

Topic: History through the ages

Term: Spring

WOW Moment: Ordsall Hall trip



Additional creative hooks for the children:

Fire museum trip

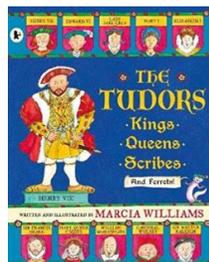
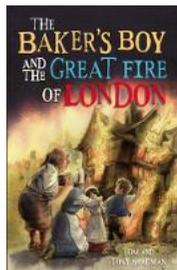
Design and make their own houses for GFOL

Fire fighter visit to burn down the houses

Fire evacuation

Historical dress up day

Whole class text:



Parental Involvement Opportunities:

To research different periods with the children
To make a house from GOFL period

English**Labels**

Label items seen (fire museum)

List

Things we've seen in the museum

Captions

Photos from the paintings and trip

Descriptive writing/adjectives

Describe settings

Descriptive sentences about each of the monarchs.

Write about the historical event during each historical era

Simple sentences

Asking questions

Exclamation marks

Objectives**Label/List Objectives**

To read, compare and discuss the purpose of labels and lists around the fire museum

Captions Objectives

To discuss pictures or objects (linked to outside area) to be used for creation of captions

To independently write a caption for an object or picture in a complete sentence with a capital letter and full stop

To read, discuss and investigate one word and complete sentence captions.

To discuss pictures or objects to be used for creation of captions

To write a caption or a label

To plan, draft, edit and review the full sentence caption

Simple Sentences/Descriptive writing/adjectives objectives

To orally formulate complete sentences for captions, modelling first

To compose a sentence orally before writing it

To write a complete sentence caption, first through modelled and then through shared composition

To write simple sentences

To write a sentence correctly. (Capital letter, full stop, finger spaces, makes sense)

Use all the writing rules to write good sentences

Ask relevant questions to extend their understanding and knowledge using 'ing, 'ed, 'er and 'est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

-ed/ing tenses

Use the conjunction 'and'

Recount

Both trips

Recount - fire drill and museum visit

Recount order of historical events.

joining words and joining clauses using and

Recount objectives

To recount an experience and make a timeline

To use time connectives correctly

To combine words to make sentences

Identify and explain the main features of a recount

Write a complete recount, first through modelled and then through shared composition

Independently write a recount, based on oral versions

Plan, draft, edit and review the recount

Spellings(Objectives will be covered in RWI, Reading and English Lessons)

To spell words containing each of the 40+ phonemes already taught

To spell common exception words

spell the days of the week

To name the letters of the alphabet in order

To use letter names to distinguish between alternative spellings of the same sound

To read back words they have spelt

To segment spoken words into individual phonemes and represent the phonemes by the appropriate grapheme(s).

To continue to practise word-specific rehearsal for spelling

To spell some words in a phonically plausible way, even if sometimes incorrectly.

Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds

To write simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling

To use 'ing, 'ed, 'er and 'est where no change is needed in the spelling of root words To use the spelling rule for adding 's or 'es as the plural marker for nouns and the third person singular marker for verbs

To apply simple spelling rules

To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Reading (Objectives will be covered in RWI, Reading and English Lessons)

To listen and respond appropriately to adults and their peers

To ask relevant questions to extend their understanding and knowledge

To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

To recognise and join in with predictable phrases

To discuss word meanings, linking new meanings to those already known

To draw on what they already know or on background information and vocabulary provided by the teacher

To discuss the significance of the title and events

To participate in discussion about what is read to them, taking turns and listening to what others say

To listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently

To develop vocabulary when listening to books which are read aloud and discuss what they have heard.

To use new vocabulary and use it in own writing

To apply phonic knowledge and skills as the route to decode words

To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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| | <p>To revise and consolidate the GPCs and the common exception words taught in Reception.</p> <p>To read words comprising the year 1 GPCs accurately and speedily,</p> <p><u>Handwriting</u></p> <p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To form capital letters</p> <p>To form digits 0-9</p> <p><u>Composition</u></p> <p>Write sentences by:</p> <p>To say out loud what they are going to write about</p> <p>To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To re-read what they have written to check that it makes sense</p> <p>To discuss what they have written with the teacher or other pupils</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Vocab, grammar, punctuation</u></p> <p>To leave spaces between words</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To use the prefix un'</p> |
| <p><u>Reading</u></p> <p>The Bakerman and the Great Fire of London by Tom Brandman & Tony Bradman.</p> <p>The Tudors: Kings, Queens, Scribes, and Ferrets! By Marcia Williams.</p> | <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught |

- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:

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| | <ul style="list-style-type: none"> - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them. |
| <p><u>Mathematics - Stand alone</u> Number: Addition and Subtraction</p> <p>Number: Place Value</p> <p>Measurement: length, height, weight and volume</p> | <p><u>Objectives</u> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$).</p> <p>To Count to 50 forwards and backwards beginning with 0 or 1, from any given number. To count, read and write numbers to 50 in numerals. To identify one more and one less of a given number. To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least (Ma Place Value N 1.04) To count in multiples of twos, fives and tens</p> <p>Compare, describe and solve practical problems for: lengths and heights Compare, describe and solve practical problems for: mass/weight</p> |

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| | <p>Compare, describe and solve practical problems for: capacity and volume</p> <p>Measure and begin to record the following: lengths and heights</p> <p>Measure and begin to record the following: mass/weight</p> <p>Measure and begin to record the following: capacity and volume</p> |
| <p><u>Science</u></p> <p>Materials - investigate a range of materials.</p> <p>Record findings of investigations (opaque, waterproof,)</p> <p>Classification of materials (glass, wood, plastic etc)</p> <p>Seasonal change - What happens to the weather over the season?</p> <p>What happens to the environment over the season?</p> <p>Compare to prior results.</p> | <p><u>Objectives</u></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Variety of everyday materials on the basis of their simple physical properties</p> |
| <p><u>Art</u></p> <p>Artist Paul Klee(Tate gallery)</p> <p>Using Henry 8th outline created a Paul Klee (Senecio) style picture using gummed paper or tissue paper.</p> <p>Form, texture, pattern and weight (link to DT and science)</p> <p>Children to use and evaluate a range of materials to make a house. Which materials are stronger, weaker, waterproof, bendy etc</p> | <p><u>Objectives</u></p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Skill: Becomes aware of form, feel, texture, pattern and weight</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> |
| <p><u>DT</u></p> <p>Design, make and evaluate GFOL house</p> | <p><u>Objectives</u></p> <p>Design: design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make: select from and use a range of tools and equipment to perform practical task</p> <p>Make: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> |

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| | <p>Evaluate: evaluate their ideas and products against design criteria</p> <p>Skill:</p> <p>Demonstrate a range of joining techniques such as gluing or taping</p> <p>Measure and mark out lines</p> <p>Explain what they are making and which materials they are using</p> <p>Design products that have a clear purpose and an intended user</p> <p>Use pictures and words to convey what they want to make</p> <p>Make products, using a range of tools to cut, shape, join and finish</p> <p>Say what they like and don't like about their product and explain why</p> <p>Talk about how closely their finished product meets their design criteria</p> <p>Begin to use software to represent 2D designs</p> |
| <p><u>Geography</u></p> <p>Features of a city/town</p> <p>Look at London town and its features around the time of the GFOL</p> <p>What is the same or different to our city/town now</p> | <p><u>Objectives</u></p> <p>Human and physical geography: use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop</p> |
| <p><u>History</u></p> <p>Events beyond living memory</p> <p>Change in national life - fire regulations</p> <p>Compare how the Monarch ruled the Kingdom and the significant historical events that happened during their reign.</p> <p>Create a history book which covers the events and monarch over the decades.</p> <p>Monarchs to look at:</p> <p>Henry the 8th - Speke Hall (Reigned from 1509 - 1547)</p> <p>Elizabeth 1st - Spanish Armada (Reigned from 1558 - 1603)</p> <p>James 1st - Gunpowder plot (Reigned from 1603 - 1625)</p> <p>Charles 2nd - Plague and The Great Fire of London (Reigned from 1660-1685)</p> <p>Compare and contrast the fire service today and in the past</p> | <p><u>Objectives</u></p> <p>Changes within living memory, where appropriate, these should be used to reveal aspects of change in National life</p> <p>Events beyond living memory, that are significant nationally or globally</p> |
| <p><u>Music</u></p> <p>Singing in a round - London's Burning</p> <p>BBC Samuel Pepys and the great fire of London – BBC radio</p> | <p><u>Objectives</u></p> <p>Use the voices expressively and creatively by singing songs and speaking chants and rhymes</p> |

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| | <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Sing with an awareness of other performers</p> |
| <p><u>Computing</u> How to book - instructions (fire safety)</p> | <p><u>Objectives</u> Use technology purposefully to create organise, store, manipulate and retrieve digital content Computing 4</p> <p>Recognise the ways we use technology in our classroom Recognise ways that technology is used in my home and community Use links to websites to find information Begin to identify some of the benefits of using technology Recognise different parts of a computer e.g. screen, mouse, keyboard</p> |
| <p><u>PE: - Stand alone</u> Dance Multi Skills Gymnastics</p> | <p><u>Objectives</u> Perform dances using simple movement patterns</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> |
| <p><u>R.E.- Stand alone follow Come and See programme</u> Special people, meals and change</p> | |
| <p><u>P4C</u> Would you rather save your cheese or a person? Would you help fire fight or run away? Which King or Queen would you rather be?</p> | |