



# Julia Donaldson

History	Art	Design and Technology	Computer Science
<p>The children will be researching the life and accomplishments of author Julia Donaldson. They will investigate how life influences impacted on her writing and subsequently led to her becoming 'Children's Laureate' between 2011 and 2013.</p>	<p>The children will be exploring the work of Illustrator Axle Scheffler who has illustrated many of Julia Donaldson's stories. They will learn about the different techniques he has used such as shape to create his most famous characters e.g. The Gruffalo. The children will follow his techniques to create their own drawings of his characters.</p>	<p>The children will be following Gruffalo inspired recipes to create a range of tasty treats. They will develop the cooking skills of cutting, mixing and weighing ingredients.</p> <p>The children will be designing and making a glove puppet of a character from one of the Julia Donaldson stories that we have studied. They will be using skills such as evaluating designs, designing, measuring, cutting and sewing.</p>	<p><b>Digital Literacy</b> We will be using the 'book creator' app to make our own books based on the stories of Julia Donaldson we explore during English lessons. Each week we will learn and apply the skills of adding text, pictures and video clips.</p>
			<p><b>E communication and collaboration</b> We will learn to use search engines effectively enabling us to find key information about Julia Donaldson, her stories and illustrator Axle Scheffler.</p>
			<p><b>Computer Science</b></p>

## Core links through the curriculum.

### Basic Skills

### Real World Applications

English	Numeracy	Using Technology	Science
<p><b>Key texts</b></p> <ul style="list-style-type: none"> <li>• The Gruffalo</li> <li>• Freddie and the Fairy</li> <li>• Zog</li> <li>• Room on the Broom</li> <li>• The Highway Rat</li> <li>• Snail and the Whale</li> </ul>	<p>We will use our skills of fractions to half and quarter ingredients to make Gruffalo tusk fruit kebabs.</p> <p>Will use measuring skills to weigh the correct amount of ingredients to make purple prickly pancakes and a range of other tasty treats.</p> <p>Measuring lengths to cut material for puppets.</p>	<p>We will research the life and works of Julia Donaldson.</p> <p>We will research the techniques and illustrations of Axle Scheffler.</p> <p>We will use the Book Creator app to create our own information book.</p> <p>Using the MyMaths and Easimaths programmes to support skills taught in the classroom.</p>	<p>We will be looking at plants in the different settings of the Julia Donaldson stories and how they are relevant in our changing world.</p> <p>We will investigate changes in leaves, flowers, how plants grow and how some can produce food for us to eat.</p>
<p><b>Writing opportunities</b></p> <ul style="list-style-type: none"> <li>• Letters to characters</li> <li>• Job advertisements</li> <li>• Character speech and thought bubbles.</li> <li>• Story sequencing</li> <li>• Story innovation – writing our own chapters</li> <li>• Describing a setting</li> <li>• Write own information book (book creator)</li> <li>• Writing instructions to make 'Gruffalo' inspired recipes.</li> </ul>			
<p><b>Reading opportunities</b></p> <p>Children to have independent access to the topic related reading resources in the classroom. Children to use these as part of their information gathering and daily story time.</p>			

## Citizenship

Modern Britain	SMSC	Enterprise
<p><b>Democracy</b></p> <p><b>Rule of law</b></p> <p><b>Individual Liberty</b></p> <p><b>Respect and tolerance;</b> Exploring the subliminal messages Julia Donaldson has portrayed through her character e.g. The Gruffalo, The Smartest Giant in Town, Freddie and the Fairy.</p>	<p>'Jigsaw'</p> <p>- <b>Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>1. Staying motivated when doing something challenging</li> <li>2. Keep trying even when it's difficult.</li> <li>3. Work well with a partner or in a group.</li> <li>4. Have a positive attitude.</li> <li>5. Help others to achieve their goals</li> <li>6. Working hard to achieve your own dreams and goals.</li> </ol> <p>RE – Agreed Syllabus The children will learn about creation. We will listen to some religious stories and look at some religious artefacts. We will also look at the Christian festival of Easter and how it is celebrated.</p>	

## History

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
2. Sequencing the past		
H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.4.a. The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. E.g. Select a range of cooking methods and foods to place on a timeline.	H.1.2.5.a. The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.
H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.	H.1.2.4.b. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.	H.1.2.5.b. The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.

## Geography

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
2. The world and continents		
G.1.2.1. Name and locate the world's	The child can name and locate the seven continents and five oceans on a globe or atlas. (E.g. Use some specific place	The child knows the relative locations of the continents and oceans to the equator and North and South Poles. (E.g. Use

seven continents and five oceans.	knowledge of continents to describe the location of the habitat of a significant animal.)	specific place knowledge to describe the location of the habitat of a significant animal in relation to the Poles and Equator.)
6. Map and atlas work		
G.1.6.1. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	G.1.6.4.a. The child can use a world map, atlas or globe to name and locate the seven continents and five oceans. The child can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate the continents where different animals live on a blank base map of the world using an atlas.)	G.1.6.5.a. The child can use a world map, atlas or globe to locate the continents and oceans relative to the Equator and North and South Poles. The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. (E.g. Locate with confidence the continents where different animals live on a base map of the world using an atlas and describe their location.)
G.1.6.2. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.	G.1.6.4.b. The child can describe a journey on a map of the local area using simple compass directions and locational and directional language. (E.g. After a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick.)	G.1.6.5.b. The child can describe a journey on a map of the local area locating features and landmarks seen on the journey. (E.g. After a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick.)
7. Fieldwork and investigation		
G.1.7.1. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.) G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks. (E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.) G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks. (E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)
G.1.7.2. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.) G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and	G.1.7.4.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. The child can locate features of the school grounds on a base map. (E.g. Go into the playground to observe the weather and record this, building up a table of information to be discussed and described.) G.1.7.5.b. The child can keep a weekly weather chart based on first-hand observations using picture symbols. Talk about this data and

	identify patterns. The child can accurately locate features of the school grounds on a base map. (E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)	identify patterns. The child can accurately locate features of the school grounds on a base map. (E.g. Independently take a set of weather measurements using equipment such as a thermometer and homemade rain gauge, and record them.)

## Design and Technology

Classroom Monitor Objective
Expected Indicators
<ul style="list-style-type: none"> <li>• Design he/she can make a mock-up of his/her design and discuss it.</li> <li>• Design he/she can create a drawing of his/her idea and templates for his/her design.</li> <li>• Food he/she can name foods from each section of the Eat Well plate and understands they should eat at least 5 portions of fruit and veg each day.</li> <li>• Evaluate he/she can say what they like and do not like about existing products.</li> <li>• Evaluate how well his/her design and product met the given design criteria.</li> <li>• Food he/she can use the right tools to peel, grate and chop.</li> <li>• Join fabrics using a running stitch</li> <li>• Cut along straight lines, curved lines and shapes marked out by a template.</li> <li>•</li> </ul>

## Art

Classroom Monitor Objective
Expected Indicators
<ul style="list-style-type: none"> <li>• Painting he/she can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.</li> <li>• Independent Artist he/she can begin to recall all the equipment needed for an art session.</li> <li>• Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</li> <li>• Painting he/she can use different brush types to make different marks: lines, blobs, dots, dashes.</li> <li>• Painting he/she can control paint and water to mix paint of different thicknesses.</li> <li>•</li> </ul>

## Computing

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
Problem solving		
C.1.1.1. Understand what algorithms are.	The child can understand algorithms as sequences of instructions in everyday contexts. The child can take real-world problems and then plan a sequence of steps to solve these. The problems could be moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza. (E.g. In 1.1, recognise a set of directions as an algorithm. In 1.2, recognise the steps of a recipe as an algorithm. In 1.4, realise that	The child can appreciate the need for precise and unambiguous instructions in algorithms. The child can use increasingly precise and unambiguous instructions in creating sequences of instructions. These should typically be for real-world problems such as recipes or moving a Bee Bot. (E.g. In 1.1, know that instructions for a Bee Bot need to be precise. In 1.2, know that the steps of a recipe need to be precise and unambiguous. In 1.4, recognise that to group or sort things, a

	there are algorithms for grouping or sorting things.)	computer or robot would need very precise instructions.)
C.1.1.2 Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	The child can program floor turtles using sequences of instructions to implement an algorithm. The child can create a Bee Bot (or similar) program using a number of steps in order before pressing the Go button. The length of the child's programs might increase over the year. (E.g. In 1.1, create a Bee Bot program, implementing the complete algorithm for their solution.)	The child can appreciate that programming a digital device involves commands in a formal language. The child can show some understanding of Bee Bot instructions being taken from a very specific, clearly defined language, in which each command produces a certain, predictable output. There should be some sense of the child developing an understanding of a programming language as a way in which people can give commands to digital devices. (E.g. In 1.1, recognise that the Bee Bot only accepts a small number of different commands.)
E-safety		
C.1.1.1. Use technology safely and respectfully.	The child can keep themselves safe while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and that they should close the lid of a laptop (or similar action) if they find inappropriate images. (E.g. In 1.3, 1.4 and 1.6, close the laptop lid (or similar) and tell a teacher if they find inappropriate images.)	The child can keep safe and show respect to others while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission. (E.g. In 1.3, 1.4 and 1.6, close the laptop lid (or similar action) and tell a teacher if they find inappropriate images, and only copy images where they have permission to do so.)
C.1.1.3. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher or their parents if this happens. (E.g. In 1.3, 1.4 and 1.6, know to close the laptop lid or turn the tablet over and tell a teacher or their parents if they find inappropriate images.)	The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to Childline about this. (E.g. In 1.3, 1.4 and 1.6, know to close the laptop lid or turn the tablet over and tell a teacher, their parents, another trusted adult or ChildLine if they find inappropriate images.)
Creating content		

<p>C.1.1.1. Use technology purposefully to organise, store and retrieve digital content.</p>	<p>The child can use digital technology to store and retrieve content. The child can use a range of digital technologies to store and access digital content. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, open the e-book, import illustrations, add them to the e-book and save their work. In 1.4, retrieve previous work, import further illustrations and save their work. In 1.5, open the template, record audio, import it to the computer and save their work. In 1.6, open the card template, find images online and save their work.)</p>	<p>The child can use digital technology to organise, store and retrieve content The child can use a range of digital technologies to store, access and organise digital content. Typically, they can use a laptop computer, tablet or smartphone to help organise content, such as by moving this between one document and another or by moving content within the file system or on a document. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, import illustrations, add them to the e-book and save their work. In 1.4, import illustrations, use PowerPoint to organise these according to the tasks, and save their work. In 1.5, record audio and import it to the computer, add audio to the correct pages in their presentation and save their work. In 1.6, find images online, add them appropriately to their e-card and save their work.)</p>
<p>C.1.1.2. Use technology purposefully to create and manipulate digital content.</p>	<p>The child can create original content using digital technology. The child can create their own original digital content using a range of technologies. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work. (E.g. In 1.2, film digital video. In 1.3, create an original painting. In 1.5, create original digital audio. In 1.6, type their own text.)</p>	<p>The child can create and edit original content using digital technology. The child can create and edit their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders, although editing is likely to take place on laptops or tablets. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work as well as evidence that they have edited content. (E.g. In 1.2, film digital video and edit this on the computer. In 1.3, create and edit an original painting. In 1.5, create original digital audio, using editing tools, if available. In 1.6, type and edit their own text.)</p>