

Film Text(s): Romeo & Juliet/Gnomeo & Juliet – film and book

WEEK 1 THEME: Romeo & Juliet: The Story

Monday 31st October – Wednesday 2nd November

Learning Experiences:

Speaking/Listening/Writing:

Immersion in the text/genre. We will introduce our theme and ask our big questions about Romeo & Juliet and the life/work of William Shakespeare.

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

Who was Shakespeare? What did he do? (Shakespeare Fact File to be made)

What are the themes in Romeo & Juliet?

Who were they and what is their story?

We will watch both the Animated Tales and Gnomeo & Juliet to immerse ourselves fully in the story. Also a song version to immerse students in adaptations:

https://www.youtube.com/watch?v=E1zHhOHTdm8&list=PLcvEcrsF_9zJRUCzhaYCiBoQJlJB7B0Cx

Students will then break down the story in several ways: mood boards, story S work, learning the 5 Act structure, creating a comic strip and a family tree for the Capulets and Montagues.

Film Focus: looking at music in different versions of film and how this tells the story (when creating mood boards (above) + discussion of why films change endings to stories sometimes.

We will make creative items for our class display based on the film and work on the corridor display based on specific themes within the text.



Skills:

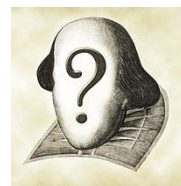
- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Friday 4th November

Learning Experiences: Letters

A letter to Shakespeare telling him your reaction to this play.

Focus on use of questions and question marks with use of complex connectives.



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation

to make the meaning clear.
-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
-Using questions and correct punctuation.

WEEK 2 THEME: Feuds & Families

Monday 7th – Wednesday 9th November

Learning Experiences:

Speaking/Listening/Writing:

We will explore the concept of feuds and families in the story and think about how these feuds came about. There will be lots of discussion on holding a grudge and how two families can be so at war with each other.

We will use the story S and comic strip work from Wk 1 to explore retelling the story as a court case, debating who the real victim is in this story.

Students will then turn the events from specific scenes from Gnomeo and Juliet into newspaper reports.

Then we will move into writing up the story using a range of prefixes, but with a focus on changing key scenes (link to Gnomeo and Juliet, + other adapted texts such as Romeow and Drooliet).

Film focus: what colours are used to show the feud throughout the film?

GPS Focus: prefixes that have negative meanings (un-, dis-, mis-)

KS2 Reading Tree Groups

STEM: Inverse Relationships. Here we will explore the rules for inverse operations (addition/subtraction, multiplication/division as an extension) and note their opposite factors. This links into our theme of Montagues vs Capulets. We will use stills from Gnomeo and Juliet to identify feuds/opposites/inverse relationships. Students will then begin to look at 'forces and magnets' as their Science theme for the term, by linking this to stills from the film.

Students will create a garden gnome game based on the film using inverse relationship principles as well as those of forces and magnets



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Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- using a range of suffixes
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Estimate the answer to a calculation using inverse operations to check.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Solve problems involving addition.
- Solve problems involving subtraction.
- Solve problems involving multiplication.
- Solve problems involving division.
- Observe how magnets attract or repel each other and attract some materials and not others

and then generate a range of mathematical and scientific questions based on their games. Can you predict what the answer will be using your knowledge of these concepts?

Friday 11th November

Learning Experiences: Letters

A letter from Romeo explaining his feud with the Capulets – focus on using words with prefixes discussed this week.



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Use of prefixes

WEEK 3 THEME: Italy Weaving Day 16th November

Monday 14th – Wednesday 16th November

Learning Experiences:

Speaking/Listening/Writing:

This week we will look at Italy as the setting for the traditional story of R&J. The students will work on the geography of Italy, locate Verona on a map as well as looking at the food and culture. We will take on recreating Verona as a Stem project.

GPS Focus: = using wider range of conjunctions including *when, if, because, although, until, even though, therefore, despite, due to the fact that*

We will make a range of Italian dishes (though not pizza, we did that last year!) and we will write up our experiences using our newly acquired knowledge of conjunctions.

KS2 Reading Tree Groups

STEM learning:

Counting on in 10s/100s/1000s. Counting on in 4s (4 times tables). Our STEM project will be to look at creating the city of Verona in streets, with house numbers (counting on in above numbers).

Students will build a house for both the Montagues and the Capulets – inspired by the films, and be able to work on a range of number related questions about them. They will also recreate the church from the Baz Lurhman film using sets of 4 (4x) and this will lead us into using the language of both 2D and 3D shapes. Students will look at



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Use a range of conjunctions.
- Count from 0 in multiples of 4, 8, 50, 100.
- Find 10 more or less than a given number.
- Find 100 more or less than a given number.
- Know the place value of each digit in a 3 digit number (HTO).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read numbers to 1000 in numerals.
- Write numbers to 1000 in numerals.

materials, church designs and create a stained glass window based on Romeo & Juliet to go with their building.



- Read numbers to 1000 in words.
- Write numbers to 1000 in words.
- Solve number problems and practical problems involving these ideas.
- Identify and describe the properties of 3D shapes (including number of edges, vertices and faces).
- Identify 2D shapes on the surface of 3D shapes.
- Compare and sort 2D and 3D shapes and everyday objects.
- Measure and compare –
 - 1.lengths (m/cm/mm)
 - 2.mass (kg/g)
 - 3.volume/capacity (l/ml)
- Add and subtract –
 - 1.lengths (m/cm/mm)
 - 2.mass (kg/g)
 - 3.volume/capacity (l/ml)
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaces.
- Be able to use secondary sources to obtain simple geographic information
- Be able to communicate their geographical knowledge and understanding, to ask and answer questions about geographical and environmental features

Friday 18th November

Learning Experiences: Letters

A letter from Verona, Italy. Students will describe what they have seen on our trip around Italy and they will write about the food they have eaten using suffixes and connectives.

Focus on using wider range of conjunctions discussed this week including *when, if, because, although, until, even though, therefore, despite, due to the fact that*



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

-Noun phrases and expanded noun phrases for description and to specify. Adjectives to describe.
-Using suffixes and a range of connectives.

WEEK 4 THEME: Masquerade ball

Monday 21st – Wednesday 23rd November

Learning Experiences:

This week will integrate our writing and STEM learning as a whole project where students will plan, design and bring to life the party scene where Romeo and Juliet meet.

Experiences will include:

- Creating the invitations
- Designing the table layout and decorations
- Planning the menu
- Budgeting the menu and creating a purchase order form using addition and subtraction with pounds and pence and calculate change given from tenders
- Use materials for tableware
- Design and make a mask (red or blue, as in Gnomeo and Juliet)
- Write about how Romeo and Juliet meet
- Using multiplication to calculate how many items are needed.
- Create a table plan with character names – link to science and magnetic poles (use faces/name tags of Capulets and Montagues to show repelling forces)

Film focus: film analysis – what tells the story most in the ‘meeting’ scene of Gnomeo and Juliet? Is it the camera angle, the animated facial expressions, the colours or the music?

GPS Focus: fronted adverbials and using commas after fronted adverbials

KS2 Reading Tree Groups



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using similes and suffixes
- Estimate the answer to a calculation using inverse operations to check.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Solve problems involving addition.
- Solve problems involving subtraction.
- Solve problems involving multiplication.
- Solve problems involving division.
- Can add amounts of money using both £ and pence in practical contexts.
- Can subtract amounts of money using both £ and pence in practical contexts. Including giving change.
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaces.

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance

Friday 25th November

Learning Experiences: Letters

A letter from the party. Juliet will write about her thoughts and feelings about meeting Romeo at the party. Focus on use of fronted adverbials when she recalls things that happened with Romeo.



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using a range of suffixes and connectives
- Use of fronted adverbials
- Use of a comma after a fronted adverbial

WEEK 5 THEME: Secret Wedding

Monday 28th - Wednesday 30th November

Learning Experiences:

As we did last week, this week will integrate our writing and STEM learning as a whole project where students will plan, design and bring to life the secret wedding scene where Romeo and Juliet marry without the knowledge of their families.

- Create the secret invitation between R & J
- Timeline for the day (focusing on time on an analogue clock, then using 12/24 hour time and roman numerals)
- Design and create the costumes using newspaper then work out the simple perimeter of shapes they've created.
- Initial timed creative task leading onto an evaluation and reflection of how they can improve their outfits.
- Students will have to 'purchase' each sheet of newspaper and any other materials/resources they will need to create them.
- Fashion show.
- Pastry and apple roses as wedding favours between the couple, adding amounts for capacity link.

Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Time words and instructional language.
- Measure the perimeter of simple 2D shapes.
- Tell and write the time on an analogue clock.
- Tell and write the time on a 12 hour and 24 hour clock.
- Use Roman numerals from I to XII to tell the time.

- Using multiplication to calculate how many items are needed.

GPS Focus: learning GPS terminology → 'clause' (subject, verb)

Film Focus: story changes – what are the implications of changing an ending to a well-known story for film? Why did the director do this?

KS2 Reading Tree & STEM Groups



- Estimate and read time to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, am, pm, morning, afternoon, noon, midnight. -Estimate the answer to a calculation using inverse operations to check.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Solve problems involving addition/subtraction/multiplication/division.
- Can add amounts of money using both £ and pence in practical contexts.
- Can subtract amounts of money using both £ and pence in practical contexts. Including giving change.
- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaces.

Friday 2nd December

Learning Experiences: Letters

A letter from the secret wedding. The nurse writes to her family explaining the shock, fear and excitement of what has gone on. Students underline clauses at end of writing session to acknowledge their understanding of this terminology.

*"I am a-weary, give me leave awhile:
Fie, how my bones ache! what a jaunt have I had!"*

Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Noun phrases and expanded noun phrases for description and to specify.
- Using and identifying clauses.

Monday 5th – Wednesday 7th November

Learning Experiences:

Speaking/Listening/Writing:

This week we will focus our learning on the ending of the film and how each character feels in the final few scenes, depending on the version of film. This will give us an opportunity to write character monologues expressing thoughts and feelings. Character monologues from Romeo, Juliet and Friar Lawrence will start with thoughts and feelings bubbles which will lead into our writing. Students will learn how to use exclamation sentences and showcase these in their writing. Students will then turn these into text messages using iPhone screens to show their understanding of the mixed messages in the story.

GPS focus : exclamation sentences

Film focus: divided endings – how they are created and what the audience is meant to feel as they walk away.

KS2 Reading Tree Groups

STEM learning:

We will develop our learning on capacity by creating Friar Lawrence's potion shelf. Students will have to add different amounts to existing potions and calculate the new totals. They will make their own range of potions and be able to describe them using maths language and show they can use the correct unit of measure. They will follow instructions using different amounts of liquids to create the perfect potion for Juliet.



Students will then explore 3D 'potions' with materials that do and don't mix, and their magnetic relations (science link). Students will give a written account about the reasons they do and don't stick to each other.

Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Correct use of exclamation marks to write appropriate sentences.

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaces.
- Choose and use appropriate standard units to estimate and measure:
Capacity (l/ml) to the nearest appropriate unit, using rulers, scales, thermometers and other measuring vessels.
–Compare and order measures using < > =
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles

Friday 9th December

Learning Experiences: Letters

A letter that charts the ending of the story, how R & J were discovered and the impact this had on the two families. Students will use all skills explored this half term.



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Noun phrases and expanded noun phrases for description and to specify. Adjectives to describe.
- Using exclamation phrases.
- Using connectives, contractions, exclamation marks and suffixes

WEEK 7 THEME: Reimagined – A Shakespearean Christmas DC2

Monday 12th - Wednesday 13th December

Learning Experiences:

During DC2 Week we will be revising all the learning covered so far this term and in between our tests, we will create a Shakespearean Twelve Days of Christmas and come up with ways of celebrating Christmas through the Montagues and Capulets. How would Gnomeo and Juliet celebrate? What gifts would they give each other? Could their house owners make up through gifts...what would they be? Make a Christmas gnome as a gift.

GPS focus: revision of all areas
KS2 Reading Tree



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Repeating patterns in poetry

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaces

Friday 16th December

Whole school nativity rehearsal – no extended writing on this day.

WEEK 8 THEME: Christmas

Monday 19th - Wednesday 21st December

Learning Experiences:

This week will be dedicated to Christmas themed work linked to R&J and creating a modern day adaptation of our own: improvising scenes with peers, creating a hard script, editing this and filming a short sequence. Students will also create the soundtrack on Garage band for this scene and put it together using iMovie on iPads.



Skills:

- Writing for different purposes
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaces.