

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.

Writing Opportunities:

Write a letter to Rainbow Theatre group re workshop.

Write a recount of Victorian School Day .

Rules for Victorian school day or rules for Victorian playground games

DT: (Sci link) (Staunton scarecrow)

Skills: Cut accurately and safely. Join materials in different ways. Demo arrange of cutting and shaping techniques. Explore and evaluate a range of existing products. Explore how products have been created. Evaluate products.

Design products that have a clear purpose and an intended user. Draw sketches and templates, and produce mock-ups. Demonstrate a range of joining techniques. Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

Task: Make kites and paper windmills to explore the force of the wind. Make scarecrows to take to Staunton for the Scarecrow Trail competition

Outcome: Kites and paper windmills - scarecrows

Hook: Children will find a bear wrapped in a parcel and a story book 'Brown Paper Bear' – a visitor from the past who will help us find out about Victorian times. Question wall for display to drive topic.

Time Travellers

Autumn 1



Show case: Oct 10 - Victorian school day morning. PM - 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.

Homework:

Chn to research Victorian toys and bring in information with accompanying illustrations, models etc.

Computing: (Communicating & Connecting safely)

Skills: Understand online risks.

Task: Look at KS1 e-safety rules – discuss – ensure understanding – illustrate own understanding

Outcomes: Chn able to talk about the rules that keep them safe when they are online

Art: (LINKED TO HISTORY CURRICULUM)

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

Task: – Make obs drawings of historical artefacts

Outcome: Accurate representations of artefacts

Art: (taught by PPA teacher)

Skills: Drawing – line, pattern and tone

Task: Drawing exercises and warm ups

Outcome: Different techniques shown using a variety of mediums

P.E.:

Gym – Shape and Balance

Games – Throwing and Catching

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. Use dates where approp.

Tasks: Ask questions about the past – inspired by arrival of old bear. Create class timeline with key events in history. WWK about the Victoria era. Sort images of Queen Victoria and Queen Elizabeth. Create timeline of Victorian era using event cards. Compare events on timeline with current day, e.g. chn working in mines, School not complulsory, first telephone etc. Rainbow Theatre workshop. Sequence artefacts. Write captions, labels and descriptions for artefacts ready for museum showcase. Life in Victorian schools comparison. Victorian School day. Then and Now comparison

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