

St. Peter's CE Primary (& Nursery) – Creative Topic Planning – Year 1 Autumn 2016

Miss Mills and Mrs Wood	CLASS: 1	TOPIC: OUR WORLD (London – Guy Fawkes)	TERM: AUTUMN	Expected length of topic: TERM
Core value: RESPECT/ PEACE		Book: THE NAUGHTY BUS/BROWN BEAR BROWN BEAR / GUY FAWKES/		

<p>KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW Also have book-making as independent activity, e.g. books about buses and journeys. Library Trip: To find books on buses and other modes of transport. <i>What do you think?</i> <i>Why do you think that?</i> <i>How do you know this?</i> <i>Can you tell me more?</i> <i>What questions do you still have?</i></p>			<p>RESOURCES Small world objects Maps Vehicles – Buses London buildings</p>	<p>USEFUL WEBSITES London transport Espresso</p>
<p>Inputs – engaging and exciting the children</p>			<p>How could you use P4C in this topic? What other speaking & listening opportunities are there? Journeys – being around other people - respect Safety while travelling Working together on projects PHSCE: Journeys and travelling to new places.</p>	<p>How will you address the core value that you have identified? Respect – how will you be in the presences of other – space, noise...? Create a Scenario – Naughty Bus has made a mess in the classroom and doesn't care – children talk about rules to respect their classroom, each other, their classroom property Re – Learning the Lord's Prayer Visiting place of worship – Respectful of the church and others</p>
<p>What opportunities are there for active learning? (e.g. which of the 25 ways of teaching without Talking will you use?)</p> <ul style="list-style-type: none"> • Small World: Set up as the book with bricks, figures and buses. • Tell own story in groups using props • Ticket office • Ticket machine • Waiting at the bus stop • Dictaphones – leaving messages for Naughty Bus • Writing area – story or letter writing to Naughty Bus • Information text – instructions • Book Corner: Books with buses in it. Set up book corner as a bus and encourage children to read on the bus. • Phonics: Focus on the phoneme 'ay' and the different GPCs. • PE: travelling around the room, going to other places. 	<p>What will you do on your immersion days/theme weeks? Set up mystery messes in class- who did it? Play detective leave clues Role play – bus driver, conductor Hot seating – what would you like to tell Naughty Bus Story whoosh whole class then in groups. Circle time games – who is it? Follow my leader World map – Childs face (parents come from- how do you get there?) How long is the journey</p>	<p>What will your role play area look like? Large cardboard Bus Ticket office – Money cost Ticket machine (conductor – write own prices) Bus stand – Bus numbers Bus time table - Maths link Small world – London – Map – land mark features Dictaphones IPad Relevant books – transport Landmarks</p>		

<ul style="list-style-type: none"> Library Trip: To find books on buses and other modes of transport. 				
<p>Where will you go? (<i>trips/visits/visitors</i>) <i>Local walk</i> <i>Bus spotting – Maths tally charts</i> <i>Bus garage – Camberwell - Geo</i> <i>Bus journey into London (southBank) - Geo</i> <i>Look at London Landmarks – London eye, Mayors building, Tower Bridge, Gherkin – Bus driver talks about their job</i> <i>London Transport Museum.</i></p>	<p>What lessons will you teach outside? D&T – building a bus</p> <p>Sci – Building Weather equipment</p> <p>Geo – Where we live – local area walk to Burgess park)</p> <p>Maths – Buses – how many passed in a given time</p> <p>People on or off the bus – addition and subtraction</p> <p>London Transport Museum – History Past present future</p> <p>Art – Drawing building and transport</p>	<p>What writing opportunities are there? Letters – Rules, N. Bus (Eng)- C.letter/ Full stop Stories – An adventure (Eng) Recounts: Outing (Eng) Instructions – Weather equipment (Sci) Instruction- follow a recipe (algorithms- Computing) Instructions to direct others on a map Labelling – Maps (Geo), Bus features Information text about buses and London Landmarks</p>	<p>Outcomes – making the work meaningful and purposeful What are the display /project/home learning opportunities?</p> <p>Bus Journey: What did you see?</p> <p>How long was the Journey? Where did you start, where did you finish your journey?</p> <p>Making a 3D A5 model of their home/ Bus/ Weather machine</p> <p>School – build a 3D map of their local area including their design</p> <p>Take Naughty bus home for the weekend – photograph him doing an activity or outing with you – make a class book (Naughty Bus comes to visit) – (Geog, Eng what did you do?)</p>	<p>Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (<i>link to theme week</i>) <i>Black History- Guy Fawkes – (His/ Geo))</i> <i>Firework display at the Thames</i> <i>Class assembly</i></p> <p><i>Naughty Bus – Recount</i> <i>Naughty Bus – New toy adventure</i></p> <p><i>Information text about a toy</i> <i>Information text about a bus</i></p> <p>Brown Bear (make class book) - St Peter's...Red bus...Bridge...London Eye...Shard...</p>
<p>What will you make? Weather instruments 3D map features London Landmarks Buses Seasonal collages</p>	<p>What opportunities are there for using technology in your teaching?</p> <p>Espresso – Simple coding program Scratch IPad – Beebot instruction to follow and collect items on the map Beebot toy – follow instructions</p>	<p>What legacy will this learning leave?</p> <ul style="list-style-type: none"> Using skills in a creative way Developed knowledge of their area – directional skills 		

TOPIC