

Matilda

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 -

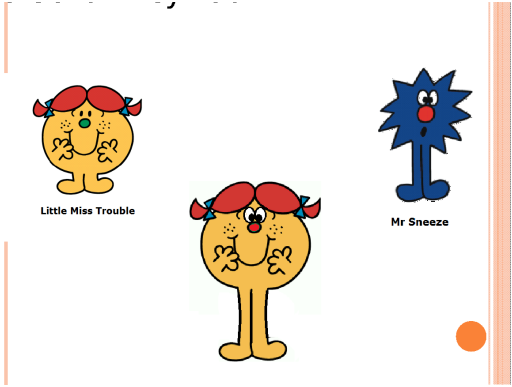
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Suggested Blocks of Learning (Chapters)	Suggested In School Activities	Suggested At Home Activities	CfE Experiences and Outcomes
1.The Reader of Books https://drive.google.com/drive/folders/1TNQScj4yJmrx5zbxW9-vqjbK2YL31kw2?usp=sharing	Matilda used to drink hot chocolate whilst reading her books. Write instructions for making hot chocolate using sequencing language. (LIT 1-23a) (LIT 1-26a)		<u>Writing</u> Throughout the writing process, I can check that my writing makes sense. LIT 1-23a 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
		Can you follow your instructions to make your hot chocolate? (TCH 1-04a)	<u>Food Technology</u> I can use a range of simple food preparation techniques when working with food TCH 1-04a

	<p>Chapter 1 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>		<p><u>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>Character Descriptions – as you read the book, add adjectives to the character columns – Matilda, Mr. Wormwood, Mrs. Wormwood, Michael, Miss. Honey, Miss. Truchbull, Lavender, Bruce Bogtrotter (LIT 1-26a)</p>		<p><u>Writing</u> 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>Matilda loves reading. What is your favourite book and why? Write about your favourite book to try and convince someone else to read it. (LIT 1-28a) (LIT 1-29a)</p>		<p><u>Writing</u> I can convey information, describe events or processes, share my opinions or</p>

		<p>persuade my reader in different ways. LIT 1-28a / LIT 1-29a</p>
	<p>Allocate reading (books or texts) from different continents to read. Write a review or draw pictures to summarise the story for them and share with others. Create 'A World of Books' for display. (individual lesson 2) (SOC 1-12b) (SOC 1-13b)</p>	<p><u>Social Studies</u> By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p>
	<p><u>IDL opportunity (at school or at home)</u> Research facts about a chosen country from the given continent and create a presentation to the class. (individual lesson 2) (SOC 1-12b) (SOC 1-13b) (TCH 1-02a) (LIT 1-09a)</p>	<p><u>Social Studies</u> By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b</p> <p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p>

		<p><u>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><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>2.Mr. Wormwood, the Great Car Dealer</p> <p>https://drive.google.com/drive/folders/1w9YpQXVbiP3q9vt-hT9IHuT3fCRdi-Y-?usp=sharing</p>	<p><u>IDL opportunity (at school or at home)</u> Visualisers (Mr and Mrs. Wormwood) – “Mr. Wormwood was a small ratty-looking man whose front teeth stuck out underneath a thin ratty moustache. He liked to wear jackets with large brightly coloured checks and he sported ties, that were usually yellow or pale green.”</p> <p>“Mrs. Wormwood sat munching her meal with her eyes glued to the American soap-opera on the screen. She was a large woman whose hair was dyed platinum blonde except where you could see the mousy-brown bits growing out from the roots. She wore heavy make-up and she had one</p>	<p><u>Writing</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>Art</u> I can create a range of visual information through observing</p>

	<p>of those unfortunate bulging figures where the flesh appears to be strapped in all around the body to prevent it from falling out.” (LIT 1-14a) (EXA 1-04a)</p>	<p>and recording from my experiences across the curriculum. EXA 1-04a</p>	
	<p>Inheritance – explain what inheritance is and discuss the difference between inherited genes and environmental factors. Use a simple example to show inheritance e.g Mr. Sneeze and Little Miss. Trouble</p>  <p>Ask children to look at their visualisers of Mr. and Mrs. Wormwood and draw Matilda and her brother using some of the characteristics that may be inherited.</p> <p>(SCN 1-14a) (LIT 1-07a)</p>	<p>Smarties inheritance task – This challenge is to help children understand inherited characteristics. All living creatures create offspring of the same kind, but the offspring are not identical copies of their parents. When living things reproduce they pass on characteristics, known as traits, to their offspring. Our DNA contains all of the information for many of these traits such as eye colour, or whether or not you can roll your tongue. But some traits are a result of the environment, for example the weight of a cat is partly down to its genes (inherited) and partly down to how much the owner feeds it (environmental). (SCN 1-14a)</p>	<p><u>Science</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><u>Listening and Talking</u> I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-07a</p> <p><u>Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a</p>

	(EXA 1-04a)		
	Chapter 2 Comprehension questions (LIT 1-16a) (ENG 1-17a)		<p>Reading</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>
		<p>Make a model of Matilda's house using materials of your choice. (three bedrooms upstairs, livingroom, kitchen and dining-room downstairs) (TCH 1-09a) (TCH 1-10a)</p>	<p><u>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 appropriate material for a specific use. TCH 1-10a</p>
	<p>IDL opportunity (at school or at home) (See Matilda Lesson Plan Pack – Lesson 4 – Mr Wormwood's Inventions) TASK 4: AN INVENTION FOR THE FUTURE</p>		<p><u>Craft, Design, Engineering and Graphics</u></p>

	<p>Using what they have learned from Mr. Wormwood about how NOT to design a car, as well as inspiration from the STARTER ACTIVITY, children should now come up with their own Invention for the Future! They should use an A3 sheet of paper to plan their invention and draw sketches, taking into consideration the following questions:</p> <ul style="list-style-type: none"> • What is the purpose of the object or vehicle that is being invented? • How will people use the object or vehicle being invented? • How will it improve our way of life? • What materials will you use and why? • What properties are you looking for in the materials that you choose? • How will it be based on sound scientific and design principles? • What mechanisms will it require? <p>Make a model of your invention using materials of your choice and present to the rest of the class.</p> <p>(TCH 1-09a) (TCH 1-10a) (ENG 1-17a) (LIT 1-09a)</p>	<p>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 appropriate material for a specific use. TCH 1-10a</p> <p><u>Reading</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. ENG 1-17a</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>Mr. Wormwood cheats his customers. What do we mean by RME I am becoming aware that people's beliefs and values</p>

		<p>'dishonesty' and why isn't it nice? Design and create 'something' to show the importance of being honest. Present this to the rest of the class and explain what it is and why it represents honesty.</p> <p>(RME 1-09c) (EXA 1-02a) (LIT 1-09a)</p>	<p>affect their actions. RME 1-09c</p> <p><u>Art</u> 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</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>3.The Hat and the Superglue</p> <p>https://drive.google.com/drive/folders/15FGFnNQBBIKygodWibF0TOxSep2HW_AM?usp=sharing</p>	<p>Design (or design and create) a hat for Mr. Wormwood (TCH 1-09a) (TCH 1-10a) (EXA 1-03a)</p>		<p><u>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>

		<p>appropriate material for a specific use. TCH 1-10a</p> <p><u>Art</u> I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p>
	<p>Chapter 3 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>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><u>IDL opportunity (at school or at home)</u> Draw Mr. Wormwood or Mr. and Mrs. Wormwood trying to pull off the hat. Think about how to show his pained expression (EXA 1-03a) (LIT 1-14a)</p>	<p><u>Art</u> I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p><u>Writing</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. LIT 1-14a</p>
	<p><u>IDL opportunity (at school or at home)</u> Mr Wormwood gets a hat stuck on his head with Superglue. Find out about glue and how it works. Investigate different types of glue and the materials that they are best for sticking together. (TCH 1-02a) (SCN 1-15a)</p>	<p><u>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><u>Science</u> Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a</p>
	<p>Matilda played the prank of supergluing her dad's hat. Can you think of other prank ideas she could use in the future? Make a list of ideas. Extension – write instructions on how to complete each prank. (LIT 1-23a) (LIT 1-26a)</p>	<p><u>Writing</u> Throughout the writing process, I can check that my writing makes sense. LIT 1-23a</p> <p>I can select ideas and relevant information, organise these in a logical sequence and use words which will be</p>

			interesting and/or useful for others. LIT 1-26a
4.The Ghost https://drive.google.com/drive/folders/1hghEveS-Ezs9ybe1GtZQ52mNtc5LjnLb?usp=sharing	“When Mr. Wormwood arrived back from the garage that evening his face was <u>as dark as a thunder cloud...</u> ” Introduce similes – make a list of other similes to describe the Wormwood family 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
	“I don’t want to know what it’s about,” Mr. Wormwood barked – why is using ‘barked’ more effective than ‘said’ in this instance? List other interesting alternative words for ‘said’. (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
	Matilda’s friend, Fred, has a pet parrot which he lends to her. Can you research and make an information guide to teach people how to look after a pet of your choice? (TCH 1-02a) (LIT 1-25a) (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

			<p>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>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>(See Matilda Individual Lesson 3 – The Ghost)</p> <ul style="list-style-type: none"> • Read the fourth chapter of Matilda, The Ghost. • Children find evidence from the text that shows how the parrot may be feeling. • One child volunteers to be the parrot and comes to sit in the hotseat. The rest of the class asks questions to the parrot, for example: <ul style="list-style-type: none"> - What was in your mind when you were in the chimney? 		<p>Drama</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>- As you were stuck in the chimney, you couldn't see anything. What could you hear, smell, taste, touch?</p> <p>- Can you say more than "Hullo, hullo, hullo" and "Rattle my bones"? If so, why didn't you say other things?</p> <p>- How did you feel when Matilda finally took you out of the chimney?</p> <p>- What do you think of Fred, Matilda, Matilda's family?</p> <p>• Ask the class for a volunteer to be a parrot with a completely different personality. Repeat the hot seating exercise.</p> <p>(EXA 1-14a)</p>		
	<p>Chapter 4 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>		<p>Reading</p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p>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>

		ENG 1-17a
	Make a parrot from card/paper using instructions (TCH 1-09a)	Craft, Design, Engineering and Graphics I can design and construct models and explain my solutions. TCH 1-09a
5.Arithmetic https://drive.google.com/drive/folders/1ADm65xUzmq5Yrn8CtG0ptJU8RapQN8C7?usp=sharing	Calculating profit – Can you solve the Maths problems that Mr. Wormwood sets for his son in Chapter 5? Fill in the table. (MNU 1-09a) (MNU 1-03a)	Money I can use money to pay for items and can work out how much change I should receive. MNU 1-09a 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
	IDL opportunity (at school or at home) (See Matilda Individual Lesson 4 – Arithmetic) Make a TV advert to try to sell a car that is in a very bad state (ENG 1-03a) (TCH 1-01a)	Listening and Talking I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a 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
	Miss Honey expects the children to know their two times table by the end of Matilda's first week. Can you think of tricks / strategies to help her to learn them? Can you think of tips to help her learn the other tables? Make a poster which teaches strategies to learn a times table of your choice to people who read it. (LIT 1-24a)	<u>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
	Chapter 5 Comprehension questions (LIT 1-16a) (ENG 1-17a)	<u>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 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
6.The Platinum-Blond Man https://drive.google.com/drive/folders/15kv7U5aPX	Draw Mr. Wormwood with his dyed hair (EXA 1-03a)	<u>Art</u> I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

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	<p>Chapter 6 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>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>7.Miss Honey</p> <p>https://drive.google.com/drive/folders/1Gw8JQcEMxQjTxhb3NTFLGKMsHp3HM-nQ?usp=sharing</p>	<p>Matilda reads a limerick out loud to her class. What is a limerick? Find out about them and try to write your own. (ENG 1-31a)</p>	<p><u>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>Chapter 7 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>Reading</u> To show my understanding across different areas of</p>

		<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>	
<p>8.The Trunchbull</p> <p>https://drive.google.com/drive/folders/1tEniRV_G-L5P-knTmM1Nox19i3F7jDy7?usp=sharing</p>		<p>Miss. Trunchbull was once a famous athlete – research a famous athlete of your choice and present your findings</p>	<p><u>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><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>IDL opportunity (at school or at home)</p>		<p><u>Digital Literacy</u></p>

	<p>Miss Honey describes Matilda as a 'genius'. Find out about other people who have been called a 'genius' throughout history. What were they famous for? What did they achieve in their lives? Create a factfile/poster/leaflet to show your findings (TCH 1-02a) (LIT 1-24a)</p>	<p>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><u>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>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>Chapter 8 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>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</p>

		<p>respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.</p> <p>ENG 1-17a</p>
<p>9.The Parents</p> <p>https://drive.google.com/drive/folders/1Ozva61dhC5eOeFjhQQH-FO31bO6Fs0ee?usp=sharing</p>	<p>Matilda's house was named 'Cosy Nook', what would you name your house and why? Create a sign for your door naming your house.</p> <p>(LIT 1-09a) (LIT 1-24a)</p>	<p><u>Listening and Talking</u></p> <p>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.</p> <p>LIT 1-09a</p> <p><u>Writing</u></p> <p>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>Chapter 9 Comprehension questions</p> <p>(LIT 1-16a) (ENG 1-17a)</p>	<p><u>Reading</u></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p>LIT 1-16a</p> <p>To show my understanding, I can</p>

		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
10. Throwing the Hammer https://drive.google.com/drive/folders/1_-xAND1wyY9pAyUMCozc7LN3IXVg9jl7?usp=sharing	<u>IDL opportunity (at school or at home)</u> Visualiser - "Lavender was exceptionally small for her age, a skinny little nymph with deep brown eyes and with dark hair that was cut in a fringe across her forehead." (LIT 1-14a) (EXA 1-04a)	<u>Writing</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>Art</u> I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-04a
	Matilda liked Lavender because she was gutsy and adventurous. Draw a picture of your friend/friends and write adjectives to describe them and why you like them. (HWB 1-44a)	<u>Health and Wellbeing</u> I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a
	Forces - Do you remember the part where Miss Trunchbull swings Amanda Thripp around her	<u>Science</u> By investigating forces on toys and other objects, I can predict the effect on

		<p>pigtails? Can you fill up a bucket of water and swing it around in a circle over your head without the water spilling? The reason this works is down to centripetal force. If the rate of rotation is high enough that the centripetal force is at least as great as gravity the water won't spill out of the bucket. (SCN 1-07a)</p>	<p>the shape or motion of objects. SCN 1-07a</p>
	<p>(See Matilda Individual Lesson 7 – Throwing the Hammer)</p> <ul style="list-style-type: none"> Exaggeration task (starter lesson 7) Write a description as if the narrator were Hortensia retelling the story. Use lots of exaggeration in the language. <p>It may start like this: “You want to hear a good story? Well, Amanda Thripp wanted to get her own back on Miss Trunchbull. She asked me for help because I'm the best at playing tricks on our nasty Headmistress. This is what we did...” (LIT 1-26a) (ENG 1-31a)</p>		<p><u>Writing</u> 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>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>Miss Trunchbull once threw the hammer in the Olympics. Can you practise your throwing skills? Can</p>	<p><u>Health and Wellbeing</u> I am discovering ways that I can link actions and skills to create movement</p>

		<p>you find out about different Olympic events? Share your findings with others. (HWB 1-21a) (TCH 1-02a) (LIT 1-09a)</p>	<p>patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p><u>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><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>After reading Chapter 10 and the Hammer Throw fact file, choose from (or complete all of) the following tasks:</p> <ul style="list-style-type: none"> • Create a poster or draw a set of instructions on how to participate in the hammer throw. Think of the rules and the techniques. • Draw a series of images showing the steps of throwing the hammer. • Draw a picture of Miss Trunchbull using the hammer throw technique in her school. • Write a set of rules that the Trunchbull might set at her school. <p>(LIT 1-24a) (LIT 1-26a)</p>		<p><u>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>I can select ideas and relevant information, organise</p>

		these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a
	Chapter 10 Comprehension questions (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
11. Bruce Bogtrotter and the Cake https://drive.google.com/drive/folders/1MMb81J7URect5wfmB_YxS43OuoNU9U6h?usp=sharing		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. Write a recipe for the chocolate cake that Bruce Bogtrotter was forced to eat in front of the school. If you have the ingredients, can you bake the chocolate cake following your recipe. (LIT 1-26a) (TCH 1-04a)

			<p>LIT 1-26a</p> <p><u>Food Technology</u> I can use a range of simple food preparation techniques when working with food TCH 1-04a</p>
	<p>(See Matilda Individual Lesson 8 – Bruce Bogtrotter and the Cake) All children draw a cake shape on a mini whiteboard and demonstrate:</p> <ul style="list-style-type: none"> - Half (50%) of the cake. - A quarter of the cake, or 25%. - Three quarters of the cake, or 75%. - A third of the cake. - Two thirds of the cake. - Three eighths of the cake, and so on. <p>(MNU 1-07a) (MNU 2-07a)</p>		<p><u>Fractions, Decimals and Percentages</u> Having explored fractions by taking part in practical activities, I can show my understanding of:</p> <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. <p>MNU 1-07a</p> <p>I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. MNU 2-07</p>
	<p>Create a cartoon strip of events at the Assembly. (LIT 1-24a) (LIT 1-26a)</p>		<p><u>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>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>Chapter 11 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>Reading</u> To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p>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> <p>ENG 1-17a</p>
<p>12.Lavender</p> <p>https://drive.google.com/drive/folders/1A9zfht9s-ee_x2FMIVOw44pICVII4raFL?usp=sharing</p>	<p>What other pranks could Lavender have played on Miss. Trunchbull? Write some ideas to share with others.</p> <p>(LIT 1-24a) (LIT 1-26a)</p>	<p><u>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>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><u>IDL opportunity (at school or at home)</u> Research newts and make a factfile (TCH 1-02a) (LIT 1-24a) (LIT 1-26a)</p>	<p><u>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><u>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>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>Discuss the urban myth from P133 and other common urban myths e.g. four leaf clovers bring you good luck, there is a pot of gold at the end of a rainbow, eating crusts gives you curly hair, eating carrots makes you see in the dark, if you step on a crack you will marry a rat.</p> <p>Explain the children are going to make their own urban myths at home to share with everyone else. (LIT 1-05a)</p>	<p>On page 133, Rupert Entwistle had told Lavender a story that many believed to be true about a newt. The story said "...that if you chopped off a newt's tail, the tail stayed alive and grew into another newt ten times bigger than the first one." Urban myths can be a made up story about anything. Make up your own urban myth. You can use any subject material that is appropriate for your classmates to hear about. (LIT 1-25a)</p>	<p><u>Listening and Talking</u> As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a</p> <p><u>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>Chapter 12 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>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>	

			ENG 1-17a
13.The Weekly Test https://drive.google.com/drive/folders/1TzZyPC6v7Jc8C1NRHK6IIEOf69G1W9mL?usp=sharing	Nigel uses a mnemonic to remind him how to spell difficulty. Do you have any ways to remember how to spell some words e.g. Mrs. D, Mrs. I, Mrs. FFI, Mrs. C, Mrs. U, Mrs. LTY. If you don't then choose a word and make up a mnemonic to remember how to spell it. (individual lesson 9) (LIT 1-25a)	Give the children a range of character names: Miss Trunchbull, Matilda, Miss Honey, Mr and Mrs Wormwood and others such as Lavender or Bruce Bogtrotter and ask them to make a mnemonic to describe the character, by making an acrostic of the character's name. (individual lesson 9) (LIT 1-25a)	<u>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
	Chapter 13 Comprehension questions (LIT 1-16a) (ENG 1-17a)		<u>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 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
14.The First Miracle	(See Matilda Individual Lesson 10 – The First Miracle)	Independently, the children write a description of the sensation as a	<u>Listening and Talking</u> As I listen or watch, I can identify and discuss the

<p>https://drive.google.com/drive/folders/1jf_T0KTCj3nqj_NaLyLf9N1qrrctxGdO?usp=sharing</p>	<p>• As a class, close-read this description of Matilda’s special power: ‘And now, quite slowly, there began to creep over Matilda a most extraordinary and peculiar feeling. The feeling was mostly in the eyes. A kind of electricity seemed to be gathering inside them. A sense of power was brewing in those eyes of hers, a feeling of great strength was settling itself deep inside her eyes. But there was also another feeling which was something else altogether, and which she could not understand. It was like flashes of lightning. Little waves of lightning seemed to be flashing out of her eyes. Her eyeballs were beginning to get hot, as though vast energy was building up somewhere inside them. It was an amazing sensation. She kept her eyes steadily on the glass, and now the power was concentrating itself in one small part of each eye and growing stronger and stronger and it felt as though millions of tiny little invisible arms with hands on them were shooting out of her eyes towards the glass she was staring at.’ As a class, identify features of the description, including use of repetition,</p>	<p>special power takes hold. What does it feel like? Try to include the features of descriptive writing from the novel. (LIT 1-26a) (ENG 1-31a)</p>	<p>purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a</p> <p><u>Writing</u> 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>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>
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	adjectives and superlatives, verbs, imagery and similes. (LIT 1-04a)		
		Floating Feat activity – static electricity to create floating newts (SCN 2-08a)	<u>Science</u> I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a
	(See Matilda Lessons Plan Pack – Lesson 3 – Moving Things with Your Mind) (forces) <ul style="list-style-type: none"> Children will learn about magnetic force, friction, gravity, water resistance, air resistance, weight and static electricity. (SCN 1-07a) (SCN 2-07a)		<u>Science</u> By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a
	Electrostatic investigations (SCN 2-08a)		<u>Science</u> I have collaborated in investigations to compare magnetic, electrostatic and gravitational forces and have explored their practical applications. SCN 2-08a
	Magnet investigations		<u>Science</u>

	(SCN 1-08a)	By exploring the forces exerted by magnets on other magnets and magnetic materials, I can contribute to the design of a game. SCN 1-08a
	Chapter 14 Comprehension questions (LIT 1-16a) (ENG 1-17a)	<u>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 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
15.The Second Miracle https://drive.google.com/drive/folders/1o75Syli7wAl8UDS1I1zSR1CPcK1drRnS?usp=sharing	As we know, Matilda has special 'powers'. If you could have a special power, what would it be and why? Create a piece of art to show your power. (EXA 1-02a)	<u>Art</u> 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
	Write an adventure story or comic strip of you using your super power. (LIT 1-24a) (LIT 1-26a)	<u>Writing</u> I can present my writing in a way that will make it

			<p>legible and attractive for my reader, combining words, images and other features. LIT 1-24a</p> <p>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>Chapter 15 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>		<p><u>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>
16. Miss. Honey's Cottage		On the walk to Miss. Honey's cottage, Miss. Honey taught	<p><u>Science</u> I can distinguish between living and non living things.</p>

<p>https://drive.google.com/drive/folders/1Dehy0bvQcQcp556QHga_OJ_6-cdp9XMI?usp=sharing</p>		<p>Matilda to recognise trees by their leaves. Research the oak, sycamore, ash and sweet chestnut leaves mentioned in Chapter 16. Illustrate what they look like and write a description.</p> <p>Extension – go for a walk, can you see any of these leaves? Or can you find other leaves to identify? (SCN 1-01a)</p>	<p>I can sort living things into groups and explain my decisions. SCN 1-01a</p>
		<p>Draw Miss. Honey’s cottage from the description given OR make Miss Honey’s cottage – free choice of materials or using the instructions given (EXA 1-03a) (TCH 1-09a) (TCH 1-10a)</p>	<p>Art I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>Craft, Design, Engineering and Graphics 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 appropriate material for a specific use. TCH 1-10a</p>

	<p>Miss Honey loves tea. Can you design a new teapot for her using materials of your choice to hold 25ml of water. Your teapot must have a handle, lid and spout and hold 25ml of water without leaking. (TCH 1-09a) (TCH 1-10a)</p>	<p>Craft, Design, Engineering and Graphics 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 appropriate material for a specific use. TCH 1-10a</p>
	<p>Chapter 16 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p>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>17. Miss. Honey's Story</p> <p>https://drive.google.com/drive/folders/1y7mr1xBb9</p>		<p>Miss. Honey had to go to Teachers' Training College. Research what qualifications do you need for your dream job or a job that interests you?</p> <p>Digital Literacy Using digital technologies responsibly I can access, retrieve and use information to support, enrich or extend learning</p>

MuYew3Ch5oSNRGgTcBkr9D?usp=sharing			in different contexts. TCH 1-02a
	Chapter 17 Comprehension questions (LIT 1-16a) (ENG 1-17a)		<p><u>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>
18.The Names https://drive.google.com/drive/folders/1milwGdnyzdAla01PdhrUOPwsgiympQPpa?usp=sharing	Do your parent/carers have a nickname for you? How did it come about? (LIT 1-09a)		<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>
	Matilda thinks of Miss. Honey as a heroine, someone she looks up to and admires. Write about your hero/heroine and explain what makes them a hero to you.		<p><u>Writing</u> I can convey information, describe events or processes, share my</p>

	(LIT 1-28a) (LIT 1-29a) (ENG 1-30a)	<p>opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a</p> <p>I can describe and share my experiences and how they made me feel. ENG 1-30</p>
	<p>Chapter 18 Comprehension questions (LIT 1-16a) (ENG 1-17a)</p>	<p><u>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>19.The Practice</p> <p>https://drive.google.com/drive/folders/1YdlLfgRC2vobBTmjf0ITFIXEsANNN2Tn?usp=sharing</p>	<p>‘Practice makes perfect’ is a very well known saying. Explain what this means. (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>Matilda shows great perseverance and determination in Chapter 19. 'The Practice'. By doing so, she became very skilled at doing something that was initially very difficult.</p> <p>Create a poster inspiring others to keep going when things get tough.</p> <p>(LIT 1-24a)</p>	<p><u>Writing</u></p> <p>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>Chapter 19 Comprehension questions</p> <p>(LIT 1-16a) (ENG 1-17a)</p>	<p><u>Reading</u></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p>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> <p>ENG 1-17a</p>
<p>20.The Third Miracle</p> <p>https://drive.google.com/drive/folders/1BcYAhBB_kWKKtQvKFOuELoBxH9aRen9?usp=sharing</p>	<p>What message would you have written to Miss. Trunchbull?</p> <p>(LIT 1-25a)</p>	<p><u>Writing</u></p> <p>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>Chapter 20 Comprehension questions</p>	<p><u>Reading</u></p>

	(LIT 1-16a) (ENG 1-17a)	<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>
<p>21.A New Home</p> <p>https://drive.google.com/drive/folders/12VNweKKFopu6saMgLS1xAa5lb6aN2FEQ?usp=sharing</p>	<p>Create a venn diagram to show the similarities and differences of living with Miss. Honey and the Wormwoods (LIT 1-28a) (LIT 1-29a)</p>	<p><u>Writing</u> I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a</p>
	<p>Mr and Mrs Wormwood are packing furiously to leave the country. If you had to pack suddenly, what would you pack in your one suitcase and why? Draw your suitcase filled with your items and write about what you would take and why. Share your ideas in class. (ENG 1-30a) (LIT 1-09a)</p>	<p><u>Writing</u> I can describe and share my experiences and how they made me feel. ENG 1-30a</p> <p><u>Listening and Talking</u> When listening and talking with others for different purposes, I can exchange</p>

		information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a
	Chapter 21 Comprehension questions (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
Other	(See Matilda Individual Lesson 6 – Miss Honey and the Trunchbull) • Read aloud the quotations from chapters seven, eight, twelve, fourteen and twenty listed in individual lesson 6. As the quotes are being read, the children stand up and mime an interpretation of the images and actions. (EXA 1-12a)	Drama I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a

	<p>(See Matilda Individual Lesson 1 - Miss. Trunchbull) Ask for examples of Miss Trunchbull's reactions to situations (Julius Rottwinkle, p104; Amanda Thrupp, p106; Bruce Bogtrotter p111.) • Take the children on an imaginary journey:</p> <p>You are late for school and in your panic you forgot your school jumper. It is the school photo today. All of the children are lined up outside getting ready for the school photo but they are being inspected by Miss Trunchbull first. You rush to the end of the line and wait as Miss Trunchbull walks down the line and finally gets to you.</p> <p>In pairs the children discuss the following questions:</p> <ul style="list-style-type: none"> • How would you feel if Miss Trunchbull was your teacher? • How do you feel as Miss Trunchbull gets closer? • What happens when Miss Trunchbull reaches you? <p>Teach the children the freeze-frame technique. When the action is paused, each character must speak their inner thoughts aloud.</p>		<p><u>Drama</u> I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a</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>
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	(EXA 1-12a) (LIT 1-09a)		
	<p>Watch the trailer for the musical version of Matilda. Could you compose a song for part of the story?</p> <p>(EXA 1-18a)</p>		<p><u>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>
	<p>Discuss what we mean by 'talents'. What talents do you have? How can we get better at things we aren't quite as good at?</p> <p>(LIT 1-09a)</p>	<p>Matilda is extremely gifted and talented at different things. Prepare a presentation to share with classmates on your talent(s)</p> <p>(HWB 1-13a) (HWB 1-10a)</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><u>Health and Wellbeing</u> Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally</p>

			and is a welcoming place for all. HWB 1-10a
	<p>Can you write a character description of a character or characters of your choice from the book? This could be a picture with adjectives to describe the character round about it or a short paragraph to give more detail (or both!)</p> <p>(LIT 1-26a)</p>		<p><u>Writing</u></p> <p>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>