Wow Starter: Through the key hole... what British empirecan we see? http://images.scholastic.co.uk/assets/a/38/b6

Final Event: Empire Day - looking at Ragged school day - part way through



Teacher: mrslizpatterson

UNDERSTANDING THE WORLD

People and communities 0-5

communities and traditions.

· Children talk about past and present events in their own lives and in the lives of family members. · They know that other children dont always enjoy the same things, and are sensitive to this. · They know about similarities and differences between themselves and others, and among families,

The world 0-5

· Children know about similarities and differences in relation to places, objects, materials and living

· They talk about the features of their own immediate environment and how environments might vary from one another.

· Uses ICT hardware to interact with age-appropriate computer software.

used in places such as homes and schools. · They select and use technology for particular

Technology 0-5

Technology 0-5

MATHEMATICS AND COMPUTING

Numbers 0-5

· Recognises numerals 1 to 5.

Numbers 0-5

· Children count reliably with numbers from one to 20, place them in order.

· They can say which number is one more or one less

- than a given number. Using quantities and objects, they add and
- subtract two single-digit numbers.
- · They count on or back to find the answer. · They solve problems, including doubling, halving
- and sharing.

Shape, space and measure 0-5

· Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve

· They recognise, create and describe patterns.

and shapes and use mathematical language to

· Completes a simple program on a computer

• Children recognise that a range of technology is

• They explore characteristics of everyday objects

swimming continues Tuesday afternoon water skills swimming 5-10 meters with/ without floats

Gymnastics on Friday morning

elop and extend number recognition to secure to 20 then move

fining one more and one less than given amounts, quantities explore doubling hand halving through practical activity Explore 3d shapes looking at building using shapes Exploring pattern through printing (Snow White Apples)

The Billy Goats Gruff etc discuss language big, medium sized little

Create bridges /houses /chairs according to sizes of characters. Giant measuring. Look at giant's footsteps what could we measure

3 bears etc. Can they make sets of thing s belonging to each story?

Measure the children in the class and sort according to height.

Time- exploring the language relating to time
Capacity- through story- Bears - porridge
look at the sizes in traditional tales, The Three bears,

Draw around each child and display in right order.

Measuring ingredients-making porridge,
baking gingerbread men, making fairy

Discuss numbers in fairy stories - 7 dwarves, 3 pigs,

532:

counting objects that cannot be moves-

count reliably to 20, extending beyond

consolidating 1-1 correspondence

Skipping sessions- Skipping Festival skills. polystyrene plates tapestry needles and thread. children to develop skills it-loveit.com/2013/05/teaching-kids-to-sew-introto-hand-sewing.html

Trevelyan Project

visit to

Newcastle

University

segmenting words for writing and reading poetry- a daily poem to put into book to share at he life of a Victorian child School life-Ragged School s workers-link with Lord Shaftsbury Reading skills - individual reading with staff and home new Parliament laws to protect

chimney sweep

down the mine

Victorian wash day

Queen Victoria- compared to our Queen

local area study- Trevelyan at Wallington

Christina Rossetti Victorian poet

Every day Materials-linking with

ning then and now Queen Victorias Knickers- the first

ICT- beginning to look at programming with year 1

es and toys comparison (make toys link to DT, peg dolls, paper windmills

Alice in Wonderland... Mad Hatters Tea party Instruction writing - MAKING CAKES DT link Invitation writing Narrative- story telling
character profiling- Alice, White rabbit, Queen of Hearts,
drink me bottles- what will happen, design and make own
eat me, what will happen?
Dreams- alice had a dream, what would our dream story be?

non fiction text-life of Victorian children Chimney sweeps Wes Macge http://www.poetryarchive.org/poem/chimney-boys-story

> Create reenactments of stories in forms of plays or interviewing characters asking the reasons and explanations for their actions. Look at the beginning middle and ends of fairy stories is it always a happy ending? Discuss the good/bad characters Look at repetitive phrasing in stories. Retell/ rewrite the endings of stories eg the gingerbread man gets away... new dwarfs

Role play area- developing narratives, making up stores

Hot seating activities with Alice and White Rabbit

sharing time children to behave as listeners or speakers

story time- Alice in wonderland- longer text

role play area developing narrate linked to topic

Fairy Tales and Victorians

> William Morris Art ooking at natural materials patterns and textures

Charles Renne MacKintosh pattern and furniture

LS Lowry

Design a stamp- Queen Victoria was first monarch to have her image on a stamp ddesign Tech skills sewing lacing tools, plates of sewing

Epiphany Journey of the three kings Easter- continuing the theme Journey's Pancake Day link with History Christina Relationships and Citizenship (democracy)

Well-being and Cultural Diversity

Look at Jack and the Beanstalk -discuss characters, being kind, stealing, etc. Talk about how we should behave towards family/friends. Discuss strangers in fairy tales-should we trust them? RE: Read a variety of bible stories, discuss how they might be similar to fairy stories.
What makes them the same/different?

PHYSICAL EDUCATION

Moving and Handling 0-5

· Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. · Uses simple tools to effect changes to materials.

- · Shows a preference for a dominant hand. · Begins to use anticlockwise movement and retrace vertical lines.
- · Begins to form recognisable letters. · Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly

Moving and Handling 0-5

- · Children show good control and co-ordination in large and small movements. • They move confidently in a range of ways, safely
- They handle equipment and tools effectively, including pencils for writing.

Health and self-care 0-5

negotiating space.

· Children know the importance for good health of physical exercise, and a healthy diet. · They talk about ways to keep healthy and safe.

· They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

OUTDOOR LEARNING

exploring climbing equipment

art outdoors- linked to Mary Poppins and chalk drawing

Nature William Morris

Pantomime trip Snow White

Visit to Laing art o explore sculpture Henry Moore

LITERACY

Reading 0-5

· Hears and says the initial sound in words.

· Begins to read words and simple sentences. · Enjoys an increasing range of books.

Reading 0-5

- · Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words. They demonstrate understanding when talking
- with others about what they have read.
- Writing 0-5 · Gives meaning to marks they make as they draw, write and paint.
- · Begins to break the flow of speech into words. · Hears and says the initial sound in words.
- · Can segment the sounds in simple words and blend
- them together. · Uses some clearly identifiable letters to communicate meaning, representing some sounds
- correctly and in sequence. · Writes own name and other things such as labels, captions.

· Children use their phonic knowledge to write words in ways which match their spoken sounds.

- They also write some irregular common words.
- · They write simple sentences which can be read by themselves and others.

COMMUNICATION AND LANGUAGE

Listening and attention 0-5

 Maintains attention, concentrates and sits quietly during appropriate activity.

 Two-channelled attention - can listen and do for short span.

Listening and attention 0-5

· Children listen attentively in a range of situations. · They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

· They give their attention to what others say and respond appropriately, while engaged in another

Understanding 0-5

Able to follow a story without pictures or props.

· Children follow instructions involving several ideas or actions.

They answer how and why questions about their experiences and in response to stories or events.

Speaking 0-5

· Beginning to use more complex sentences to link thoughts (e.g. using and, because).

· Can retell a simple past event in correct order (e.g. went down slide, hurt finger). · Uses a range of tenses (e.g. play, playing, will play,

Speaking 0-5

• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new · Uses language to imagine and recreate roles and

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 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

• Introduces a storyline or narrative into their play.

Speaking 0-5

· Children express themselves effectively, showing awareness of listeners needs.

• They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

 They develop their own narratives and explanations by connecting ideas or events.

EXPRESSIVE ARTS AND DESIGN

Exploring and using media and materials 0-5

- Explores the different sounds of instruments. · Explores what happens when they mix colours.
- Experiments to create different textures.
- · Understands that different media can be
- combined to create new effects. · Manipulates materials to achieve a planned effect · Constructs with a purpose in mind, using a variety

Exploring and using media and materials 0-5 · Children sing songs, make music and dance, and

experiment with ways of changing them.

· They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative 0-5

of resources.

- · Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose. · Introduces a storyline or narrative into their play. · Plays alongside other children who are engaged in
- the same theme. · Plays cooperatively as part of a group to develop and act out a narrative.

Being imaginative 0-5

dance, role play and stories.

- · Children use what they have learnt about media and materials in original ways, thinking about uses
- and purposes. • They represent their own ideas, thoughts and feelings through design and technology, art, music,

PSED & RELIGIOUS EDUCATION

feelings.

Making relationships 0-5 • Children play co-operatively, taking turns with

· They take account of one anothers ideas about how to organise their activity. · They show sensitivity to others needs and

• They know that some behaviour is unacceptable.

· They adjust their behaviour to different

Managing feelings and behaviour 0-5

Self-confidence and self-awareness 0-5

 Children are confident to try new activities. • They say why they like some activities more than

Fairy Tales and Victorians - Stage Coverage

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PSED & RELIGIOUS EDUCATION

 They form positive relationships with adults and other children.

Self-confidence and self-awareness 0-5

 Confident to speak to others about own needs, wants, interests and opinions.

Self-confidence and self-awareness 0-5

- · Children are confident to try new activities
- They say why they like some activities more than others.

Managing feelings and behaviour 0-5

- They know that some behaviour is unacceptable.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

CHARACTERISTICS OF EFFECTIVE LEARNING		
Playing and exploring – engagement	Active learning - motivation	Creating and thinking critically - thinking
1. Finding out and exploring 2. Playing with what they know 3. Being willing to 'have a go'	Being involved and concentration Keep trying Being involved and concentration Section 1. Being involved and concentration Section 2. Keep trying Section 3. Enjoying achieving what they set out to do	1. Having their own ideas 2. Making links 3. Choosing ways to do things