



REAL Projects: Medium Term Planning

Year 1/2 - Badger Class Autumn 2019

Project on a Page

Term: **Autumn** Spring Summer.

Year Group: **1/2 Badger Class**

Project Summary: To find out about events in the past, what caused them and how they would be dealt with differently today.		Mini Outcome 1 3 sept – 11 oct inc launch week, science focus What can cause a Great Fire? Science focus week - materials What was the Great Fire of London? Comparing houses and streets past and present and how these contributed to the spread of the fire, how the fire was started and how we know about the fire. How people lived in 1666, and how it's different from present times. Where is bread from, how is it made, how does it change? Present work and model of London street.
Project Launch: classroom immersion, ears of wheat and grains with feathers. Work out clues, what has happened? Look at bread receipt, how much was the bread? Taste a wide range of bread, compare and contrast	Essential Question: Is bread dangerous?	
Driving Text: Little red hen. The magic porridge pot. Mr Ginger's potato Mr Wolf's pancake.	Educational visits/Outdoor Learning: Morrisons bakery, fire officer visit Killingworth library, SMPS forest school Killingworth lake (seasonal change)	Mini Outcome 2 14 oct – 8 nov inc science week How do we prevent a great fire? Fire safety and prevention How to be safe in the home, fire alarm safety, people who help us. Safety around a fire pit. Create 'clips' to share knowledge of Bonfire Night safety
SOLE Sessions: where does bread come from?	Deepening Learning Skills Focus: Articulate, curious and creative	
What is the legacy? Raise awareness of dangers of fire and how to stay safe	Careers/entrepreneurial opps: Bakers, food manufacture/invention, chef, fire officer	Mini Outcome 3 18 nov – 13 dec christmas production Is London still the same? Our capital today Capital cities of the UK, famous landmarks old and new, why places are famous. Compare skylines.
Classroom environments: Climbing frame tudor house, pictures of London, flames on windows with skyline, ceiling streamers, table covers and door wooden. Stage prepped for London street, street signs, Room 2 – builders tray, sand pit, work area, tall table,		
Exhibition – <i>Where will it take place? How will you promote it? How will you exhibit your work? Who is your audience?</i> <i>Invite classes and parents to come in for a book look</i>		

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Create a class recipe booklet to sell at the school fair, recipes linked to the capital's monuments.

Essential Question:
Is baking bread dangerous?

Timeline

Milestones

3 Sept	Launch day, bread tasting
WB 9 sept	Lake walk seasonal change/materials
WB 23 sept	Killingworth Library
WB 7 Oct	Parent book look/activity session
WB 14 Oct	Fire officer in
24 Oct	Half term
WB 4 Nov	SMPS forest school in for fire pit. Share clip on iPad with other children.
WB 25 Nov	Lake walk seasonal change

Morrisons Bakery Visit

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Week 1-6 3 sept– 11 oct <u>Launch - What was the Great Fire of London?</u> , Outcome - present work and model of London street	
Maths	Place value, trio time - addition bonds, counting in 10s, PROJECT MATHS - scales/units of measure in cooking, shape in design, money in buying ingredients, statistics in favourite bread.
Literacy	Text - Little Red Hen, Mr Wolf's Pancake, The Magic Porridge Pot. Genre - Warning tale, instruction text, information text. PROJECT LIT - diary entry, short explanations Basic skills - SPAG Reading - how texts affect the reader.
Being a scientist Science specific week Project	I know how to ask simple questions. I know how to explain what I have found out to others. I know how to carry out simple tests. I know how to identify and classify things. I know how to use simple data to answer questions. I understand seasonal change. Walk round lake I can identify different materials. I can understand the differences between materials.

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	<p>I can explain the properties of materials. And their specific jobs. Kitchen equipment and their materials/uses.</p> <p>I can group objects of different materials.</p> <p>Changing the state of dough to bread, aging bread, simple tests, observe, explain record.</p> <p>Tasting bread, compare and contrast.</p>
Being a historian/geographer	<p>I know how to ask and answer questions.</p> <p>I can use specific vocab, old new, long time ago, past present, then now.</p> <p>I can spot old and new things in a picture. Compare homes</p> <p>I know how weather changes throughout the year and can name the seasons.</p> <p>I can name the four countries in the UK and locate them on a map. Jigsaw in hall</p> <p>I know where I live.</p> <p>I can name the capitals of the 4 countries in the UK</p> <p>I can talk about the Great Fire of London in detail.</p>
Being an artist/designer	<p>I can choose appropriate resources and tools. Tudor houses</p> <p>I make my model stronger.</p> <p>I can explain to someone how I want to make my model.</p> <p>I think of an idea and plan what to do next.</p> <p>I join materials in different ways.</p> <p>I can measure materials.</p> <p>Design sandwich, cut safely,</p> <p>I know how to create a piece of work in response to another artist.</p> <p>I can suggest how artists have used colour, pattern and shape.</p> <p>Recap primary, secondary, making orange fire paintings</p>
PHSE/ being an international speaker	<p>Basic French greetings 1-5</p>

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Being a musician	<p>I know how to use my voice to speak, sing and chant.</p> <p>I know how to use instruments to perform.</p> <p>I know how to clap short rhythmic patterns.</p> <p>I know how to say whether I like or dislike a piece of music.</p> <p>I know how to follow instructions about when to play or sing.</p> <p>I know how to sing or clap increasing and decreasing tempo.</p> <p>Charanga, repeat pattern songs, London 's burning</p>
Being a computer user	<p>I create a series of instructions.</p> <p>I use a camera.</p> <p>I use technology safely.</p> <p>I know where to go for help if I am concerned.</p> <p>SOLE – does all bread taste the same?? Is there more than one bread?</p>

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Week 7-10 14/10/19 – 8/11/19	
Question - How do we prevent a great fire?	
Outcome - create document about bonfire night safety	
Maths	Place value, addition, subtraction. PROJECT MATHS - scales/units of measure in cooking, shape in design, money in buying ingredients, statistics in favourite bread.
Literacy	Text - Recipes/cookbooks Mr Ginger's Potato, Mr Wolf's Pancake, The Magic Porridge Pot. Genre -instruction text, information text. PROJECT LIT - diary entry, short explanations Basic skills - SPAG Reading - how texts affect the reader.

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<p>Being a scientist</p>	<p>I know how to ask simple questions. I know how to explain what I have found out to others. I know how to carry out simple tests. I know how to identify and classify things. I know how to use simple data to answer questions. I can identify different materials. I can understand the differences between materials. I can explain the properties of materials. How do they change with heat? Do they burn? I can group objects of different materials. Fire pit, forest school</p>
<p>Being a historian/geographer</p> <p>Y1</p> <p>Y2</p>	<p>I know how to ask and answer questions about old and new objects. I use words and phrases like: old, new, long time ago, before, after, past, present, then and now. I know how to ask and answer questions. I can use specific vocab, old new, long time ago, past present, then now. I can spot old and new things in a picture. I know how weather changes throughout the year and can name the seasons. I can name the four countries in the UK and locate them on a map. I know where I live. I can talk about the Great Fire of London in detail. I recount the life of someone famous from Britain who lived in the past. Samuel Pepys I know how to research, using books and the internet. I know how to find out info by talking to an older person. I name the capital cities of England Northern Ireland Scotland and Wales.</p>

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Being an artist/designer	<p>I can create a coil pot</p> <p>I choose different grades of pencils when drawing.</p> <p>I know how to use pastel and charcoal to create art.</p> <p>I can create tones using black. Fire work paintings, chalking.</p> <p>I know how to mix brown paint.</p> <p>I can create tints by adding white</p> <p>I can choose appropriate resources and tools.</p> <p>I make my model stronger.</p> <p>I can explain to someone how I want to make my model.</p> <p>I think of an idea and plan what to do next.</p> <p>I join materials in different ways.</p> <p>I can measure materials.</p>
PE	Mr Pollard
PHSE/ being an international speaker	Basic French greetings, where are you?
Being a musician	<p>I know how to order sounds to create music.</p> <p>I know how to choose sounds which create an effect.</p> <p>I know how to use symbols to represent sounds.</p> <p>Charanga, repeat pattern songs, music that could represent fires burning from bbc ten pieces.</p>
Being a computer user	<p>I can test and amend instructions.</p> <p>I understand that a program requires precise instructions.</p>

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Stop motion movie

Week 11 - 14 18/11/19 – 13/12/19

Question -Is London still the same?

Outcome - To create a capital city related recipe book to sell at the school xmas fair.

Maths	Addition, subtraction. Trio time - place value, multiplication PROJECT MATHS - scales/units of measure in cooking, shape in design, money in buying ingredients, directions
Literacy	Text - Mr Ginger's Potato, Mr Wolf's Pancake, The Magic Porridge Pot. The Enormous Turnip Genre - Warning tale, instruction text, information text. PROJECT LIT - recipes, information,

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	<p>Basic skills - SPAG</p> <p>Reading - how texts affect the reader.</p>
Being a scientist	<p>I know why exercise; a balanced diet and good hygiene are important for humans. Where does bread fit into a balanced diet?</p> <p>I can recap my knowledge of materials and answer questions</p>
Being a historian/geographer	<p>I can locate the places I have visited on a map.</p> <p>I use the directional vocab near, far, left, right, to explain where location is.</p> <p>I point to the equator, north and south pole on an atlas or globe.</p> <p>I can explain the facilities in a city/town</p> <p>Food involved in historical celebrations.</p> <p>I know how to ask and answer questions about old and new objects.</p> <p>I use words and phrases like: old, new, long time ago, before, after, past, present, then and now.</p> <p>I know how to ask and answer questions.</p> <p>I can use specific vocab, old new, long time ago, past present, then now.</p> <p>I can spot old and new things in a picture.</p> <p>Linked to changing skyline of capital city.</p>
Being an artist/designer	<p>I know how to create a repeating pattern in print.</p> <p>I know how to cut, roll and coil materials.</p> <p>I know how to use IT to create a picture.</p> <p>I know how to create a piece of work in response to another artist.</p> <p>I know how to make a clay pot - candle holder</p> <p>I use my own ideas to create something.</p> <p>I describe how something works.</p>

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	<p>I make my model stronger.</p> <p>I explain to someone how I want to make my model. - picture with moving parts, London skyline with flames.</p> <p>I choose appropriate resources and tools.</p> <p>I make a simple plan before making.</p> <p>I think of an idea and plan what to do next.</p> <p>I join materials in different ways.</p> <p>I explain what went well with my work.</p> <p>I measure materials to use in a model or structure.</p>
PHSE/being an international speaker	Basic French greetings 1-10
Being a musician	<p>I know how to make a sequence of sounds.</p> <p>I know how to order sounds to create a beginning middle and end.</p> <p>I know how to improve my own work.</p>
Being a computer user	<p>I plan a journey for a programmable toy. To travel down the London street</p> <p>I predict what the outcome of a simple program will be.</p>