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|  | **2nd November 2020**  **Engage -Memorable experience afternoon tea with the Queen** | **9th November**  **Engage – recounts** | **16th November**  **Develop -** **This is London by Miroslav Sasek different buildings** | **23rd November**  **Narrative – adventure of London** | **30th November**  **Instructions and begin debates** | **7th December**  **Debate – city or country life?** | **14th December**  **Consolidation and**  **Assessment. Maths activity**  **week.** |
| Phonics | **Read write inc. Phonics**  **Reading and writing tricky words: when, what, why, which, where, were, who and how**  **Yr 2 MA: suffix - less**  **Spellings Yr1 –**  **Yr2 -**  homophones and near homophones | **Read write inc. Phonics.**  **Song of Sounds – Stage 2**  **Yr1 and Yr2 Practise reading and writing a sentence**  **Spellings: Yr 1**  **Yr 2 –**  homophones | **Read write inc. Phonics.**  **Yr1 & Yr 2 Reading and writing CVC words MA – CCVC and CVCC words**  **Spellings: Yr 1**  **Yr 2 –** the o sound spelt a after w /qu | **Read write inc. Phonics.**  **Yr1 & Yr2 reading and writing CCVCC words**  **Spellings: Yr 1**  **Yr2 –**  less | **Read write inc. Phonics.**  **1 & 2: reading and writing words with two syllables**  **Spellings Yr1**  **Yr2 -**  ness | **Read write inc. Phonics.**  **Spellings Yr1**  **Yr 2 ment** |  |
| Maths | **Year 1:**  **Subtraction and fact families.**  **Year 2:**  **Add two digit numbers.**  **Subtract a two-digit number from a 2-digit number. Mixed addition and subtraction activity.** | **Year 1:**  **Subtraction: finding the difference. Comparing addition and subtraction statements.**  **Year 2: Find and make number bonds. Add 3 1-digit numbers. Mini assessment.** | **Year 1:**  **Recognise and name 2D and 3D shapes. Sort 2D shapes. Patterns with 2D and 3 D shapes.**  **Year 2:**  **Recognise coins and notes. Count money.** | **Year 1:**  **Count forwards and backwards and write numbers to 20.**  **Compare groups of objects. Compare Numbers. Mini Assessment.**  **Year 2**  **Compare money. Find the difference. Find the change. Two-step problems.**  **Make equal groups activity. Make arrays.** | | **Consolidation week.** | **Activity week.A** |
| English | Arrange for a special royal invitation to be delivered to the classroom: afternoon tea with Her Majesty the Queen! Turn your classroom into a royal space, complete with posh tablecloths, cups and saucers and dainty treats.  Invite everyone to dress in their best attire. A smart suit and bow tie, perhaps? Or a sparkly dress or special outfit? Make sure everyone knows how to bow or curtsey as they meet the Queen. And no tea slurping please!  If you can’t find a willing volunteer to act as the Queen, project a life-size image to your IWB. You could even record a royal address using presentation software – remember to put on your best Queen-like voice!  **Give well- structured descriptions, explanations and narratives for different purposes, including expressing feelings.**  Discuss what type of food would you need for afternoon tea.  Make the food follow instructions to make food and decorations. | **Give well- structured descriptions, explanations and narratives for different purposes, including expressing feelings.**  **Describe events and experiences using appropriate topical vocabulary.**  Look at and talk about photographs taken during the memorable experience and explain what is happening in each. Discuss how it felt to have tea with ‘the Queen’ and say which was their favourite part of the experience. Choose one or two favourite images and write captions for them.  Ask children ‘How did you feel at the tea party? Was it exciting? What did you eat? What did you learn about the Queen? How did you have to behave and why? How was it similar or different to having tea at home?’  **Say out loud what they are going to write about.**  **Talk to an adult or peer about what they are going to write.**  Put the tea party photographs in chronological order and work as a class to recall the sequence of events. Suggest words and phrases that can be used to describe the experience, especially those that are tricky to remember or difficult to spell, and put them on a word wall. Work independently to write a simple recount of the tea party, describing what happened and how they felt about it.  You could give children digital copies of the photographs, so they can write their recount as a digital document, dragging then resizing photographs into a prepared template for the IWB. Share examples of children’s work by projecting them onto the IWB.  **Re-read what they have written to check that it makes sense.**  **Re-read their own writing to check that it makes sense.**  Use their memorable experience, previous reading and a range of downloaded images and drawings to make an information collage about the Queen and the Royal Family. Use labels and captions to indicate who is who and include short explanations or facts with the images. Re-read and check their work to make sure it makes sense.  Give the children access to the web, a printer, scissors, glue sticks and a range of non-fiction books to refer to. Encourage them to talk with a partner or adult to express their ideas and explain how they will organise their collage. You could also do this activity using software such as Skitch. | **Listen attentively and engage with the speaker, making relevant observations.**  **Listen and respond appropriately to adults and their peers.**  Read, listen to and join in with the book This is London by Miroslav Sasek. Talk about the different buildings and structures mentioned in the story and match them to digital or printed pictures of the real thing. Consider questions such as ‘How is this building used? Why is it important? What can you do there? How would you get there?’ Compare the different buildings and explain how they are similar or different. Talk about which building they like the most and give reasons for their answers.  You could finish this session by asking children to pick a favourite building and describe it without saying its name. Can the rest of the group guess which building it is? You will need to provide plenty of photographs of buildings mentioned in the story to see if children can match them to the book’s illustrations.  **Confidently write some sentence – like structures by joining ideas/clauses together using ‘and’**.  **Join words and join clauses using ‘and’.**  Look at pictures of different types of transport that people use in London and talk about any that the children have travelled on themselves. Compose and write sentences about different types of city transport, joining words and clauses using ‘and’. Draw pictures to illustrate their ideas or insert digital images into word processing software such as Word, or presentation software such as PowerPoint. Add text, then share their work with the group.  Make a word bank of useful transport vocabulary. List and model the spelling of words suggested by the children. To jog their memory, use the web to provide extra images of trains, taxis, buses, underground trains, trams and bicycles. | **Independently ask simple questions to find out more about the topic.**  **Ask relevant questions to extend their understanding and knowledge.**  Listen to an adult talk about a trip to London. Listen carefully to what they say about the places they visited and ask questions to find out more. Look at photographs of places they visited and point them out on the map.  Tell the children about the visitor before he or she comes in and encourage them to think of and compose appropriate questions to ask.  **Compose sentences and record in order to form narratives.**  **Sequence sentences to form short narratives.**  Write a short adventure narrative about an imaginary day out in London. Plan their story by thinking about what they might do at different times of the day and the places they might visit, including how they might get there and travel around. Write their story, then read it back to check their sentences, spelling and punctuation. Include an exciting moment or surprise to make their stories more adventurous!  Suggest exciting or surprising moments that the children could include in their stories, such as: losing a tube ticket, getting lost, getting on a train at the wrong tube station, finding a lost purse, meeting the Queen in the park or even saving the Crown Jewels! | **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  After doing the baking activity (see page 9), use photographs of the experience to create a new set of instructions for Thomas Farriner. Use imperative verbs at the start of each sentence and number sentences to show their correct order. Use a simple writing frame and a word bank to help them write independently. Share their finished instructions and remember to switch off the oven!  You will need to recap the key features of instructional writing and provide the children with examples of imperative verbs that they could use, such as: mix, pour, stir, put, place, take, use, beat, spoon and bake.  **Recognise and join in with predictable familiar phrases in stories and poetry.**  **Recognise and join in with predictable phrases.**  Listen to the nursery rhyme London’s Burning, joining in with predictable phrases. Think about what the nursery rhyme tells us about the Great Fire of London. Learn to sing the song by heart and perform it as part of a group or in a round. Write and add new verses to the same tune.  The nursery rhyme refers to the Great Fire of London and the attempts to stop the blaze. The engines mentioned in the rhyme were very different to the fire engines of today. They were wooden carts carrying water, which were pulled around by horses! | **Take turns when speaking in pairs and small groups.**  **Participate in discussions, presentations, performances, role play, improvisations and debates.**  Consider their opinion of whether it is best to live in a town, city or the countryside. Hold a simple debate with a partner who has a different opinion. Give reasons for their opinions and politely challenge their partner’s views. Move around the class and debate with different partners. At the end of the debates, hold a class vote to decide the most popular choice.  Explain that a debate is where you put forward your opinion with reasons for your views. Other people can challenge your opinions and give reasons why they disagree. Model how to give a point of view in a debate. Provide prompt cards to remind children of the type of language they should use, including phrases such as, ‘I think that… because…’ or ‘I disagree with… because…’. Remind children that they are challenging ideas rather than each other.  **Form lower case letters using the correct movement sequence.**  **Begin to form lower-case letters in the correct direction, starting and finishing in the right place.**  **Write a character description for one of the characters from The Town Mouse and the Country Mouse or Dick Whittington and His Cat. Think about letter formation and handwriting when they write their descriptions.**  Look at a simple character description with the children that includes information about what the character looks like, their personality, what they do and where they live.  **Engage in imaginative play,  representing simple characters and situations in everyday speech, gesture or movement.**  **Participate in discussions, presentations, performances, role play, improvisations and debates**.  Role play the story The Town Mouse and the Country Mouse or Dick Whittington and His Cat using dressing-up clothes, masks and props. Retell and perform the story using their own words or act out different versions of the story. Perform the story to parents, carers or family members in a special assembly.  Children could produce the masks in an art and design session. If possible, create a backdrop that looks like the streets of London from the past. Make children aware that they will be performing to people in an assembly. |  |
| Guided Reading | **Check that the text makes sense to them as they read and correct inaccurate reading**.  **Find information in simple non- fiction books.**  Look at and talk about pictures associated with the Queen, including her family (not forgetting the corgis), jewels, horses and Buckingham Palace. Talk about what they see and explain how they think the images are linked to the Queen’s life and work. Use a range of non-fiction books and the web, especially the official website of the British Monarchy, to read and search for information about the Queen. Make a list of Queen facts and share them with the group. Ask for help with unfamiliar words and phrases.  Choose photographs that will help the children piece together different aspects of the Queen’s life. You may need to read and summarise pages from the British Monarchy website together as some of the content is quite challenging. | **Retell a very familiar story with characteristics of the original.**  **Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**  Work alone or in pairs to read and listen to a range of stories about visits and adventures in big cities. Retell and sequence the stories using images, stand-up characters or finger puppets.  Stories about cities might include: Paddington at the Palace by Michael Bond; Katie in London by James Mayhew; Charlie and Lola: We Completely Must Go to London by Lauren Child; A Walk in London by Salvatore Rubbino and Underneath the Underground by Anthea and Wendy Turner. Encourage children to re- read the stories, explore the pictures, retell and act out what happens, freeze-frame major events and take photographs of each other. Display the photographs in the class reading area. | **Predict what might happen next, based on what they have read before.**  **Predict what might happen on the basis of what has been read so far.**  Read the story of the Great Fire of London, making predictions at various points about what might happen next. Talk about why they think the fire spread so quickly and show their understanding by answering questions such as ‘How did the fire start? Where did the fire start? Who started the fire? Which buildings were destroyed in the fire? Who was the diary writer who wrote about the Great Fire? How was the fire eventually stopped?’ Make a simple flick book to retell the story, identifying the beginning, middle and end.  You can find good videos and animations about the Great Fire on the Museum of London website. Children can use small figures to act out the story in free play activities. | **Listen with concentration to books and discuss what they have heard.**  **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read** **independently.**  Listen to and read non-fiction books about the Great Fire of London. Look at how the text is organised with writing devices such as: headings, sub-headings, illustrations, photographs, labels and captions. Discuss and contribute facts or important information they learnt from reading about the Great Fire. Work as a class to create a ‘What we know about the Great Fire of London’ list.  Display the children’s suggestions, then model ways that they could write them as sentences. The London Fire Brigade website has good information about the Great Fire. | **Identify independently when what they have read is inaccurate or does not make sense.**  **Explain clearly their understanding of what is read to them.**  Imagine they are Thomas Farriner’s assistant at his bakery in Pudding Lane. Work together to read a set of instructions on how to bake bread rolls. Use props to role play the instructions, spotting mistakes as they go. Use picture cards or sentence strips to put the instructions in the right order and correct any grammar or spelling mistakes.  Do this activity before the D&T baking activity on page 9. You will need to prepare instructions in the wrong order and include silly mistakes for the children to spot. | **Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).**  **Make inferences on the basis of what is being said and done.**  Listen to the story The Town Mouse and the Country Mouse, one of Aesop’s Fables. Talk about the difference in the way the two mice live their lives, and how they felt when they visited each other’s houses. Consider questions such as ‘What did Town Mouse think of the food that Country Mouse gave him? Why did the Town Mouse go to the country? Where would you prefer to live and why?’  Before reading the story, talk to the children about what fables are and ask them if they have read or heard any others. Read the story and talk about the different character and personality of the two mice. Produce simple comprehension questions to help children develop their reading skills.  **Retell a very familiar story with characteristics of the original**  **Become very familiar with key stories, retelling them and considering their particular characteristics.**  Listen to and read the story of Dick Whittington and His Cat or watch an animated version found online. Order pictures on a washing line to retell the story in sequence. Use appropriate story vocabulary when retelling, such as: Long ago, Once upon a time, There once lived, Far away and Happily ever after.  Tell children about the real-life Richard Whittington who became Lord Mayor of London. Discuss how stories develop from fact into fantasy over the years. Give children laminated pictures from the story, string and pegs to create story washing lines. |  |
| Science | **Materials**  **Year 1**  **distinguish between an object and the material from which it is made**  **identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock**  **describe the simple physical** **properties of a variety of everyday materials**  **Year 2**  **identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**  **find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching** | **Materials** | **Materials**  **Year 1**  **compare and group together a variety of everyday materials on the basis of their simple physical properties**  **Year 2**  **identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**  **find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching** | **Materials** | **Materials**  **Identify the material an object is made from suggesting why it is made from that material.**  **Distinguish between an object and the material from which it is made.**  Recreate Pudding Lane! Find out and list what materials the buildings were made from in 1666 and why. Explain why these materials helped the fire to spread so quickly. Make Tudor-style houses from cardboard boxes and shoeboxes, decorating, painting and adding materials to make them look authentic. Build the famous Pudding Lane bakery. Position the houses and bakery in a street scene and take photographs to keep as a permanent record.  Buildings were often timber-framed and thatched roofs were common, which is partly why the fire spread so quickly. In the Express week of the project, children could recreate the Great Fire of London – supported by an adult – by starting a fire in the model bakery. | **Materials**  **Use everyday language/begin to use simple scientific words to ask or answer a scientific question.**  **Use their observations and ideas to suggest answers to questions.**  Find an outdoor open space and recreate Pudding Lane using models (perhaps the ones made earlier in the project but only if they are willing to part with their work!). Watch as an adult starts a fire in the bakery. Take photographs as the fire spreads from house to house. Answer questions such as ‘How quickly did the fire spread? Which materials burnt the fastest? What was left after the fire had completely burnt out?’  **Place a large piece of old carpet on the grass or tarmac to prevent damage. Create a wide cordon around the area using barrier tape. Talk about fire safety and make sure that they understand the dangers associated with fire.** Take lots of photographs as a permanent reminder of their model houses and their ‘Great Fire of London’. Film the whole event and play it back to recall what happened. When the fire has burnt out and the remnants are completely cool, allow the children to explore what is left of their houses. Are there any materials that have not burn |  |
| Arts and Design |  | **Use wheels, axles, levers and sliders.**  **Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products**.  Use drawing software, such as Tux Paint or Colour Magic, to draw a vehicle that they would find in London such as a double-decker bus, underground train, black cab, emergency vehicle or bicycle. Save their images and print them on card. Use a sliding mechanism to create a 2-D moving picture of their vehicle travelling on a road or train track. Evaluate their moving pictures and say what they would improve next time.  Provide a variety of images and videos of typical London transport. Children could also use junk modelling or construction materials to make a 3-D moving model of their vehicle. |  | **Build simple structures.**  **Build structures, exploring how they can be made stronger, stiffer and more stable.**  Design and make a moving model of the London Eye using a construction kit, such as K’NEX. Use images of the London Eye to inform their model making, looking carefully at its shape and structure. Count the number of viewing pods and name its structural elements, such as the spindles and axle.  Children could sketch ideas for their models before they make them. They could also create a mini moving model of the London Eye using paper discs and split pins. | **Identify the source for common foods**  **Understand where food comes from.**  Bake wholegrain bread rolls or buns like the ones sold by Thomas Farriner in his bakery on Pudding Lane. Use wheat, spelt, rye or barley flour. Eat the bread rolls with butter.  Ask children to think about where their bread comes from today. Find out how many families buy their bread from a bakery and how many buy it from a supermarket. Discuss where the ingredients such as wheat, spelt, rye or barley come from. | **Select and explain choice of materials, sometimes with help.**  **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**  Work in groups to create big models of famous London landmarks using a range of junk modelling materials. Paint and decorate their models so that they look just like the real thing! Look at picture maps of London and place their models in the correct locations.  Provide a good range of junk materials, including large cardboard boxes. Remember to take plenty of photographs of the children as they are working. Invite people into school to go on a virtual day trip to London and allow the children to show them around the landmarks. |  |
| R.E. | Incarnation | Incarnation | Incarnation | Incarnation | Incarnation | Incarnation | Big Question |
| History/ Geography | **Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.**  **Name and locate the four countries of the United Kingdom on a map or globe.**  **Identify the countries that make up the United Kingdom and look on a map to see how they are connected. Find and locate each country and name the seas that surround the UK**. Draw a simple sketch map to show these features and label each country’s capital city. Research each country’s flag and recognise that the Union Jack is a combination of the English, Scottish and Northern Irish flags.  The Union Jack was designed in 1801. To show how it’s made up, you could print or draw the three flags on acetate sheets and overlay them on a light box or window. The Scottish flag is the St Andrew’s Cross, the English is the St George’s Cross and the St Patrick’s Saltire represents Ireland or Saint Patrick. Explain that the Welsh dragon does not appear on the Union Jack because when the first Union Flag was created in 1606, Wales was already united with England. | **Use simple locational language including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.**  **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.**  Look at the ‘Map of London’ available on **The Hub** and learn its layout and features. Locate Buckingham Palace on the map and describe its position in relation to other buildings using words and phrases like ‘behind’, ‘next to’, ‘above’ and ‘in between’. Move a counter or toy vehicle on the roads around the map, starting at Buckingham Palace and describing their movements using simple compass directions, as well as locational and directional language.  You can print the map on A3 paper for children to work with. You could also make a scaled model of the map outdoors using PE equipment and labels to mark different points. Make sure children use logical reasoning, following the ‘roads’ on the map (as we would in reallife) and do not jump between locations. | **Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above.**  **Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**  Look at a variety of maps and plans of London to appreciate its size, layout, and physical and human features. Read labels and use simple keys to identify landmarks such as: stations, harbours, parks, markets, factories, schools and churches.  Help children to use and understand Ordnance Survey and picture maps. Ask questions to get them thinking about the city’s geography, including ‘What is the river called that runs through London? What type of buildings are located along the river? How are roads or railway lines shown on the maps? How many bridges cross the river?’ |  |  |  |  |
| PSHE | **Accept that everyone is different.**  **Respecting Self and Others**  **R21. about what is kind and unkind behaviour, and how this can affect others**  **R22. about how to treat themselves and others with respect; how to be polite and courteous**  **R23. to recognise the ways in which they are the same and different to others**  **R24. how to listen to other people and play and work cooperatively**  **R25. how to talk about and share their opinions on things that matter to them.** | **Include others when working and playing.**  **Respecting Self and Others**  **R21. about what is kind and unkind behaviour, and how this can affect others**  **R22. about how to treat themselves and others with respect; how to be polite and courteous**  **R23. to recognise the ways in which they are the same and different to others**  **R24. how to listen to other people and play and work cooperatively**  **R25. how to talk about and share their opinions on things that matter to them.** | **Know how to help if someone is being bullied.**  **R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online**  **R11. about how people may feel if they experience hurtful behaviour or bullying**  **R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.** | **Try to solve problems**  **R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online**  **R11. about how people may feel if they experience hurtful behaviour or bullying**  **R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult** | **Try to use kind words**  **R21. about what is kind and unkind behaviour, and how this can affect others**  **R22. about how to treat themselves and others with respect; how to be polite and courteous**  **R23. to recognise the ways in which they are the same and different to others**  **R24. how to listen to other people and play and work cooperatively**  **R25. how to talk about and share their opinions on things that matter to them** | **Know how to give and receive compliments**  **R21. about what is kind and unkind behaviour, and how this can affect others**  **R22. about how to treat themselves and others with respect; how to be polite and courteous**  **R23. to recognise the ways in which they are the same and different to others**  **R24. how to listen to other people and play and work cooperatively**  **R25. how to talk about and share their opinions on things that matter to them** |  |
| Music |  |  | **Sing with a sense of shape and melody.**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**  Listen to, learn and join in with traditional and contemporary rhymes, poems and songs that have a London theme, such as: London Bridge is Falling Down, Oranges and Lemons, Pussy Cat, Pussy Cat and Ring a Ring o’ Roses. Learn to sing them by heart and in a round.  Encourage the children to experiment with body sounds, such as clapping, stamping feet and using their voices to make rhythms and melodies. You could explore how altering the tempo and pitch can change the effect of the songs. Record their singing to use as a backing track for future presentations. |  |  |  |  |
| P.E. | **NUFC** | **NUFC** | **Create simple movement patterns, showing awareness of rhythm.**  **Perform dances using simple movement patterns.**  Learn simple and then more complex dance steps and movements on mats and across apparatus. Follow teacher and partner-led sequences, then make up their own for others to remember and follow. Perform learned dances including fun, contemporary ones.  Do any of the children know a dance routine they can teach to the rest of the class? How much of this can we remember? | **NUFC** | **Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.**  **Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.**  Play a range of playground games from past generations including hopscotch, hoops, blind man’s buff, hot potato, marbles and Simon says. Listen carefully to rules of how to play and co-operate with others.  Other table games such as tiddlywinks, jacks and snap were also popular. | **NUFC** |  |
| ICT |  | **Complete simple tasks on a computer by following instructions.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Visit the official website of the British Monarchy and take a virtual tour around rooms at Buckingham Palace. Use the cursor to look up, down and all around. Zoom in and out to look closely at key features and describe what they can see. Search the web for images of Buckingham Palace and the surrounding area, including The Mall and Hyde Park. Save the images to a digital folder where they can access them later in the project.  The website also has virtual tours of other royal residences. Show children the family picture from the royal wedding of Prince William and Catherine Middleton. Can they remember their virtual tour and identify which room the picture was taken in? Help the children to select, copy and paste images from the web before saving to a digital folder. At the end of the project, children can insert their digital images collected throughout the project to create a ‘visual story’ using Photo Story. | **Complete simple tasks on a computer by following instructions.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Insert themselves into a royal photograph! Search the web for pictures of the Royal Family at events such as a royal wedding, the Queen’s Diamond Jubilee, State Opening of Parliament or the birth of Prince George. Open the image in suitable image editing software, such as Paint. Copy and paste a cropped photograph of themselves into the royal picture and become part of the action!  Use a digital camera to take photographs of the children. There are two ways they can insert themselves into the royal photograph. 1) Print their photograph, cut around themselves, stick the cut-out to the royal photograph and use a scanner to transfer the merged image to the computer. 2) Open the photograph in Paint, Photoshop or a similar program, tick the ‘transparent free-form select’ tool and use it to ‘cut around’ their body, then copy and paste the cut-out into the royal photograph. | **Give simple instructions to everyday devices to make things happen.**  **Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.**  Follow a provided program that outlines a route from Buckingham Palace to the London Eye via Big Ben. Practise writing their own programs using clear directional language, swapping with a partner to see how successful they are. Find a way to record the instructions that make up their program.  An algorithm is a precisely defined sequence of instructions for completing a predefined task. Programs are the steps taken to solve a problem defined by an algorithm. In this case the algorithm is ‘travel from Buckingham Palace to the London Eye via Big Ben’. There is more than one way to do this and each route is a program. Provide children with a program to complete the algorithm such as ‘Start at Buckingham Palace, Face east, Forward one, Face south, Forward one, Face east, Forward two.’ You could give the children a cut-out image of a red London bus to move along the map. Once they have practised following the provided program, ask them to write an alternative program that will complete the same algorithm. You could also recreate the map on the floor or a table and get the children to program a toy, such as a Bee-Bot or Roamer, to make it travel the correct route.  **Complete simple tasks on a computer by following instructions.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Search the web for images of landmarks and places they pass on their route from Buckingham Palace to the London Eye. Copy, paste and save the images in their digital folders.  For example the children could pass Big Ben, Westminster Abbey and Westminster Bridge. Encourage them to add images to their folder in the order in which they would pass them. | **Make choices to control simple models or simulations.**  **Use logical reasoning to predict the behaviour of simple programs.**  Write a program using clear, directional language to complete a new journey from the London Eye to St Paul’s Cathedral via the Monument near Pudding Lane, which was built to commemorate the Great Fire of London. Compare programs across the group, predicting where the programs will take them. Use role play to program each other using their instructions.  Once the children have practised programming on paper, you could provide a prepared onscreen program using software available in school, such as Textease Turtle or Scratch Jnr. Ask the children to compare this with their instructions and predict the outcome. Make sure children use logical reasoning when writing their programs. Roamers or Bee-Bots cannot ‘jump’ in programs the same way cars and other vehicles cannot jump between roads.  **Show an awareness of information in different formats.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  Search the web to collect images of landmarks they will pass on the way to St Paul’s Cathedral from the London Eye. Add the images to their digital folder. Use an online map to locate the Monument to the Great Fire of London, which is near Pudding Lane. Zoom in to identify the range of nearby human features. Write a list of the features they spot then share and compare what they find with the group.  Get the children to zoom in on a high-definition photograph of the Monument and read the plaque on its side which translates the Latin inscription. What does it say about how people remember the fire?  **Understand rules around e-safety and know who to tell if something concerns them online.**  **Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies**.  Use Skype or FaceTime to connect and chat with another Year 1 class in a different UK or foreign city. Think about questions that they would like to ask other children about where they live and what life is like for them living in a big city.  Skype’s education website – Skype in the classroom – includes a list of schools and educators from all over the world who are looking to connect with other schools and swap information and stories about their lives and cultural practices. Alternatively, Cornerstones can put you in touch with other Cornerstones schools in a different part of the UK. Before contacting schools, talk to the children about information that should be kept private and who to tell if someone or something upsets them online. | **Show an awareness of information in different formats.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**  **Use animation software to create a short, 2-D stop motion animation of a red double-decker bus, black taxi, person or meerkat completing a journey on the map provided. Use the map as a background and draw or print an object to move along the roads, adding speech bubbles or captions to add interest.**  **Animations can be exported as a movie file into Movie Maker where a title page and credits can be added.**  **Show an awareness of information in different formats.**  **Use technology purposefully to create, organise, store, manipulate and retrieve digital content**.  Use all the photographs and images collected in their digital folder to create a ‘visual story’ using Photo Story or Movie Maker. Add text and transitions and make sure the story is in chronological order. Show their movie on the school website, learning platform or on a school digital display.  The children will have collected a lot of images during the project, so you may need to limit how many they use in their movie. You might put them into groups and get each one to focus on a specific part of the journey. When finished, help the children export their project as a movie file, such as a wmv. Always save your project before exporting as a movie. |  |
| Other activities |  |  |  |  | **Sequence a number of events in chronological order using language, such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.**  Create a timeline that shows the chronology of events associated with the Great Fire of London. Start with the fire breaking out in the Pudding Lane bakery on Sunday morning and end with it being put out on Thursday evening. Imagine what happened at different times of the day and place events in hourly and half-hourly intervals.  The children could include events such as: St Paul’s Cathedral being destroyed, houses being demolished to stop the fire from spreading, carts being banned from London streets, the fire getting close to the Tower of London and Samuel Pepys burying his treasured belongings in his garden. | **Begin to give simple reasons for own views/opinions.**  **Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse).**  Invite a real mayor or someone from the council to visit the school and look at their ‘Bright Lights, Big City’ project work. Ask the visitor questions to find out more about the job they do, how they take care of their town or city and the people who live there.  Use the opportunity to discuss the active role we can all play as citizens, including what it means to be part of a community. Encourage children to suggest ways that they could be active citizens at school and in their community. |  |

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