

Rationale: During this learning adventure the children will find out about a range of artists and art genre. They will have opportunities to try out different art techniques for themselves.

Hook: *Virtual gallery visit, pupils have Easter challenge to bring in a favourite. We will 'visit' the National Gallery, seating, guide book, refreshments etc*

Outcome: *Paintings selected for Pegasus Gallery a room for their own artwork. Guide book collated for the chosen art works.*

Values learning

Value 1 Creativity

⇒ Key Skills

- ⇒ Explore, experience and make a mess
- ⇒ Realise first idea won't always be their best idea
- ⇒ Seek more than one solution, overcoming frustration, challenge and barriers.
- ⇒ Express their thoughts, feelings, ideas and opinions, in response to internal and external stimuli, both verbally and through a range of media.
- ⇒ Ask questions
- ⇒ Be thinkers

Implications for teaching

- ⇒ Pose problems to which there are no specific answers and encourage children to explore their ideas
- ⇒ Have high expectations of commitment, exploration and quality as well as outcome.
- ⇒ Allow sufficient time and space
- ⇒ Teach respect for equipment and people, promoting an understanding that resources are limited
- ⇒ Provide a range of media, stimuli and experiences
- ⇒ Celebrate individuality and talent
- ⇒ Teach skills of evaluation

Value 2 Individuality

⇒ Key Skills

- ⇒ Have the confidence to be themselves
- ⇒ Dare to be different
- ⇒ Be aware of the diversity of their local and global communities
- ⇒ Make informed choices
- ⇒ Understand that some attributes are shared
- ⇒ Channel energies appropriately
- ⇒ Value, respect and accept others, demonstrating patience and commitment

Implications for teaching

- ⇒ Ask questions that explore learning style and promote evaluation and self-discovery
- ⇒ Provide opportunities for children to make choices about their learning
- ⇒ Teach what a learner looks like, behaves like and does
- ⇒ Ensure that experiences embrace cultural and social diversity
- ⇒ Teach the process of decision making and its consequences
- ⇒ Set clear boundaries
- ⇒ Scaffold self-management of behaviour
- ⇒ Allow children to respond to tasks in different ways
- ⇒ Be individual

National Curriculum references

Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

English

Y3/Y4 Word reading

Pupils should be taught to:

- ⇒ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- ⇒ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Y3/4 comprehension

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- ⇒ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ⇒ reading books that are structured in different ways and reading for a range of purposes
- ⇒ using dictionaries to check the meaning of words that they have read
- ⇒ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

- ⇒ identifying themes and conventions in a wide range of books
- ⇒ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ⇒ discussing words and phrases that capture the reader's interest and imagination
- ⇒ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ⇒ understand what they read, in books they can read independently, by:
- ⇒ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ⇒ asking questions to improve their understanding of a text
- ⇒ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ⇒ predicting what might happen from details stated and implied
- ⇒ identifying main ideas drawn from more than one paragraph and summarising these
- ⇒ identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Y3/4 writing

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- ⇒ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ⇒ spell further homophones
- ⇒ spell words that are often misspelt (English Appendix 1)
- ⇒ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ⇒ use the first two or three letters of a word to check its spelling in a dictionary
- ⇒ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Y3/4 Handwriting

Pupils should be taught to:

- ⇒ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ⇒ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Y3/4 composition

Pupils should be taught to:

plan their writing by:

- ⇒ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ⇒ discussing and recording ideas

draft and write by:

- ⇒ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- ⇒ organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- ⇒ assessing the effectiveness of their own and others' writing and suggesting improvements
- ⇒ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing to cover

- Information texts/ fact files on artists
- Non -chronological reports
- Creative poetry /personal response to art

Y3/4 vocabulary, grammar & punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- ⇒ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ⇒ using the present perfect form of verbs in contrast to the past tense
- ⇒ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ⇒ using conjunctions, adverbs and prepositions to express time and cause
- ⇒ using fronted adverbials
- ⇒ learning the grammar for years 3 and 4 in English Appendix 2
- ⇒ indicate grammatical and other features by:
 - ⇒ using commas after fronted adverbials
 - ⇒ indicating possession by using the possessive apostrophe with plural nouns
 - ⇒ using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.