

Topic Map Class 1 Term 3/4 2021/22 - The Victorians

(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)

<p><u>History Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) Create mind-maps of previous knowledge. 2) Examine where The Victorians are on a timeline, compared to the present day and other historical events we have learned about i.e first moon landing. 3) Research Queen Victoria. 4) Research what Victorian schools were like. Act out being a pupil in Victorian times in role play area. 5) Look at toys from Victorian times and compare to modern day equivalents. 6) Set up a Victorian toy museum. 7) Research information about Florence Nightingale & Mary Seacole. <p><u>Assessment Activity</u></p> <p>To write a double page spread fact file about the Victorians.</p>	<p><u>Computing Sequence of Learning Year 1</u></p> <ol style="list-style-type: none"> 1) create colour blocks in the style of Rothko 2) create a paint with squares and concentric circles 3) use a pencil in Brushes Redux 4) learn to create layered paintings 5) learn to create layered paintings over a photo 6) create work based on Julian Opie's style <p><u>Assessment Activity Year 1</u> To make a grid painting using Autodesk SketchBook</p> <p><u>Computing Sequence of Learning Year 2</u></p> <ol style="list-style-type: none"> 1) Browse an online collection of photos to help understand what makes a good photo. 2) learn how to use a digital camera 3) practise taking effective photos 4) review photos taken, selecting their best. 5) edit and enhance photos 6) use selective editing tools <p><u>Assessment Activity Year 2</u> To make carefully chosen adjustments to their photos.</p>	<p><u>Art Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) Look at examples of portraits. Discuss which media have been used and the details included in the picture. 2) Use sketchbooks to draw a portrait of their partner using pencil, 3) Invite an artist to come and show the children how she would draw a portrait. 4) Use skills learned from the artist to think of ways to improve our portraits i.e use different media, light & shade etc. Draw a second portrait of our partner. 5) Thread a needle and try different stitches on binca. 6) Create a sampler bookmark. <p><u>Assessment Activity</u> To complete a portrait.</p>	<p><u>PSHE Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) What different jobs might we do when we grow up? Why would we choose these jobs? 2) What strengths do we have? Which of these strengths might we need for a job? 3) Discuss which people help us to stay healthy? What are their jobs? 4) Discuss which types of medicine we might use. Why do we use it? How do we use it safely? 5) Discuss the importance of sleep. What is a good bedtime routine? 6) Discuss personal hygiene. How do we keep clean? (Link to Science) 7) Discuss how we look after our teeth. (Link to Science) 8) Discuss different ways that we can exercise and how it helps our body. (Link to Science) 9) Discuss the different things we eat. Which foods are good for our bodies? (Link to Science) 10) Discuss how we keep safe in the sun. <p><u>Assessment Activity</u> To write instructions for cleaning our teeth.</p>	<p><u>Science Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) Explore our sense of smell. 2) Explore our sense of hearing. 3) Explore our sense of sight. 4) Explore our sense of touch. 5) Explore our sense of taste. 6) Compare hygiene in Victorian times to present day. Do experiments to show how germs are transmitted on hands. 7) Compare dental hygiene in Victorian times to now. Do an experiment to show how to clean our teeth properly. 8) Discuss the importance of exercise. Investigate the impact of exercise on our bodies. 9) Discuss the importance of healthy eating. Find out what proportion of different food types we should eat. <p><u>Assessment Activity</u> Produce a leaflet to explain how to keep ourselves healthy.</p>
<p><u>Geography Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) Look at maps and aerial photos of the local area. 2) Identify different landmarks and physical features. 3) Walk around the immediate area of the school and note geographical features. Discuss directions and compass points. 4) Make a map of the school and its immediate surroundings with symbols and a key. <p><u>Assessment Activity</u> Make a map of the position of the school in its immediate surroundings.</p>	<p><u>Music Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) Listen and appraise different songs. 2) Learn to sing the songs (T1 - In The Groove, T2- Round and Round) 3) Add musical accompaniment. 4) Improvise and compose using the songs. <p><u>Assessment Activity</u> Compose a piece of music based on the songs.</p>	<p><u>P.E. Sequence of Learning</u></p> <p><u>Games</u></p> <p><u>Counter balance with a partner</u></p> <ol style="list-style-type: none"> 1) Sit holding hands with toes touching, lean in together then apart. 2) Sit holding 1 hand with toes touching, lean in together then apart. 3) Sit holding hands with toes touching and rock forwards, backwards and side-to-side. 4) Hold on and, with a long base, lean back, hold balance and then move back together. 5) Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together. <p><u>Dynamic Balance to Agility</u></p> <ol style="list-style-type: none"> 1) Jump from 2 feet to 2 feet forwards & backwards and side to side. 2) Jump from 2 feet to 2 feet with a quarter turn in both directions. 3) Stand on a line and jump from 2 feet to 1 foot and freeze. <p><u>Dance</u></p> <ol style="list-style-type: none"> 1) Make still shapes standing and on the floor. 2) Make movements in between the shapes. 3) Make shapes with partners. 4) Create circle shapes with your body. 5) Link shapes with turns, jumps or travelling. 	<p><u>R.E. Sequence of Learning</u></p> <p><u>Passover/ Judaism</u></p> <ol style="list-style-type: none"> 1) discuss respect. Draw 'Who do you listen to and do as they ask' 2) learn about the special meal at Passover. Learn about the story of the Exodus 3) Learn about the symbolism of the items on the seder plate 4) taste items from the Seder meal 5) recap the special relationship Jews have with God 6) rank order cards with pictures/ words which would be most important to jews 7) plan a special meal for someone you love and respect. <p><u>Assessment Activity</u> To order the things Jews do that God asks them to do, from most important to least important, explaining their choices.</p>	<p><u>DT. Sequence of Learning</u></p> <ol style="list-style-type: none"> 1) To evaluate products which use levers and sliders. 2) To design a toy which uses levers and sliders. 3) To investigate different materials which could be used for the product and evaluate their effectiveness. 4) Make the product. 5) Evaluate the product. <p><u>Assessment Activity</u> Make a toy which moves using levers and sliders.</p>

		6) Create circle shapes with a partner. <u>Assessment Activity</u> Create a dance using all of the skills learned above.		
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Maths Topics
 Addition & Subtraction,Fractions. Multiplication & Division.
 English Topics
 Non-chron reports about famous Victorians. Writing instructions for cleaning your teeth. Traditional tales.