

# Literacy Weekly Planning- Drawing Club

## The Glassmaker's Daughter

Week Beginning: 02/02/26

Term: Spring 1 Week 5

### Reading for Pleasure Texts:

Three Little Pigs  
Mixed  
The Colour Monster  
Peepo  
Oi Frog  
Princess and The Wizard  
Grandad's Island

### Songs and Rhymes:

The Grand Old Duke of York  
Sally goes round the sun  
10 little fingers  
Pop goes the weasel

### Monday – S+L Input

**Resources:** Postcard, videos, book 'glassmaker's daughter'.

Tell the children that you have received a something in the post during lunch time. Ask the children what they think it may be. There is some writing on the back and a picture on the front. Do they recognise the stamp? **What do you need a stamp for?** A stamp is used to send letters through the post. **Who do you think may have sent us a postcard? Is there any clues in the picture?** (picture of the penguin that came to visit us, in Venice). Read the message on the back and ask the children if they would like to go on a journey to Venice.

Show a map of Europe. Do the children know where we are? What is the country we live in called? Zoom in the UK and ask the children to pretend to draw its edges. Show Venice and Italy on the map and ask the children what would be the quickest way to travel there.

Remind the children of the message that our penguin friend sent us on the postcard. She told us that Venice is a very special city that instead of roads has canals and instead of cars has boats and gondolas! These are some of the words on our vocabulary list for this week. Explain their meaning and point out at the words on the DC display.

Imagineering: We are now going to go on an adventure in Venice! Show the video:

<https://www.youtube.com/watch?v=EiixbyVfn1o>

We are exploring Venice on the Gondola. **Can you understand what the 'gondoliere' – the person that rows the boat – is saying? Why not?** Explore the idea that in different countries people speak different languages (**does anyone in the class speak any other language?**) and in Italy people speak Italian.

Explain that the Gondola is taking us to a very special place. In Venice traditionally people make beautiful glass sculptures. Watch the video of glass making. Pause the video to ask appropriate questions. **What is the man making? Can we normally change the shape of glass? Point the children attention to the oven in the back. Why is he using scissors and pliers instead of his hands? What did the glass turn out to be?**

[\(43\) Glassblower Makes Intricate Horse Effortlessly - YouTube](#)

### **QUOTES FOR ORACY BOOK**

### **STORY AT HOMETIME**

At home time read the story "The glassmaker's daughter". Remind the children what we learnt about Venice and explain that this story is set in this city. Retrieval questions about gondolas and canals.

### **Key Questions:**

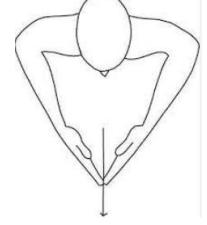
*Can anybody point to the title? Do you have any ideas of what this book might be about? Who do you think the story will be about? Do you think this will be an information book or a story book? What is the author's job? What does the blurb tell us?*

*Can you remember who was in the story? Who were the characters? What happened? Where were they doing? How did the story end? What was your favourite part? Who was your favourite character?*

Focus on the structure of the story. Point out that there is a beginning, middle and end to the story. We start our story with a problem, the characters try to solve it in the middle and it is resolved by the end of the book.

Name of Book: Glassmaker's Daughter

Weekly Vocabulary:

<u>Get-up, stand-up vocabulary</u>	<u>Definition</u>	<u>Action</u>
Canal	A channel of water made by humans for boat transportation	Makaton sign for canal: both hands flat facing down, slowly moving forward.
Gondola	A special type of boat that people use in Venice.	 Makaton sign for 'boat'.
Melancholy	Feeling sad, gloomy.	 Makaton sign for sad.
Carnival	Traditional festival where people dress up with masks and costumes.	Dancing
Mask	Something you cover yourself with to pretend to be someone else.	Pretend to put a mask on.
Canal	A channel of water made by humans for boat transportation	Makaton sign for canal: both hands flat facing down, slowly moving forward.

## Tuesday: - Day 1 - Character

**Moment 1- Vocabulary (2 mins)-** Get-up, stand-up vocabulary with actions. The teacher will say the word, explain the word and put it in context. Ch might clap, tap, run, turn while saying the words/ doing the actions. Actions and words remain the same all week.  
canal, gondola, melancholy, carnival, mask.

**Moment 2- Story Sharing (5 mins)-** The teacher will share the story with the children. Children will listen to the story for enjoyment. The teacher will bring the story alive.

### Model – The 3 Ms

Character- Clown.



### **Making Conversation M1**

- If the clown is here to make the princess smile, what do you think he would look like? This clown is doing a gritted smile, and has wide open eyes like he is trying to make her laugh.
- This clown has been sent to cheer the princess up, what sort of things do you think he would be wearing to make her smile? He could be wearing a **large, noisy** hat that has bells on it, the **cheery** musical noise could make the princess happy.
- The clown has lots of different patterns on his **funny** shirt, he has stripes on one side and spots on the other side.
- The clown has very **pointy, curved** shoes that jingle when he walks. What could it be on the shoes that is making them jingle.
- In the clowns mouth I can see 3 teeth at the top and 3 teeth on the bottom, how many is there all together?  $3+3=6$ . I have added the same number together twice, this is **doubling** (MTYT) I can show this by using a doubling pattern using the dice frame formation for three.
- The clowns puffy shirt has 4 spots on this side and 3 stripes on the other side.  $3+4=7$  draw a part – whole model to show this.
- Subitise how many bells are on the clowns hat and write down the number.

### **Mark Making M3**

- My password will make springs pop out of the clowns' hat with toys on the end of them to make the princess laugh.
- **Password-** The hat has a big bell on it. (Model using RWI rhymes and punctuation)

**I wonder what character you will draw to make the princess smile?**

**Encourage children to use talk partners and discuss different things that make them laugh and smile.**

#### Questions/ Phrases-

- I wonder what your .... will look like?
- I wonder what your code/ password will be?
- You might want too...
- You might like too..

#### DRAWING CLUB:

Children will draw ... **draw a character that will cheer up the princess and make her smile.**

**On track** - To write a simple sentence with capital letter, finger spaces and full stop. To begin to do so independently.

Example: . **The hat has a big bell on it. The man has got spots on his legs. She thinks he is fun.**

**Target** - To write a short phrase or sentence using finger spaces and full stop. To begin to use capital letters with support.

Example: **big and fun, big fun hat. It has a bell. He is fun. She is not sad.**

**Not on track** – To attempt to write CVC words. Begin to make plausible attempts at longer words, getting most letters in the correct order.

Example: **hat, big, bell,**

(some children to write their name)

**SEN** – To hear initial sounds in words.

Example:

#### Wednesday: - Day 2 - Setting

**Moment 1- Vocabulary (2 mins)-** Get-up, stand-up vocabulary with actions. The teacher will say the word, explain the word and put it in context. Ch might clap, tap, run, turn while saying the words/ doing the actions. Actions and words remain the same all week.

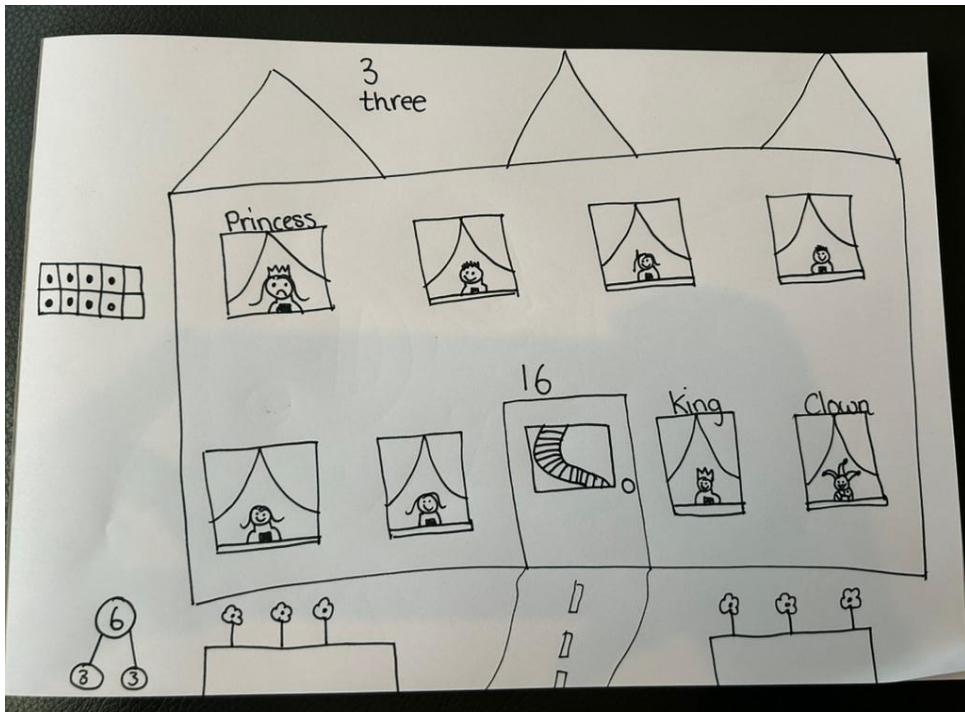
**Moment 2- Story Sharing (5 mins)-** The teacher will share the story with the children. Children will listen to the story for enjoyment. The teacher will bring the story alive.

## Model – The 3 Ms

Setting – A palace.

### **Making Conversation**

- My palace is made of a different material to the one in the story, my palace is made up of bricks. I wonder if this is the best material that I could use to make a palace? Think back to some of the learning we did about antarctica and discuss some different materials that are used for different houses in different cultures. Eg, snow, bricks (glass from the story).
- Remember from the story that a palace must be very large for royalty, this means I need to have lots of different rooms for people that might live in a palace.



- We need to try and remember some of the features needed for a palace, we need a large door at the front and lots of windows for the different rooms.
- The palace will be a two story building which means that it has two

floors and a set of stairs, if you look carefully through the window in the door you might be able to see some stairs from the spiral staircase.

- Infront of the castle there are two lovely flower beds with some flowers growing in them, how many can we see in each one? They are symmetrical because they are the same on both sides of the path.
- I have 4 windows at the top and 4 windows at the bottom each of these has a person in them, can you find the princess? show this on a 10 frame. Draw four at the top and four at the bottom, we can see two equal groups with none left over so 8 must be an even number.
- My large door at the front is a certain shape, what shape is it? Rectangle, I know this because it has 2 long and 2 short edges. Show this in a part whole model.
- I have three points at the top of my castle, write the numeral and try to sound it out and write the number name next to it.

### **Mark Making**

- My password will make the castle covered in mirrors for the princess.
- **Password-** My big palace is fit for a Queen.

**"I wonder what kind of home you will draw for the princess?"**

- I wonder what your .... will look like?
- I wonder what your code/ password will be?
- You might want too...
- You might like too..

### DRAWING CLUB:

Children will draw ...

**On track** - To write a simple sentence with capital letter, finger spaces and full stop. To begin to do so independently.

Example: **The palace is made of bricks. She will go up the big steps.**

**Target** - To write a short phrase or simple sentence using finger spaces and full stop. To begin to use capital letters with support.

Example: **The bricks are strong. I can see the king. It is brick.**

**Not on track** – To attempt to write CVC words. Begin to make plausible attempts at longer words, getting some letters in the correct order

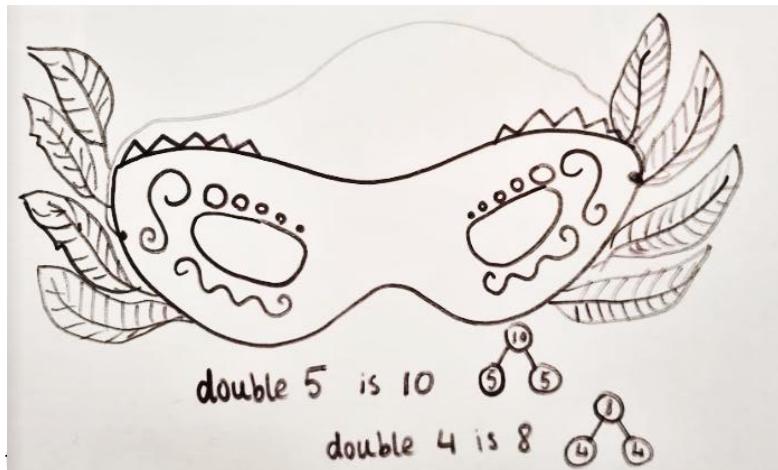
Example: **It is strong. Big and strong.**

### Thursday: - Day 3 - Adventuring

**Moment 1- Vocabulary (2 mins)-** Get-up, stand-up vocabulary with actions. The teacher will say the word, explain the word and put it in context. Ch might clap, tap, run, turn while saying the words/ doing the actions. Actions and words remain the same all week.

## Model - The 3 Ms

## Maschera di Carnevale - Carnival mask



### Making Conversation

- There is a festival where people dress up with masks and costumes. Today we are going to draw our own Venetian (explain that it means 'from Venice') mask. Remind them of the masks they saw in the book. It covers the eyes so it needs to be whole to see through it. It has intricate decorations and beautiful gems. 4 feathers on each side.
- During Carnival, people could pretend to be someone else, if your face is covered people won't be able to recognise you! Who else covers their faces so they can't be recognised? (Link to superheroes).
- My mask is symmetrical - Something is symmetrical when it is the same on both sides. If I draw five gems on the left side, how many gems do I need on the right side to make it symmetrical? How many do I have altogether? I am adding the same amount again, I am doubling. Double 5 is ten.
- Four feathers on each side – double 4 is 8. Show this on a part-whole model.

### Mark Making

- My password will make the mask sparkle!
- **Password** : My fancy mask has lots of gems.
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"I wonder what would you wear if you took part in a Venetian Carnival parade?

### DRAWING CLUB: Children will draw ... Carnival Mask

**On track** - To write a simple sentence with capital letter, finger spaces and full stop. To begin to do so independently.

Example: **My mask has three gems. My mask has feathers on it.**

**Target** – To write a short phrase or simple sentence using finger spaces and full stop. To begin to use capital letters with support.

Example: **The mask has gems. It is a cat mask.**

**Not on track** – To attempt to write CVC words. Begin to make plausible attempts at longer words, getting some letters in the correct order.

Example: **It has gems. It is red.**

Remember to keep making conversation e.g: "What shape have you drawn? What word could you use to describe the...?", "How many .... have you drawn?"