



## Wow Starter: Set up the Victorian home role-play area with children. Make Victorian fireplace

## Final Event: Children will dress up in Victorian style clothes. A special Victorian visitor will come in.

### UNDERSTANDING THE WORLD

**Working scientifically KS1**

- sc2 asking simple questions and recognising that they can be answered in different ways
- sc3 observing closely, using simple equipment
- sc4 performing simple tests
- sc5 identifying and classifying
- sc6 using their observations and ideas to suggest answers to questions
- sc7 gathering and recording data to help in answering questions.

**Uses of everyday materials KS1**

- sc29 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- sc30 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Core Skills across the Key Stage KS1**

- hi1 I can use common words and phrases related to the passing of time
- hi2 I can place objects, people and events into chronological order
- hi3 I can talk about different ways of life at different times
- hi4 I have a wide vocabulary of common historical terms
- hi5 I can ask and answer questions about the past
- hi6 I can identify key features of stories and events to help me to understanding their importance
- hi7 I can use sources of information to find out about the past
- hi8 I know the past is represented in different ways

**Everyday materials KS1**

- sc14 distinguish between an object and the material from which it is made
- sc15 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- sc16 describe the simple physical properties of a variety of everyday materials
- sc17 compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Seasonal changes KS1**

- sc18 observe changes across the four seasons
- sc19 observe and describe weather associated with the seasons and how day length varies.

### EXPRESSIVE ARTS AND DESIGN

**KS1**

- ad1 I can use different materials to design and make things
- ad2 I can use drawing to share my ideas.
- ad5 I can use colour, texture and pattern in my work
- ad6 I can use line, shape, form and space in my work

**Design KS1**

- dt1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- dt2 I can explain how my design will meet the needs of the users
- dt3 I can draw and talk about what I am going to make
- dt4 I can make a realistic model of my design
- dt5 I have used ICT to help develop or communicate my design

**Make KS1**

- dt6 I can use scissors for cutting and shaping
- dt7 I can join materials in a variety of ways
- dt8 I can use simple finishing techniques to improve my product
- dt9 I can select the appropriate materials and tools for my design
- dt11 I can create things from textiles
- dt12 I can create or follow simple recipes

**Evaluate KS1**

- dt14 I can look at things other people have made and tell you what I like or dislike
- dt16 I can talk about how closely my finished product matches my design
- dt17 I can talk about what worked well with my product and how it could be improved

**Technical knowledge KS1**

- dt20 I have designed a product that uses a lever or slider

**Cooking and nutrition KS1**

- dt22 I can describe the healthy food in the dishes I prepare
- dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare

**KS1**

- mu2 I can repeat chants and rhymes with expression
- mu3 I can use my voice in different ways
- mu7 I can sit and listen attentively to recorded music
- mu8 I can concentrate when listening to music and describe what I think and how the music makes me feel

**dt13 I can explain why I have chosen particular materials, components or ingredients**

**They will role play famous figures (Queen, Victorian, Mary Seacole, Florence Nightingale)**  
Children will use hot seating with these figures. Children will take an active role in planning and developing their own role play corner.

### COMMUNICATION AND LANGUAGE

**KS1**

- sl1 listen and respond appropriately to adults and their peers
- sl2 ask relevant questions to extend their understanding and knowledge
- sl5 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

**sl6 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**

**sl9 participate in discussions, presentations, performances, role play, improvisations and debates**

**Whole school Victorian dress up day.**



### LITERACY

**Reading - comprehension KS1**

- e11 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- e37 sit correctly at a table, holding a pencil comfortably and correctly
- e38 begin to form lower-case letters in the correct direction, starting and finishing in the right place
- e39 form capital letters

**Writing - handwriting KS1**

### MATHEMATICS AND COMPUTING

**Number - number and place value KS1**

- m2 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- m5 read and write numbers from 1 to 20 in numerals and words.
- co4 I can write a simple computer program
- co5 I can find and correct a problem in my program
- co6 I can predict what will happen by 'reading' a program
- co10 I can talk about how information technology is used at home, in shops and in other places (mobile phones, internet etc)

**KS1**

- co1 I know that an algorithm is an instruction in a computer program

### PSED & RELIGIOUS EDUCATION

**O KS1**

- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.
- Identify and suggest meanings for religious symbols.
- Begin to use a range of religious words.
- Understanding and coping with emotions
- Friendship
- Sameness and difference
- Caring for my body

**Babies and growing**

**PSED Developing confidence and responsibility and making the most of their abilities KS1**

- pc19 Make classroom rules and follow them.
- pc20 Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.

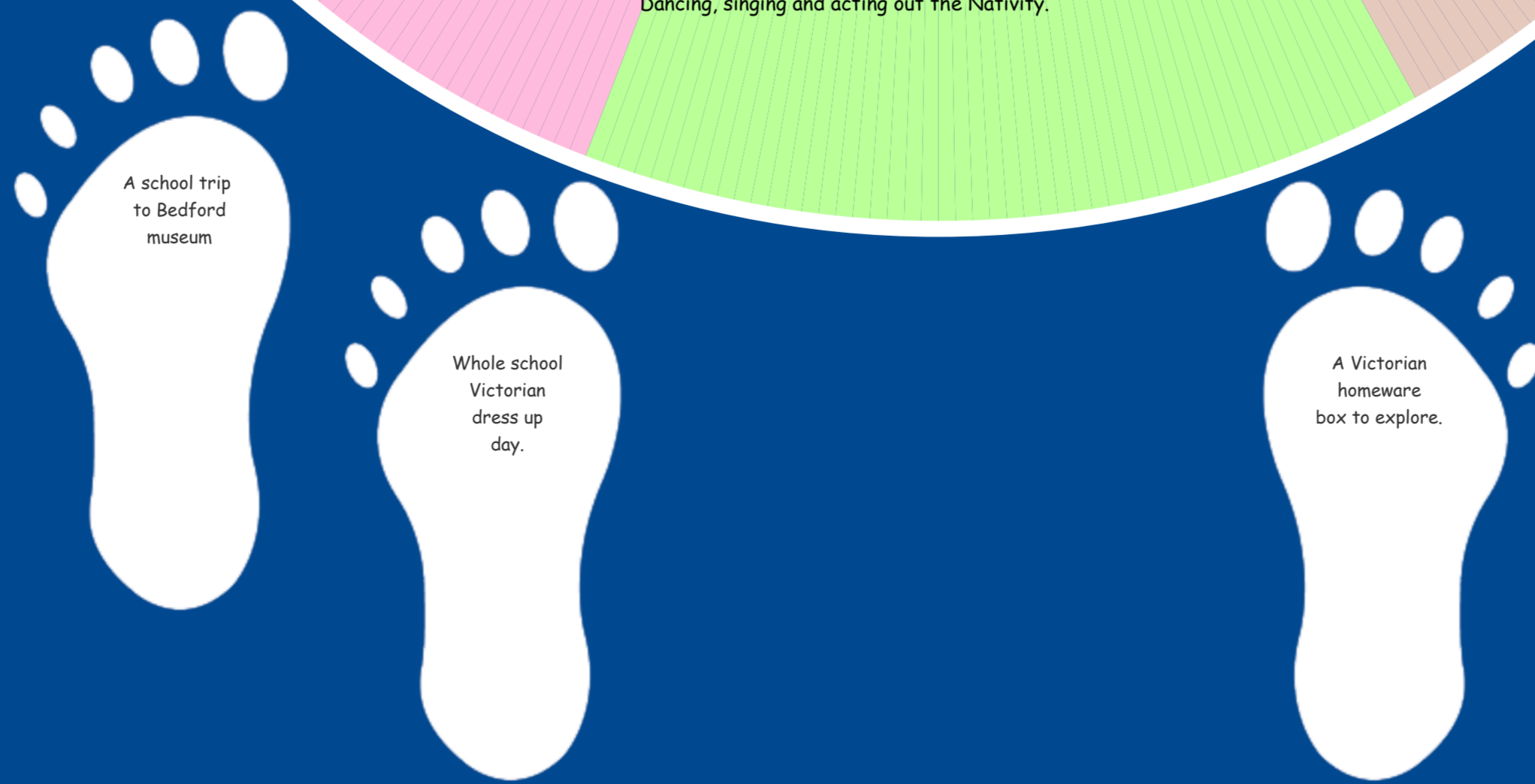
**PSED Developing good relationships and respecting the differences between people KS1**

- pr15 Listen to other people, and play and work co-operatively.
- pr16 Develop a caring attitude towards family, friends and each other.
- pr17 Greet and talk with adults.
- pr18 Develop positive relationships through work and play.
- pr19 Be able to ask for help from an 'appropriate' adult.

### PHYSICAL EDUCATION

**KS1**

- pe1.3 I can control my movements in gymnastics and show how I can balance, roll, travel or climb safely
- pe1.4 I can perform a sequence in gymnastics to demonstrate controlled, co-ordinated movements in direction, level and speed
- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe3 I can respond to music with controlled movements, creating and repeating simple dance sequences to express and communicate ideas and feelings



A school trip to Bedford museum

Whole school Victorian dress up day.

A Victorian homework box to explore.

# A step back in time! - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically **KS1**

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### **KS1**

- **hi1** Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi4** They should use a wide vocabulary of everyday historical terms.
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi7** They should understand some of the ways in which we find out about the past
- **hi8** and identify different ways in which it is represented.

## MATHEMATICS AND COMPUTING

### Number - number and place value **KS1**

- **m2** count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
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### **KS1**

- **co1** understand what algorithms are
- **co4** create simple programs
- **co5** debug simple programs
- **co6** use logical reasoning to predict the behaviour of simple programs
- **co10** recognise common uses of information technology beyond school.

## PHYSICAL EDUCATION

### **KS1**

- **pe1.3** aster basic movements developing balance co-ordination
- **pe1.4** master basic movements, developing agility
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe3** perform dances using simple movement patterns.

## EXPRESSIVE ARTS AND DESIGN

### **KS1**

- **ad1** to use a range of materials creatively to design and make products
- **ad2** to use drawing to develop and share their ideas, experiences and imagination
- **ad5** to develop a wide range of art and design techniques in using colour, pattern, texture,
- **ad6** to develop a wide range of art and design techniques in using line, shape, form and space

### **Design KS1**

- **dt1** design purposeful, functional, appealing products
- **dt2** design for themselves and other users based on design criteria
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups
- **dt5** generate, develop, model and communicate their ideas through information and communication technology

### **Make KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- **dt9** select from and use a range of tools and equipment to perform practical tasks
- **dt11** select from and use a wide range of materials and components, including textiles
- **dt12** select from and use a wide range of materials and components, including ingredients
- **dt13** select from and use a wide range of materials and components according to their characteristics

### **Evaluate KS1**

- **dt14** explore a range of existing products
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

### **Technical knowledge KS1**

- **dt20** explore and use mechanisms, such as levers and sliders in their products.

### **Cooking and nutrition KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes
- **dt23** use the basic principles of a varied diet to prepare dishes

### **KS1**

- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu7** listen with concentration and understanding to a range of high-quality recorded music
- **mu8** listen with concentration and understanding to a range of music

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