



The Creative Learning Journey

A step back in time!

Teacher: eforbes
School: Stanbridge Lower



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.

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.

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

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

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

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

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

History
Identify who Queen Victoria is. Learn about her life. Children will learn about historical figures - Queen Victoria, Mary Seacole and Florence Nightingale finding out about their importance/impact. They will complete a timeline ordering key events. They will use a range of sources to research the Victorian era. They will draw their knowledge together by completing comparisons between school /home life etc of today and in the past. Children will find out about Stanbridge Lower School's past and the differences in the school day for Victorian children and the children of today. Homes and houses. design a victorian home what was a Victorian house like? link to Christmas Victorian Christmas traditions toys

Science-
Find out the meaning of 'material' used in scientific sense. Look at classroom objects and discuss what they are made of. Understand that the words used to describe the materials that objects are made from are called 'properties'. Identify objects that are made from materials that are man-made and others which are made from naturally occurring materials. Use story of the 3 Little Pigs to stimulate discussion about the materials used to construct buildings. Children carry out simple tests to answer questions like: What is the best material for an umbrella, lining a dog basket, curtains, bookshelf, gymnast's leotard, etc.?

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.

Separate plan. Please see Val Sabin Dance. KS1. Christmas Nativity rehearsals. Dancing, singing and acting out the Nativity.

Literacy taught during topic - Children are to gain an understanding of Victorian classrooms and use this to compare and contrast with modern classrooms. Children will practise their handwriting in a Victorian style.

literacy lessons are taught separately from topic.

Links to Mathematics within topic: Children will complete number work in a Victorian style by using chalk to form numbers and number sentences using chalk/blackboards. Children will have access to use an abacus to learn in a style from the past.

Numeracy lesson are taught separately from topic.

Computing
Espresso coding is taught each week. Please see weekly plans for learning objectives covered.

Religious Education
Christmas topic separately taught. See plans on weekly afternoon plans.

PSHCE

Continue with 'Feelings and relationships' topic. MPJ Friday afternoons.

Art and design
Design a victorian invitation to a picnic using colour and pattern popular in Victorian times. DT. Make and design Victorian paper dolls Children will learn about the sewing that Victorian girls did at school. We will make Christmas decorations out of felt. Children will design their own patterns on the Christmas tree and decide which materials they will use. We will use ICT as a class to help display our design- List materials, questions - does my model look like my design? They will create their own Christmas Tree using sewing skills, evaluate their own friends work. Music - Learn Victorian chants and songs. Listen to music that was popular in the Victorian era. Cookery Follow a simple recipe to make a traditional Victorian Sponge cake.

A school trip to Bedford museum

Whole school Victorian dress up day.

A Victorian homework box to explore.

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

Writing - handwriting KS1

- **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

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.

KS1

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

- **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)

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 step back in time! - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>Seasonal changes <i>KS1</i></p> <ul style="list-style-type: none">• sc18 observe changes across the four seasons• sc19 observe and describe weather associated with the seasons and how day length varies. <p>Uses of everyday materials <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p><i>KS1</i></p> <ul style="list-style-type: none">• 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.	<p>Number - number and place value <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p><i>KS1</i></p> <ul style="list-style-type: none">• 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.	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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.	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Design <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Make <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Evaluate <i>KS1</i></p> <ul style="list-style-type: none">• dt14 explore a range of existing products• dt16 evaluate their ideas• dt17 evaluate their products against design criteria <p>Technical knowledge <i>KS1</i></p> <ul style="list-style-type: none">• dt20 explore and use mechanisms, such as levers and sliders in their products. <p>Cooking and nutrition <i>KS1</i></p> <ul style="list-style-type: none">• dt22 use the basic principles of a healthy diet to prepare dishes• dt23 use the basic principles of a varied diet to prepare dishes <p><i>KS1</i></p> <ul style="list-style-type: none">• 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	<p>Reading - comprehension <i>KS1</i></p> <ul style="list-style-type: none">• 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 <p>Writing - handwriting <i>KS1</i></p> <ul style="list-style-type: none">• 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	<p><i>KS1</i></p> <ul style="list-style-type: none">• 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	<p>PSED Developing confidence and responsibility and making the most of their abilities <i>KS1</i></p> <ul style="list-style-type: none">• 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. <p>PSED Developing good relationships and respecting the differences between people <i>KS1</i></p> <ul style="list-style-type: none">• 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.

