



Flames of Glory



Rainbow Room

Spring 2021



Immersion



SPARCS

- Carousel learning day
- Whole School Art exhibition - Recreating Leonid Afremov (*Flames of Happiness*)



Experiences

- Visit local park - continue to practice road safety
- Walks to the local shops/library/post office and post box
- Baking/cooking/hygiene/washing up and kitchen safety
- Bus and Train timetables - walk to the local bus stops to read the timetables and see in reality
- Telling the time
- Creating own vegetable/plant garden outside of the Rainbow Room
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Presentation of Learning

- Zoom video to show parents the pupils retelling story using puppets/props etc.
- Presentation to SENDco.

Resources for the term:

Dragon Post

Draw on knowledge of vocabulary

- Look at WOW words and unpick what they mean - use them in different oral sentences to show meaning.
- Use some of the WOW words in a sentence to describe a picture from the story or a simple picture
- Use the words to repeat phrases from the book
- Learn to read some of the WOW words
- Write some of the words and stick them around the room to read and learn
- Pick a wow word and explain to a partner what it means
- Draw pictures to show understanding of key words

WOW words

Letter 1
Hazard
Moist
Erupt
Douse

Letter 2
Delicious
Marvellous
Rumbling

WOW words

Letter 3
Representatives
Terrify
Client

Letter 4
Rare
Endangered
Cramped

Predict what might happen on the basis of what has been read so far

- Look at the front cover - what might the story be about? Who is in the story? Where might it be set?
- Stop on Page 1 - What would you do if you found a dragon - discuss and make a large poster as a group
- Stop on Page 5 (do not read the first letter) - How would you stop a dragon setting fire to your house?
- Stop on page about food - Who will he ask about dragon food? Predict who it might be
- Who are the 2 people in grey suits at the door?
- Why is a pet dragon not a good idea?
- Stop on the page "so I wrote to the wisest person I know" - what does wise mean? Explore the word. Who is the wisest person you know and why? Draw a picture of the wisest person you know and write around the picture what makes them wise
- How did he know the last postcard was from the dragon? What clues can you see?
- Where has the dragon gone to live? How do we know this?

Identify and explain the sequence of events in texts

- Sequence the characters in order that you meet them
- Sequence sections of the story
- Order the whole story using a story mountain
- Order the whole story using key pictures - pupils to orally retell the story as they order it
- Pupils to order sections of the story and orally retell to a partner, encouraging them to use phrases and language from the text
- Sequence what you would do to help a dragon
- Follow pictorial and simple sentences for instructions on how to make a jam sandwich (like the dragon)

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- Look at the title first and talk about what you think the story is about from the front cover and the title
- Look at the back page and read the blurb - what else do we now know about the story? Did we guess right from the front cover?
- Talk about the characters - talk about how this story only has 2 characters that we properly meet
- Describe the characters using adjectives (link with LIC work)
- Read non-fiction texts about imaginary creatures
- Explore endangered animals - look at books on endangered animals

Read for enjoyment and pleasure

- Read a range of books in the reading area
- Read books related to dragons and The Great Fire of London
- Read books related to seasonal spring changes
- Read favourite books - look in book box and choose favourite titles
- Read home school reading book

Dragon Post

1) Sequence - Use Language through Colour (Footprints)

WHO? - who is in the story/ can you draw and write the characters?

WHERE? - where is the story set? Can you draw and write about the setting?

WHAT DOING? - what are the characters doing?

Put them together - orally at first, (*Percy is in the park helping the animals*) then into writing.

Extension - ADJECTIVE- can they orally describe the characters and setting. Do lots of oral rehearsal and then have a go at putting into writing as a group and then individually with the Yr2 children.

2) Sequence

Look at the story mountain - beginning, problem, middle/build up, resolution, ending

Pupils to use picture cards to order the story

Use picture cards as prompts to re-tell the story in own words, but encouraging them to use key phrases and words from the original text

Stick the story in order and write simple sentences for key parts of the story

3) Sequence

Start to look at innovating sections of the story.

Choose a new character - is it an animal or person? What are they called? What do they do? Can you draw your character and describe it

Choose a new setting - where is it? Can you draw your new setting and describe it?

New problem - what happens?

New resolution - how does it get resolved?

Dragon Post

Draw on phonic knowledge

- Use phonics to write simple sentences (Use Language in Colour sequence to help with the writing process)
- Learn new phonemes and graphemes and use them when writing - encourage pupils to use the right spelling if they have covered a particular phoneme
- Encourage pupils to use HFW that they have learned to spell when writing
- Encourage pupils to use their phonics at all times and sound out
- Use phonic mats for support and visual aid
- Remind them to look around the room for cues and find the correct phoneme needed
- Daily phonics - 30mins discrete phonics session a day

Language in colour opportunities

- Learn the different coloured feet and how they are used to build up a range of sentences (liaise with Lynn if more ideas are needed)
- Who
- Where
- What doing
- Adjective
- Have the feet and picture cards for pupils to use to form their own sentences
- Have resources for them to use in free choice time to build up vocabulary
- Do lots of oral sentences before any writing - pupils need to be able to verbalise before they can write

Write for a range of purposes

- List of food you would feed your dragon
- Speech bubbles .Write a range of speech bubbles for each character
- Character descriptions - have large pictures of the characters for pupils to write adjectives around to describe them. Use these to them write sentences about the characters
- Make a passport for your own imaginary creature - who is it, what is it called, what features does it have, what food does it eat, where would it live?
- Explore endangered animals - make a poster to show how you can protect them, and write an information booklet on different endangered animals (chose a different one each, if possible)
- Make jam sandwiches and follow instructions - then make your own instructions for something. (could be on any simple everyday action, such as brushing your teeth, getting dressed etc.)
- Draw your own dragon - write about what you would do on your last day together

Sentence work

- Simple sentences related to the text
- Write a sentence about a picture from the text
- Write a sentence using who/where/what doing
- Spelling words - practise daily spellings and then use them in a sentence to give them meaning and purpose
- Reinforce (capital letter, finger space and full stop)
- Learn the sentence song and sing before writing (*Start each sentence with a capital letter, it will make your writing better, after each word put a finger space, keep your writing in it's place, at the end of a sentence put a full-stop, then your writing won't run off*)
- Cut up words and pictures for pupils to make simple sentences - use phonic sounds covered and spelling words to reinforce skills
- Daily handwriting practise - pupils **MUST** use cursive lettering and need time to practise and consolidate this skill

Dragon Post

			Resources
Week 1 <i>(Prediction / introduction to the text)</i> (before opening each envelope predict who it might be from) (Other questions to discuss as a group) Who are the 2 people in grey suits at the door? Why is a pet dragon not a good idea? How did he know the last postcard was from the dragon? What clues can you see? Where has the dragon gone to live? How do we know this?	Look at the front cover - what might the story be about? Who is in the story? Where might it be set? Do not read the blurb yet	Children to each write a sentence (or sentences) to predict what will happen in the story.	
	Stop on Page 1 - What would you do if you found a dragon? Discussion	In groups make a large poster as a group with ideas on.—display on washing line	Large paper
	Stop on Page 5 (do not read the first letter) - How would you stop a dragon setting fire to your house?	Read the letter together, where you correct? What advice does the letter give? Shared write some rules of fire safety when dealing with dragons (some from the letter and some of their own ideas.	Large paper
	Stop on page about food - Who will he ask about dragon food? Predict who it might be.	Children to make a list of the food they would feed to a dragon. Model a list group to put in the washing line before the children do their own.	Paper prepared for children to write their dragon lists.
	Re read the full story and enjoy!	Go back to our prediction from the beginning of the week. How do our predictions compare to what happen in the book.?	
Week 2 WHO	Re -read the story, Talk about all the characters (WHO) we meet or are mentioned in the story	Make a group poster to show WHO the different characters in the story. Add to washing line	Language in color foot for WHO stuck to a large sheet
	Have large picture of the character stuck onto large sheets. Around the pictures children to generate different adjectives to describe the character.	Have large picture of the character stuck onto large sheets. Around the pictures children to generate different adjectives to describe the character.	
	Model to the children how to put their adjectives into sentences. Display modelled writing on the washing line	Children to write a sentence (or sentences) about the characters in story using at least one adjective in each sentence.	Character description sheet
	Recap yesterday's learning	Children to complete their character descriptions and draw a picture to go with it. Children to share their sentences with the group. Can the children pick out the adjective they have used.	
Week 3 WHERE	Re -read the story. Talk about the setting (WHERE) in the story	Make a group poster to show WHERE in the story. Add to washing line.	Language in color foot for WHERE stuck to a large sheet
	As a group make a large map to show all the places that are in the story.	Children to make the own map and label it with all the places in the story	Large paper for map
	Have large pictures of all different settings from the story Encourage children to describe the setting using adjectives. Stick post it notes with adjectives onto the settings	In groups add more adjectives to the setting pictures.	Large pictures of settings.
	Model writing expanded noun phrase using adjectives. Eg the messy kitchen, the starry sky	Children to write sentences about the setting picture using the adjectives generated.	

Dragon Post

	Group		Resources
Week 4 WHAT DOING + (Putting all three elements together)	Make a list as a group of all things the characters do in the story, make a poster and display on the washing line.	Children to chose a WHAT DOING from the list generated. Can the children act it out. Can the other children guess?	Language in color foot for WHAT DOING stuck to a large sheet
	Recap all three elements covered WHO, WHERE and WHAT DOING. Model how we can use all their amazing ideas to make a really good sentence. Eg the dragon is flying in the sky . (Can they more able add an adjective) the dragon of flying in the starry sky.	Use the feet for the children to verbally rehearse their 3 part sentence.	All language in color feet.
	Model writing their 3 part sentence.	Children to write their sentences and display on the washing line. More able children to include adjectives and to write more than one sentence.	
Week 5 SEQUENCING	Show the children a story mountain image. And talk to the children about how most stories have this structure.— beginning, problem, middle/build up, resolution, ending . Link the story mountain 'Dragons Post' Can the children identify the different parts of the story?	Children to sequence the story using pictures cards More able children to identify which part pf the story it is.	Story mountain image Picture cards from story
	Play Kim's game with the picture. Put the pictures in order. Tale one away, which one is missing?	Children to use their sequenced picture to orally retell the story. Encourage the children to use key phrases from the text.	Picture cards from story
	Choose some children to use the picture cards to orally retell story to the rest of the class.	Children to stick pictures of their story in the correct order. More able children to write sentences to match their picture.	Character description sheet
	Children to make puppets/props to act out the story to present to the parents on zoom.		Resources to make puppets
Week 6 INNOVATION	Show the children show exciting and engaging pictures of different dragons/mythical creatures If you could design your dream dragons/creature... What would it look like? What would its character be like? What would it be called?	Children to create a passport for their new dragon What does it look like? Children to draw a picture of their new dragon/creature	PowerPoint of dragons Sheet split into sections to show different parts of their new dragon
	Show the children show exciting and engaging pictures of fantasy settings. Where would your dragon live?	Children to continue with their passport for their new dragon./ creature Where does their new dragon live?	PowerPoint of fantasy settings.
	Check in with children about how their passports are progressing	Children to complete the other details in their dragons/creatures passports.	
	Model how to use the story mountain image to orally retell anew story about a dragon. beginning, problem, middle/build up, resolution, ending	Children to have a go at innovating a story about their own dragon/ creature. Less able children to keep it simple. Beginning middle and end	Story mountain image
	Model activity.	Children to complete a cartoon strip style to show their new dragon/creature story. Children to add more parts to their story if they are able to.	Comic strip sheet.

Dragon Post

	Whole class teaching	Children's activity	Resources
Week 7 INSTRUCTIONS	In the story the dragon makes a jam sandwich. Show the children picture cards which show different parts of making a jam sandwich. Shared read the text and sequence the pictures together.	Children to follow the instructions to make their own jam sandwiches. Encourage children to read the instructions.	Jam sandwich cards Ingredients to make a jam sandwich.
	Tell the children that the dragon has come to their house and he needs to know how to use these objects. Have a bag of objects, children to pick out an object. Eg a toothbrush, a tea bag, some soap.	Can they children orally give instructions about to use these objects.	Bag of objects. Tea bag, soap, toothbrush, noodles.
	Choose an item from the bag again. Model writing a set of simple instructions with the children and place example up the wall.	Children to write a set of instructions to show how to do something simple. (pick out of bag) Give children sentence starters. Less able children to draw pictures and adult to annotate.	Paper prepared for children to write their dragon lists.
	Share work so far with rest of the class.	Children to complete their instructions and share their work with the class.	Sentence starters, templates
	Talk to the children about all the places we might find instructions in our everyday life and why they are so important.	Play an instructions game. Children have to listen to someone else's instructions to draw picture on a white board. Will they get the same picture?	
Week 8 NON FICTION TEXTS ABOUT ANIMALS	Have available a range of books video clips about endangered animal. Talk about the features of a non fiction book Talk to the children about the different animals in the books and shared read some of the pages as a group.	Children to pick one of the animals from the non fiction books—this is the animal that they are going to become an expert on! Children are then to think of 3 questions that they want to find out about this animal Eg What does it eat? Model writing a question with a question mark.	Books about endangered animals
	Talk to children about they might be able to find the answers to their questions. Look at the features of a non fiction book and how this might help them. Eg. contents page, index etc.	Children to conduct research find out the answers to their questions with support using books, video clips iPad etc. (children could continue their research at home?)	Books about endangered animals iPad.
	Model filling in the pages of the booklet with the children	Children to create a booklet to about the endangered animals. Sub headings might include. What does it eat? Where does it live? What does it look like? Children to add real photos to their booklet.	Booklet pictures of animals for children to cut up for their booklet.
	Model filling in the pages of the booklet with the children.		
Week 9 NON FICTION TEXTS ABOUT ANIMALS (ICT)	Children to work in a group with an adult to make a simple poster or PowerPoint presentation about their endangered animal. Children who have chosen the same animals to work together	Children to work in a group with an adult to make a simple poster or PowerPoint presentation about their endangered animal. Children who have chosen the same animals to work together	Laptops
	Children to work in a group with an adult to make a simple poster or PowerPoint presentation about their endangered animal. Children who have chosen the same animals to work together	Children to work in a group with an adult to make a simple poster or PowerPoint presentation about their endangered animal. Children who have chosen the same animals to work together	Laptops
	Present learning to adults via zoom???		

Flames of Glory

Life Skills

- Walk to the local park
- Cross the road - look at different places to cross and how to keep safe
- Weekly walks around the local area - looking at safety measures
- Stranger danger
- Dark nights - how to be safe when walking/biking home
- Gardening - starting to pull up weeds and prepare the front of the classroom for planting
- Fire safety - link with the fire brigade - visit from the fire brigade
- Food hygiene - link to when they make jam sandwiches
- Prepare the ground for planting seeds later in the spring
- Shopping with a list for ingredients needed for the sandwich making

Art/ Design Technology

- Colouring mixing - look at primary and secondary colours
- How do we make secondary colours? Which primary colours do we mix?
- What happens when we add white and black?
- Use the skills they have learned to create a fire skyline (colour wash)
- Explore charcoal and its properties - explore using charcoal to draw, smudge and shade with
- Use charcoal to draw on top of their sky to create a city skyline on fire
- Design houses using wood/glue guns and paper - model how to cut wood to the desired length and how to use card triangles to strengthen the corners of the frame.
- Decorate their houses as a Tudor building (link to history) and use to make a Tudor street - add tissue paper flames for the great fire
- Design and make a dragon using moving parts (moving mouth with mnemonics)
- Design and make your own sandwich - explore how to be safe and hygienic
- Whole school Art day - recreating Leonid Afremov (**Flames of Happiness**)
- Make Tudor houses using a range of materials - make the structures with wood and then explore different materials strong enough for the sides of the buildings.

History/Geography

- Learn about The Great Fire of London
- Timeline of events of the fire
- Look at home then and now - compare and contrast
- Look at where Hull and London are on a map - talk about London and how it is our capital city and much larger than the city we live in
- Plot them on a map
- Look at key landmarks in London and Hull - plot them on maps
- Look at the 4 countries that make up Great Britain - learn the names and plot them on a map of GB
- Name and locate the capital cities of each country
- Use a 4 figure compass to locate the countries and Hull/London (practical lessons on using the 4 points of the compass to locate different points in the classroom/outdoor area and then on the map)

Science

- Changes in the seasons - observing Winter into Spring - learn facts about Winter and Spring
- Using senses to explore the season
- Materials - look at different materials, categorise and sort them. Then focus on exploring a range of materials to put out a fire. Which one of the materials would be best to put a fire out? Write to the fire brigade for help with this question? Arrange for the fire brigade to come and do a talk to the pupils - look at the fire truck.
- Volcano experiment - link to learning the wow word 'erupt' from the story - Look into volcanoes and learn information about them.

