

Music: (Taught by PPA teacher)

Skills: Y1 –Maintain a steady beat as part of a group. Hold & play a range of percussion instruments with control. Create & choose sounds in response to given starting points. Y2 – Perform simple patterns on tuned & untuned instruments. Create short sequences of sounds in response to given starting points. Listen to their compositions and those of others & suggest improvements.

Task: Week 5 –Work in groups to create & perform their own Victorian Transport word rhythms.

Outcome: Be able to use rhythm cards to create simple patterns as part of a group.

Out of Context English

Links:

WK 5 Write a recount of Victorian School Day

DT: (Food technology)

Skills: Prepare ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble and cook ingredients.

Task: Week 4 - Make Victorian style biscuits

Outcome: Victorian biscuits to be eaten on Vict school day

Hook: Wk 1 - Launch through time travelling Tardis (displayed on each classroom door). Discussion about prior knowledge of the past. Wk 2 - Children will find a letter from Edward and Elsie who will take them back in time to explore Victorian schools and home life. Question wall for display to drive topic. Wk 2

Time Travellers

5 weeks



Homework:

Chn to bring in photos of them as babies, toddlers and now, to sequence and add captions – send out Sep 4.

Show case: Week 3 - Children will set up a museum and gallery of artefacts. They will be curators and will take their parents around explaining what each item is and what they are used for. Week 4 – Victorian school day Mon 5 Oct

French: (Greetings and Introductions)

Skills: Read out loud everyday and familiar words and phrases. Understand a range of spoken phrases.

Philosophy:

What is better? Then or Now.
What will it be like in the future?

Computing: (Communicating & Connecting safely)

Skills: Use a range of applications to communicate ideas and work. Participate in social media accounts. Understand online risks.

Task: Introduction to class blog

Outcomes: Chns work being shared on blog and parents invited to communicate on the blog.

Art: (LINKED TO HISTORY CURRICULUM)

Skills: Draw lines of different sizes and thicknesses. Show pattern and texture by adding dots and lines.

Task: Wk 2/3 – Make obs drawings of historical artefacts

Outcome: Accurate representations of artefacts

History:

Skills: Understand and identify diff ways that the past has been represented. Dev an awareness of the past. Place events on a timeline. Label timelines with words such as past and present. Use words and phrases such as long time ago, recently, decades and centuries to descr the passing of time. Use vocab of everyday historical terms. Obs or handle evidence to find out about the past and ask and answer questions about the past. Recount changes that have occurred in their own lives. Use dates where approp.

Tasks: Week 1 – Own history/timelines using photos from home – add captions using time lang. Create class timeline with key events in history. Week 2 – Generate questions about the past and artefacts. Week 3 – write captions, labels and descriptions for artefacts ready for museum showcase Week 4 – Life in Victorian schools comparison. Week 5 – Victorian School day Mon am – Then and Now comparison

Outcome: Class time line, personal timeline, chn using lang of time, questions generated by chn, communicating historical understanding through artefact display, chn able to id diffs between historical times