <p><u>Literacy - Writing</u> I can present my writing in a way that will make it legible and attractive for my reader,</p> |

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| | https://drive.google.com/drive/folders/1Ga_6urB36iXodU0NRBZPQSwqO0-KbYNO?usp=sharing | <p>combining words, images and other features. LIT 1-24a</p> <p>By considering the type of text I am creating, 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</p> |
| | <p>Similes – ‘as bare as a prison cell.’ Introduce similes (PowerPoint) Create your own similes to describe the mixture. Use sheet to record similes as they occur in the book (LIT 1-26a)</p> <p>https://drive.google.com/drive/folders/1zIIBNA5zq-gSgbOZQ35QyeEXUUOzGDqM?usp=sharing</p> | <p>Literacy - Writing By considering the type of text I am creating, 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</p> |
| | <p>Laurel bushes, peach tree – research Go on a nature walk and identify trees and bushes in the local area. Create a factfile/poster of findings (Could use Seek App) https://www.inaturalist.org/pages/seek_app (TCH 1-02a) (SCN 1-01a) (LIT 1-24a)</p> | <p>Technologies – 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</p> <p>Science – Planet Earth I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a</p> |

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| | | <p><u>Literacy - Writing</u> I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. <u>LIT 1-24a</u></p> |
| | <p>Emotion Works link – sad and lonely <i>“The was no swing, no seesaw, no sand pit, no other children were ever invited to come up the hill to play with poor James. There wasn’t so much as a dog or a cat around to keep him company. And as time on, he became sadder and sadder, and more and more lonely, and he used to spend hours every day standing at the bottom of the garden, gazing wistfully at the lovely but forbidden world of woods and fields and ocean that was spread out below him like a magic carpet.”</i> (HWB 1-02a) (HWB 1-04a)</p> | <p><u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a</p> |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1a8ANLApw8II_vLRooMHqoRSH6fDxzkT/view?usp=sharing</p> | <p><u>Literacy – Reading</u> 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</p> <p>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</p> |

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| <p>2</p> <p>https://drive.google.com/drive/folders/1aYeDGOfc6weW8xLRuOaHQC2wX7DftS32?usp=sharing</p> | <p>Prediction – what do you think the rather peculiar, very peculiar, fantastically peculiar things are? (LIT 1-09a)</p> | <p><u>Listening and Talking</u> 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</p> |
| | <p>Visualiser – Aunt Sponge and Aunt Spiker (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1Ct1jknYebQiuEG85NkE9Y5eTV9AgxZcJ/view?usp=sharing</p> | <p><u>Literacy - Reading</u> 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</p> <p><u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> |
| | <p>Create your own poem to describe Aunt Sponge, Aunt Spiker or yourself (ENG 1-31a)</p> | <p><u>Literacy – Writing</u> 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</p> |
| | <p><i>“James began thinking about all the other children in the world and what they might be doing at this moment.”</i> Illustrate what this might look like and share your ideas with others (EXA 1-04a) (LIT 1-09a)</p> | <p><u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum.</p> |

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| | | <p>EXA 1-04a</p> <p><u>Listening and Talking</u> 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</p> |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a) https://drive.google.com/file/d/1J1HX8NxGsp3EgxNvg0LKclx7GdIY0kvp/view?usp=sharing</p> | <p><u>Literacy – Reading</u> 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</p> <p>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</p> |
| <p>3 https://drive.google.com/drive/folders/1odJlzne8yElbaEDNY1twcfd2nmraeyPU?usp=sharing</p> | <p>Emotion Works – “<i>James was too frightened to move.</i>” Think about other body sensations you may feel when frightened. Illustrate and label on your body (HWB 1-02a) (HWB 1-04a)</p> | <p><u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to</p> |

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| | | understand my own behaviour and the way others behave. HWB 1-04a |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1A2IBqwo44sLJDKw2NXSfkfPvrmS3V_yO/view?usp=sharing</p> | <p><u>Literacy – Reading</u> 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</p> <p>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</p> |
| 4 | | |
| 5 | <p>Emotion Works link – excited <i>“He was terribly excited. He flew through the long grass and the stinging-nettles, not caring whether he got stung or not on his bare knees, and in the distance he could see Aunt Sponge and Aunt Spiker sitting in their chairs with their backs towards him.”</i> (HWB 1-02a) (HWB 1-04a)</p> | <p><u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a</p> |
| 6 | Fractions – eat ½ peach each | <p><u>Numeracy and Mathematics – Number, Money, Measure – Fractions, Decimals and Percentages</u></p> |

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| https://drive.google.com/drive/folders/1toCHd-oULAMkm0agaEC-9Ndlz_VUNq1J?usp=sharing | Fractions – PowerPoint (MNU 1-07a) https://drive.google.com/file/d/1fjqgr9BaCb6LFeycJUU8dqB5IMlaS7N/view?usp=sharing | Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> • how a single item can be shared equally • the notation and vocabulary associated with fractions • where simple fractions lie on the number line. MNU 1-07a |
| | Revisit similes “ <i>big and bright as two stars.</i> ” – Add to similes list. Write some other similes to describe James’ eyes;. (LIT 1-26a) | Literacy - Writing By considering the type of text I am creating, 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 |
| | Emotion Works link – excitement How can you tell the aunts are excited? Draw the aunts showing their excitement (HWB 1-02a) (HWB 1-04a) (EXA 1-04a) | Health and Wellbeing - Mental, emotional, social and physical wellbeing I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a Expressive Arts - Art |

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| | | I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| | Measure – measure different fruits (MNU 1-11a) | Numeracy and Mathematics – Number, Money, Measure – Measurement I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a |
| | Comprehension (LIT 1-16a) (ENG 1-17a) https://drive.google.com/file/d/1TKkVH9RwMBwI_F1ZfSSPRQnX6Ux5gu51/view?usp=sharing | Literacy – 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 |
| 7 https://drive.google.com/drive/folders/1coiNs-1o-YZ5r8gdAmt8gTQYBvqmRJ_TJ?usp=sharing | Comprehension (LIT 1-16a) (ENG 1-17a) https://drive.google.com/file/d/1NSKBqvGf2JmqdOYIzCqfFedWRbbGJJtx/vi ew?usp=sharing | 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 |

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| | | 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 |
| 8 | Simile – “as big as a house” – create a list of other similes to describe the size of the peach. (LIT 1-26a) | Literacy - Writing By considering the type of text I am creating, 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 |
| 9 | Shadows Chasing Shadows STEM Challenge (SCN 2-11b) https://drive.google.com/drive/folders/1-aBbAgxw8jOqCdxF4-7xw7Wm4zImfnMw?usp=sharing https://drive.google.com/drive/folders/1-aBbAgxw8jOqCdxF4-7xw7Wm4zImfnMw?usp=sharing | Science – Vibrations and Waves By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. SCN 2-11b |
| 10 | Senses – smell challenge (SCN 1-12b) https://drive.google.com/drive/folders/1w4rDldjCto38qwgV_7QoNTtsLpY1ABOf?usp=sharing https://drive.google.com/file/d/15cN-GYiR1pNVS1Hnor-Wdqn2g7RK2t0u/view?usp=sharing | Science – Biological Systems I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b |

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| | <p>Emotion Works – nervous/shocked (HWB 1-02a) (HWB 1-04a)</p> | <p><u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a</p> |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1Tp6FYXQHqOZdaQoyilxLGbSPkivwQgwS/view?usp=sharing</p> | <p><u>Literacy – Reading</u> 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</p> <p>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</p> |
| <p>11</p> <p>https://drive.google.com/drive/folders/1jltsgmzPcm2</p> | <p>Research the insects/minibeasts in the book (grasshopper, spider, ladybird, centipede, earthworm, silkworm) and create a factfile or poster to show your learning (TCH 1-02a) (LIT 1-24a)</p> | <p><u>Technologies – Digital Literacy</u> Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a</p> |

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| tgPcBbxyMIHNHI-cmbmj A?usp=sharing | | <p><u>Literacy - Writing</u> 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</p> |
| | <p>Minibeasts STEM Challenge (SCN 1-02a) (MNU 1-20b) (MTH 1-21a)</p> <p>https://drive.google.com/drive/folders/1W9uSacPAkaQg5NT_0C87VwW6vE6Ci_w?usp=sharing</p> | <p><u>Science – Planet Earth</u> I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a</p> <p><u>Numeracy and Mathematics – Information Handling – Data and Analysis</u> 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</p> <p>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</p> |
| | <p>Design and create a chair for grasshopper, spider and ladybird (TCH 1-09a) (TCH 1-10a)</p> | <p><u>Technologies – Craft, Design, Engineering and Graphics</u> I can design and construct models and explain my solutions. TCH 1-09a</p> <p>I can recognise a variety of materials and suggest an</p> |

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| | | appropriate material for a specific use. TCH 1-10a |
| | Design and create a sofa for centipede and earthworm (TCH 1-09a) (TCH 1-10a) | <u>Technologies – Craft, Design, Engineering and Graphics</u> 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 |
| | Emotion Works – terrified (HWB 1-02a) (HWB 1-04a) | <u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a |
| | Comprehension (LIT 1-16a) (ENG 1-17a) https://drive.google.com/file/d/1RSkyezhvMBApHB-VXvqTjwSI-oOJ-RH6/view?usp=sharing | <u>Literacy – Reading</u> 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 |

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| | | 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 |
| 12 https://drive.google.com/drive/folders/18tvVBfBNbw5DB7KRugdIjNnB7hpxds_eC?usp=sharing | Senses – earthworm in blind – various activities (SCN 1-12b) https://drive.google.com/file/d/1IpVGnTzd4k_OyPlswoaYwn4XMeqSyJ_x/view?usp=sharing | <u>Science – Biological Systems</u> I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b |
| 13 | Design and create a machine/device to untie/tie, put on/take off centipede's shoes (TCH 1-09a) (TCH 1-10a) Glow worm – research – what makes the 'lights' go on and off? (TCH 1-02a) What are the qualities of a good friend? Write a recipe for friendship (HWB 1-05a) (HWB 1-44a) (LIT 1-26a) | <u>Technologies – Craft, Design, Engineering and Graphics</u> 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 <u>Technologies – Digital Literacy</u> Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a <u>Health and Wellbeing – Mental, emotional, social and physical wellbeing</u> |

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| | | <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p>HWB 1-05a</p> <p><u>Relationships, Sexual Health and Parenthood</u></p> <p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</p> <p>HWB 1-44a</p> <p><u>Literacy - Writing</u></p> <p>By considering the type of text I am creating, 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.</p> <p>LIT 1-26a</p> |
| <p>14</p> <p>https://drive.google.com/drive/folders/1tvkaReuT2XZhH6kDTgdjpScdXv2GN_ePP?usp=sharing</p> | <p>Visualiser – Centipede nibbling stem (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1T0KgIiB_DFOMMtipMXV_vw96IVftqYIE/view?usp=sharing</p> | <p><u>Literacy - Reading</u></p> <p>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</p> <p>LIT 1-14a</p> <p><u>Expressive Arts - Art</u></p> <p>I can create a range of visual information through observing and recording from my</p> |

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| | | experiences across the curriculum. EXA 1-04a |
| | Simile – “jaws as sharp as razors” (add to record list) (LIT 1-26a) | <u>Literacy - Writing</u> By considering the type of text I am creating, 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 your own ‘We may see...’ poem (ENG 1-31a) | <u>Literacy – Writing</u> 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 |
| 15 https://drive.google.com/drive/folders/10Vvl3IFhH3m256OUviou5U7lm8M8CQtS?usp=sharing | Forces – ramp (hill) and ball (peach) SCN 1-07a | <u>Science – Forces</u> By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a |
| | Visualiser – both Aunts flat on the grass (LIT 1-14a) (EXA 1-04a) https://drive.google.com/file/d/1nOXGgTF5v2fC0J-o-eY7YI3FNe7Lt10Y/view?usp=sharing | <u>Literacy - Reading</u> 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 <u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my |

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| | | experiences across the curriculum. <u>EXA 1-04a</u> |
| | Comprehension (LIT 1-16a) (ENG 1-17a) https://drive.google.com/file/d/16bTM2c7jAWk6SmACiWkTpV155dRRijL2/view?usp=sharing | <u>Literacy – Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. <u>LIT 1-16a</u> 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. <u>ENG 1-17a</u> |
| 16 | Comic strip of events (LIT 1-24a) (LIT 1-26a) | <u>Literacy - Writing</u> I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. <u>LIT 1-24a</u> By considering the type of text I am creating, 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. <u>LIT 1-26a</u> |
| | Floating and sinking (SCN 2-08b) | <u>Science – Forces</u> By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge. |

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| <p>17</p> <p>https://drive.google.com/drive/folders/1cEaO9A6UiO9IU7dN_eoF9lsrZJbqQPil?usp=sharing</p> | <p>Visualiser – James grabbing centipede’s legs James tangled in Miss Spider’s legs Earthworm coiled around James’ body (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1L_6Jo6PEmnlhOkNYtyKm4YdBJOFEuvWv/view?usp=sharing</p> | <p>SCN 2-08b</p> <p>Literacy - Reading 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</p> <p>Expressive Arts - Art I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1qtHHlxKx6L_DbRyRhk3kl3xpamhPXLp2/view?usp=sharing</p> | <p>Literacy – 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</p> <p>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</p> |
| | <p>Visualiser – everyone (except Miss Spider) helping centipede put his boots on – Miss Spider weaving a long rope ladder (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1zCIZ_5xVMugBkR-jdWwfJOpxNATFpPcU/view?usp=sharing</p> | <p>Literacy - Reading 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</p> <p>Expressive Arts - Art</p> |

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| | | I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| 18 | <p>Senses – taste challenge of flavours (SCN 1-12b) https://drive.google.com/file/d/1WN-m47_ZuASS2XWSfyr1hXYtZuN0W0Hf/view?usp=sharing</p> <p>Write a taste description for others to guess foods (LIT 1-26a) (LIT 1-28a/LIT 1-29a)</p> <p>Write your own song, rap or poem about food you've eaten (EXA 1-18a) (ENG 1-31a)</p> | <p>Literacy - Writing By considering the type of text I am creating, 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</p> <p>Expressive Arts – Music Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a</p> <p>Literacy – 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</p> |
| 19 | <p>Come up with a plan to escape the sharks</p> <p>OPTIONS:-</p> <p>1. Write step-by-step instructions (LIT 1-26a)</p> | <p>Literacy - Writing By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which</p> |

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| | <p>2. Create a comic strip (LIT 1-24a)</p> <p>3. Write the next chapter based on escaping the sharks (LIT 1-25a)</p> <p>4. Create a role play drama scene in groups and demonstrate your escape to others (EXA 1-13a) (EXA 1-14a)</p> | <p>will be interesting and/or useful for others. LIT 1-26a</p> <p><u>Literacy - Writing</u> 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</p> <p><u>Expressive Arts – Drama</u> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</p> |
| <p>20</p> <p>https://drive.google.com/drive/folders/1Q2pJ37DUqK6MHXfxpp0H60yIK-JHhmF3?usp=sharing</p> | <p>Create your own newspaper headline if the earthworm was eaten by seagulls to save his friends. Miss Spider's was "Earthworm gives life to save friends." (LIT 1-25a)</p> | <p><u>Literacy – Writing</u> I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a</p> |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> | <p><u>Literacy – Reading</u> To show my understanding across different areas of</p> |

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| | https://drive.google.com/file/d/1Po__OAYgeawQ0kXpBOHcujD4mjH6l6sE/view?usp=sharing | <p>learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</p> <p>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</p> |
| 21 | Emotion Works – Earthworm scared (HWB 1-02a) (HWB 1-04a) | <p><u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a</p> |
| 22 | <p>Visualiser – earthworm (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/drive/folders/1YwFkdHSXCo9rOYvlsrdQJOA6AmBbDyTs?usp=sharing</p> <p>https://drive.google.com/file/d/1W-hbUdgHZUnm8QU1UWFNX_6r93Y6lRpp/view?usp=sharing</p> | <p><u>Literacy - Reading</u> 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</p> <p><u>Expressive Arts - Art</u></p> |

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| | | I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| | Visualiser – pulling in earthworm and James putting loop of string around neck of seagull (LIT 1-14a) (EXA 1-04a) https://drive.google.com/file/d/1Wya20_xUuFWINzD27y71zFvEvxETWkng/view?usp=sharing | <u>Literacy - Reading</u> 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 <u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| | Visualiser – peach on water then lifting into the air (LIT 1-14a) (EXA 1-04a) https://drive.google.com/file/d/1MfvIx3sAZIUaUYN1rupD2QKCfy55wCpz/view?usp=sharing | <u>Literacy - Reading</u> 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 <u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| 23 | Shark research (TCH 1-02a) | <u>Technologies – Digital Literacy</u> Using digital technologies responsibly I can access, retrieve and use information to support, |

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| | | enrich or extend learning in different contexts. TCH 1-02a |
| 24 https://drive.google.com/drive/folders/1jSDptXhyWUpC9zZcWGSqoAHIDW1p5ADK?usp=sharing | Design and create your own musical instrument (challenge – different pitch of sound) (TCH 1-09a) (TCH 1-10a) (SCN 1-11a) | Technologies – 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 Science – Vibrations and Waves By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a |
| | Research ears – where do different animals have their ears? (TCH 1-02a) Parts of the ear/function (SCN 1-12a) https://drive.google.com/file/d/12PEIbQe1WFmeqHpFQ0lZtVplfn_G0Saj/view?usp=sharing | Technologies – 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 – Biological Systems By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. SCN 1-12a |
| | Comprehension | Literacy – Reading |

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| | <p>(LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1pPytchqjZ6Bhd_kTr1PJrG9Es4u1gmAP/view?usp=sharing</p> | <p>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</p> <p>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</p> |
| 25 | <p>Family tree (mindful of class situation – can use Bart Simpson or another character if needs be) (SCN 1-14a)</p> | <p><u>Science – Biological Systems</u> By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a</p> |
| | <p>Create a song or rap about a family member (EXA 1-18a)</p> | <p><u>Expressive Arts – Music</u> Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a</p> |
| 26 | <p>Balance – keeping balance – P.E. (HWB 1-21a)</p> | <p><u>Health and Wellbeing – Physical Education</u> I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> |

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| | Design new boots for centipede (each person designs one boot, have a centipede on display and add the designs – some children may have to design more than one to make 42 in total) (TCH 1-11a) | <u>Technologies – Craft, Design, Engineering and Graphics</u> I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts. TCH 1-11a |
| 27 https://drive.google.com/drive/folders/1P8bkqD8Cctv4U0eThw2RuB_ZUFFv7WCC?usp=sharing | Moon phases (SCN 1-06a) https://drive.google.com/file/d/1qUR0xz-Yqv9hRzm09-CoxUklgTHjeOb7/view?usp=sharing | <u>Science – Planet Earth</u> By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a |
| | Visualiser – cloud men (LIT 1-14a) (EXA 1-04a) https://drive.google.com/file/d/18PHRvYb1eEOKqCCuY5pmpECW8Zl9jd-B/view?usp=sharing | <u>Literacy - Reading</u> 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 <u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| | Cloud formation, hail (SCN 1-05a) | <u>Science – Planet Earth</u> By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 1-05a |
| | Comprehension (LIT 1-16a) (ENG 1-17a) | <u>Literacy – Reading</u> To show my understanding across different areas of |

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| | https://drive.google.com/file/d/1L3nEBrF1iELRPiHNhvc9-8532V8rk499/view?usp=sharing | 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 |
| 28 | Rainbows – create your own rainbow – chromatography ***** | |
| 29 | <p>Visualiser – centipede with purple paint (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1iDPeu8UwxcMY5l5CaDFDvQvZZxGuSwzS/v?usp=sharing</p> | <p>Literacy - Reading 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</p> <p>Expressive Arts - Art I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> |
| | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1bCMEDz-2Ggp6bDJ7GhAlgEFN46hi6Jhn/v?usp=sharing</p> | <p>Literacy – 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</p> <p>To show my understanding, I can respond to different kinds of questions and other close reading</p> |

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| | | tasks and I am learning to create some questions of my own. ENG 1-17a |
| 30 https://drive.google.com/drive/folders/1Xq7FH4y-FQxmza8VZ7TCHnJSEWp1_xxW?usp=sharing | Cause of rain – water cycle (SCN 1-05a) https://drive.google.com/drive/folders/1Xq7FH4y-FQxmza8VZ7TCHnJSEWp1_xxW?usp=sharing | Science – Planet Earth By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 1-05a |
| 31 https://drive.google.com/drive/folders/1MMljKzIR3rubKHPnrf3CSWI0JArA02tX?usp=sharing | Snowflakes STEM Challenge (SCN 2-08a) (MNU 1-10c) (MTH 1-19a) https://drive.google.com/drive/folders/1MMljKzIR3rubKHPnrf3CSWI0JArA02tX?usp=sharing | Science – Forces I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a Numeracy and Mathematics – Number, Money, Measure – Time I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c Shape, Position and Movement – Angles, Symmetry and Transformation I have explored symmetry in my own and the wider environment and can create and recognise |

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| | | <p>symmetrical pictures, patterns and shapes. MTH 1-19a</p> |
| | <p>Cyclones/tornadoes (SOC 2-07b)</p> | <p><u>Social Studies – People, Place and Environment</u> I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b</p> |
| 32 | <p>America – research (TCH 1-02a)</p> | <p><u>Technologies – Digital Literacy</u> Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning in different contexts. TCH 1-02a</p> |
| | <p>My Dream Destination – writing (LIT 1-26a)</p> | <p><u>Literacy - Writing</u> By considering the type of text I am creating, 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</p> |
| 33 | <p>Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/drive/folders/12-h1yIBD2V6S2I6jSsRDeRIQwYR-WmbJ?usp=sharing</p> <p>https://drive.google.com/file/d/1yxFb0uwFfYBuK3QRaEAY5YhYsqIWGsg8/view?usp=sharing</p> | <p><u>Literacy – Reading</u> 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</p> <p>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.</p> |

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| | | ENG 1-17a |
| 34 https://drive.google.com/drive/folders/1JR50fDtavSRG5McSqjNrZ3KIL7nYsXLY?usp=sharing | Visualiser – plane breaking strings and peach falling (LIT 1-14a) (EXA 1-04a) https://drive.google.com/file/d/133GV63pQfnQ0v0o2fOAsMpD0yE2um-do/view?usp=sharing | <u>Literacy - Reading</u> 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 <u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| 35 | | |
| 36 https://drive.google.com/drive/folders/1jVw2V_KFVSI-sM_mr_bUN2a-Lrct3h9U?usp=sharing | Visualiser – peach on Empire State Building (LIT 1-14a) (EXA 1-04a) https://drive.google.com/file/d/1zM5MmU_ZK1my9FxU-0wS1fkor7GePBiM/view?usp=sharing | <u>Literacy - Reading</u> 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 <u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a |
| 37 | Emotion Works – scared, frightened (HWB 1-02a) (HWB 1-04a) | <u>Health and Wellbeing - Mental, emotional, social and physical wellbeing</u> I know that we all experience a variety of thoughts and emotions that affect how we feel and |

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| | | <p>behave and I am learning ways of managing them. HWB 1-02a</p> <p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 1-04a</p> |
| | Poem to describe characters – write a poem to describe a friend (ENG 1-31a) | <p><u>Literacy – Writing</u> 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</p> |
| <p>38</p> <p>https://drive.google.com/drive/folders/1cO6Ek2TPRw82jNEBh2f_mTLkYxF7UjAP?usp=sharing</p> | <p>Visualiser – parade (LIT 1-14a) (EXA 1-04a)</p> <p>https://drive.google.com/file/d/1TMpisJEUbicy_QG3bgnJFzewQgCYWFN3/view?usp=sharing</p> | <p><u>Literacy - Reading</u> 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</p> <p><u>Expressive Arts - Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p> |
| 39 | Your Dream Job (HWB 1-20a) | <p><u>Health and Wellbeing – Planning for Choices and Changes</u> I can describe some of the kinds of work that people do and I am</p> |

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| https://drive.google.com/drive/folders/1NIVx2MI6fd07bBrC8R7Q08gHSIRpfRzW?usp=sharing | | finding out about the wider world of work. HWB 1-20a |
| | <p>Chapters 34-39 Comprehension (LIT 1-16a) (ENG 1-17a)</p> <p>https://drive.google.com/file/d/1lly_HluliwypIY9yS1QtXF4_U53QsKLW/view?usp=sharing</p> | <p><u>Literacy – Reading</u> 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</p> <p>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</p> |
| <p>Other</p> <p>https://drive.google.com/drive/folders/14IHLKcnyEsUdgsJDZAsgHzKgSnxWr4H?usp=sharing</p> | <p>Measure the height/circumference of a normal peach (MNU 1-11a)</p> | <p><u>Numeracy and Mathematics – Number, Money and Measure – Measurement</u> I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a</p> |
| | <p>Plan and record a news report for American TV about the arrival of the giant peach in NYC (TCH 1-01a)</p> | <p><u>Technologies – Digital Literacy</u> 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</p> |

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| | Maths Challenges (MNU 2-03a) https://drive.google.com/file/d/1usPq2eRhrXkuFneCHZ_B2uUQjg4zA29u/view?usp=sharing | Numeracy and Mathematics – Number, Money and Measure - Number and Number Processes Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a |
| | Make a wormery (SCN 1-01a) https://drive.google.com/drive/folders/1WqRXLJyvhGQNq4Kk_KQQhqBcm0oK8I5O?usp=sharing | Science – Planet Earth I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a |
| | Penguin Lessons Pack - Various | |