



## Think & Wonder, Wonder & Think



### Rationale:

'Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope' (Dr Seuss). Within this experience we will be using our imaginations to jump into the world of the famous author Dr Seuss. We will begin by replicating his abstract setting illustrations before using his ideas to inspire our own settings. The children will develop their understanding of specific techniques which will then help them to produce a final outcome which will be of the highest standard and will be on show in our art gallery. To complement our art work, we will be enhancing our writing skills by creating an engaging setting description.

**Start Date:** 9<sup>th</sup> September

**End Date:** 4<sup>th</sup> October

### Subject 1: Literacy

**Objective:** To use capital letters and full stops correctly. To learn how to use expanded noun phrases to describe and specify.

### Subject 2: Art

**Objective:** To develop a wide range of art and design techniques.

**Values:** Independence – This value will be developed through the opportunities for children to make their own choices. They will be able to create individual pieces of art work which will be inspired by their own personal preferences and ideas. They will use self-reflection to ensure their art work is of a high quality. The children will gather and be responsible for the resources that they use in each session.

**Take home task:** Create a piece of art depicting your favourite setting. This could be a beach, a park or somewhere similar. You can use any art materials to create your picture. You may want to create a mosaic effect using different coloured paper or you could create a 3D effect. Take your time. You will need to have a few attempts in order to create your best work.

Due – 27<sup>th</sup> September

**Hook:** The children will be immersed in the world of Dr Seuss by watching 'The Lorax'. During this they will be able to use art materials to experiment with colours and ideas they see on the screen. They will read some of Seuss' wild and wacky books. Later on in the experience we hope to be joined by an artist!

**Outcome:** We will be hosting an art gallery at the end of the experience. Details to follow.

**Link to British Values:** Individual liberty will be explored as children begin to think and work independently and make their own choices. The children will see the importance of democracy when discussing respect towards other people's ideas and creations.

### Link to spiritual, moral and cultural development:

Sense of enjoyment and fascinations in learning about themselves, others and the world around them (spiritual)

**Link to Rights Respecting:** We will be discussing the right to develop your talents and abilities (article 19). We will be using the editing and revising process to support these discussions.

**ICT:** The children will have access to laptops and iPads throughout this experience. They will be able to use them as part of their independent decision making. They may use them for researching ideas or for helping them to design. Film will be used as a 'hook' to engage the children in the world of Dr Seuss.

**How we will be getting out and about and learning outside:**

We will be using our natural environment to provide inspiration for our Literacy setting and setting descriptions. We will be looking to exhibit locally.

**Discrete Teaching Programmes:**

**Maths:** In Maths we will be considering the question: 'What's in a number?' As part of our learning we will be looking at place value and how to represent numbers 1-100. We will be creating a large number square as our final outcome.

**PE:** This will continue to be taught by our Coach, Mr Phillips.



**Success criteria:**

- Participate in the Dr Seuss 'hook'.
- Replicate an existing Dr Seuss setting.
- Imitate a pre-written setting description/ story opener to match art work.
- Learn how to use capital letters, full stops and expanded noun phrases.
- Innovate the original piece of art work.
- Innovate the description by changing/adding in expanded noun phrases, ensuring that capital letters and full stops are used accurately.
- Create own fantasy setting using ideas inspired by Dr Seuss and the work completed so far.
- Create a description of the setting.
- Evaluate our own and others' work.
- Share our learning at our Art Gallery.

**How we evaluate:**

The children will all be assessed against the learning objectives taught. We use the learning stages of know, show and grow to support the assessments. If a child is able to 'show' that they have achieved the objective then they will be judged as working at the expected level. If the child has shown that they have reached the 'grow' stage of their learning and are able to independently apply their knowledge to a new or challenging situation then they will be considered as working at a 'greater depth'. Children who are assessed as not meeting the objective, will be given extra support to enable them to reach the expected level.

Throughout the experience, the children will be encouraged to reflect on their own learning and will set themselves challenging targets.

**Additional experience information:**

- Please ensure that your child has a water bottle that they are bringing in to school daily.
- Please bring in an old shirt or apron that can be used in Art.
- To encourage independence and responsibility, please ensure that your child's belongings are clearly labelled.
- Please support your child with the take home task. This should be completed alongside weekly spellings, mental maths and online maths.

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WAY OF LOOKING AT LIFE  
THROUGH THE WRONG END  
OF A TELESCOPE.**

~ DR. SEUSS



**Progression of knowledge**

English year 1 – Beginning to punctuate sentences using a capital letter and a full stop

English year 2 – To use capital letters and full stops correctly.

To use expanded noun phrases to describe and specify (year 1 – use adjectives)

<b>Know</b>	<b>Show</b>	<b>Grow</b>
<p><u>Remembering</u></p> <p>Know what a sentence is Know when a sentence ends Form the capital letters correctly Know when to use a capital letter (name, place, I, start of sentence- proper noun) Know what a full stop looks like Say where a full stop should be used</p> <p>Know what a noun is Know what an adjective is Give examples of expanded noun phrases (imitation)</p>	<p><u>Applying</u></p> <p>Write using capital letters and full stops correctly Use expanded noun phrases within a descriptive piece of writing</p>	<p><u>Evaluating</u></p> <p>To select the most appropriate expanded noun phrase and justify my reasoning (why is it the best??)</p>
<p><u>Understanding</u></p> <p>Differentiate between sentences and phrases Identify where capital letters and full stops should be used (imitation) and why.</p> <p>Classify between a noun and an adjective identify and locate expanded noun phrases in a given text understand the purpose of expanded noun phrases</p>	<p><u>Analysing</u></p> <p>To edit and revise use of capital letters and full stops (own)</p> <p>To test adjectives and discuss their effectiveness</p>	<p><u>Creating</u></p> <p>To use expanded noun phrases in a different context, rewrite a section from a children's book (create a new gruffalo)</p>

<p><u>Deepening</u> – create a success criteria for using capital letters and full stops <b>and expanded noun phrases</b></p>	<p><u>Deepening</u> - To analyse where full stops and capital letters have/ have not been used correctly (someone else)</p> <p>To choose expanded noun phrases from a book that they like/dislike</p>	
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**Progression of knowledge**

Art – To develop a wide range of art and design techniques

<b>Know</b>	<b>Show</b>	<b>Grow</b>
<p><b>Remembering</b></p> <p>Recall different techniques :</p> <p>Pastels Paints Stencil crayoning Acrylic finger painting</p> <p>Demonstrate different techniques Know what equipment is needed for each technique To remember the steps involved in using each technique</p>	<p><b>Applying</b></p> <p>Choose different techniques to create a piece of art work in the style of Dr Seuss</p>	<p><b>Evaluating</b></p>

<p style="text-align: center;"><b>Understanding</b></p> <p>Discuss the effect of the different techniques and discuss my preferences</p> <p>Experiment with colours explaining the effect</p> <p>Discuss existing illustrator's/ artist's work</p>	<p style="text-align: center;"><b>Analysing</b></p> <p>Edit and revise the art work (Austin's butterfly)</p> <p>Test different techniques, discussing whether they are effective or not</p>	<p style="text-align: center;"><b>Creating</b></p>
<p style="text-align: center;"><b>Deepening</b></p> <p>Create an annotated mood board and share with a friend</p>	<p style="text-align: center;"><b>Deepening</b></p> <p>Critique another person's work.</p>	

Progression of Concepts, Values, Knowledge, skills and communication.

Week	Knowledge	Values	Communication	Skills	Activities
1	<p>Know what a sentence is            Know when a sentence ends            Form the capital letters correctly            Know when to use a capital letter (name, place, I, start of sentence- proper noun)            Know what a full stop looks like            Say where a full stop should be used            Differentiate between sentences and phrases            Identify where capital letters and full stops should be used (imitation) and why.</p> <hr/> <p>Recall different techniques :            Pastels            Paints            Stencil crayoning            Acrylic finger painting</p> <p>Demonstrate different techniques            Know what equipment is needed for each technique</p>	<p>Independence – gathering resources/ setting up the classroom. Reflecting on personal preferences.</p>		<p>Using equipment properly, developing skills of painting and drawing.</p>	<p>Teach capital letters and full stop and talk for writing. Start writing imitation.</p> <hr/> <p>Create an annotated mood board</p>

	<p>To remember the steps involved in using each technique</p> <p>Discuss the effect of the different techniques and discuss my preferences</p> <p>Experiment with colours explaining the effect</p> <p>Discuss existing illustrator's/ artist's work</p>				
2	<p>Classify between a noun and an adjective</p> <p>identify and locate expanded noun phrases in a given text</p> <p>understand the purpose of expanded noun phrases</p> <p>write new ideas down including new vocabulary</p> <hr/> <p>Choose different techniques to create a piece of art work in the style of Dr Seuss</p>				<p>Create a success criteria for using capital letters and full stops and expanded noun phrases. Finish writing imitation. Underline expanded noun phrases.</p> <p>Explore Dr Seuss illustrations. Discuss preferences. Discuss what they can see – start describing the scenes that Dr Seuss does.</p> <hr/> <p>Imitation of a piece of existing art work (give a few examples). Use techniques learnt so far.</p>
3	<p>Write using capital letters and full stops correctly</p>	<p>Teaching children to set up and tidy away art materials.</p>			<p>Model and write sentences about</p>



	<p>Use expanded noun phrases within a descriptive piece of writing</p> <p>Choose different techniques to create a piece of art work in the style of Dr Seuss</p>				<p>stepping into Seuss land – give sentence starter.</p> <hr/> <p>Decide on changes to art work. Re draft.</p>
4	<p>To edit and revise use of capital letters and full stops (own)</p> <p>To test adjectives and discuss their effectiveness</p> <p>To select the most appropriate expanded noun phrase and justify my reasoning (why is it the best??)</p> <p>To use expanded noun phrases in a different context, rewrite a section from a children’s book (create a new gruffalo)</p> <hr/> <p>Edit and revise the art work (Austin’s butterfly) Test different techniques, discussing whether they are effective or not</p>	<p>Independence through self- reflection. Show video of Austin’s butterfly. Look deeply at work to see changes that could be made.</p>			<p>Deepening of English and Art.</p> <p>Complete art work and English work. Write up neatly.</p>

