

## Topic - Art

### Investigate:

D1 - mood board of Lewis Carroll's Art work - post-it note evaluation of his work.

D2 - Bar graph of which Lewis Carroll drawing is the classes favourite.

### Analyse and Synthesise:

D3 - Write down rules for drawing the perfect picture (instruction texts)

### Create, develop and practise:

D5- Children go through guided drawing session of the Cheshire cat.

D6- Children go through guided drawing session of the Cheshire cat and evaluate it.

D7 - Children then paint sketch of the Cheshire cat using water colour paints.

### Communicate:

D8 - Children have 'art museum' for Year 1. Year 1s to have post-it notes to write comments on and stick into topic books.

### Evaluate:

D9 - Children evaluate their work answering art themed evaluation questions.

### Investigate:

D10 - investigate the best technique for collaging (Children have images and experiment with the size of paper and not using the guided colours to make the collage.)

### Create and Develop:

D11 - Children have section of wonderland collage. Children make collage of section of drawing.

D12 - Children complete their wonderland collage.

## English in topic lessons

Evaluations of their Artwork : sketches, water colour paintings of the Cheshire cat and their whole class collage.

## Year 2 - Alice in Wonderland



## Outcomes in Literacy

Narrative description of Wonderland.

Instructions text for how to have a happy 'unbirthday party'

## Outcomes in Art

Sketches of Cheshire Cat painted using water colours.

Whole school collage of wonderland

## English

### W1 (Imitate and features of the text):

D1 (Literacy day) - Map text of Alice at the Mad Hatter's Tea party, step and learn the text with actions.

D2 - Find the features of the text

D3 - watch clip of Alice at the Mad Hatter's tea party on Youtube and box up the tea party text.

D4 - Write Mad Hatter's Tea Party text.

D5 - Edit Mad Hatter's Tea Party text.

### W2 (Innovate, making it spooky):

D1 - Learn how to use fronted adverbials to create drama (Adj and advs for LA)

D2 - watch <https://www.youtube.com/watch?v=MZgAynN2N7I>

Children choose appropriate scary adjectives to write sentences about the still images.

D3 - Box up spooky version of the text..

D4 - Write spooky text.

D5 - Write spooky text.

### W3 (Invent, create new character to replace the mad hatter):

D1 - Role on the wall

D2 - Read sentences about the tea party with correct and incorrect tenses and fix them.

D3 - Box up story

D4 - Write description of character at the mad hatter's tea party.

D5 - Write description of character at the mad hatter's tea party.

### W4 (Imitate):

D1 (Literacy day) -Map text of how to make a successful Mad Hatter's tea party, step and learn the text with actions.

D2 - Find the features of the text.

D3 - Re-enact a Mad Hatter's Tea Party

D4 - Box up "How to make a successful Mad Hatter's Tea Party".

D5 - Write "How to make a successful Mad Hatter's Tea Party".

### W5 (Innovate, instructions how to get to wonderland):

D1 - Wonderland day (dress up as characters from wonderland)

D2 - Recount of wonderland day

D3 - Box up how to get to wonderland

D4 - Write up how to get to wonderland

D5 - Write up and edit how to get to wonderland text.

### WK6 - SATs

#### Punctuation:

CL and . , exclamations

Sentence construction:

Adjectives, fronted adverbials, conjunctions, 'ly' starters, four sentence types.

Composition :

Edit work by using plans and purple improving pens.