** WE ARE EXPLORERS **

**Class:** Pears (Y1/2) **Teacher:** Miss Ellis  **Term and Year:** Year B – Spring Term

**PRIMARY PROVOCATION**

*Encouraging children to think deeply, ask questions, debate, have opinions and develop spiritually.*

**“LEGO IS THE BEST TOY EVER!”**

**Lego voted the greatest toy of all time by industry experts Hasbro (2015 survey)**

In this topic children will have the opportunity to explore the provocation ‘Lego is the best toy ever’ and decide whether this is an appropriate viewpoint or not based on historical understanding of toys in the Victorian era through to the 21st century. It will provoke a response that should illustrate key understanding of chronology, the Victorian times, how toys have changed over time and also make connections with family members from different generations. Guided reading texts will also act as a core element of the learning in this project.

Children will also have the opportunity to build a miniature Lego village in North Rigton after selecting the most appropriate spot based on geographical features. We will use Digimaps and real maps to see whether the geography of North Rigton has changed over time and look at the impact of hills and rivers on our model town.

**Five Fantastic Facts**

At the end of this project, children will have the understanding and confidence to say:

I can say when the Victorian era began, I can say when the Victorian era ended, I can identify human and physical geographical features, I know the key directional language terms on a map, I know where North Rigton is on a map.

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

*sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

*recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In **WE ARE EXPLORERS** we are focusing on the following values.

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| **Positivity**  Ensuring that children remain relentlessly positive both within themselves and with one another, remembering our school values as a base to all areas of learning. | **Independence**  Showing independent learning attitudes, even when something proves a challenge, and not giving up. Showing a growth mindset and a desire to complete tasks without relying on support. |

**THE TRUNK OF TEACHING FOR LEARNING**

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| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| Geography – Our local area  LO – What is our local area like?  *Essential Vocabulary: Local area, school, home, address, compass, directions, position, NESW, North Rigton, Huby, Stainburn*  LO – Out and About – Fieldtrip  *Essential Vocabulary:* *Fieldwork, local area, locate (find!), street map, observe, record, route, safety*  LO – Evaluating our fieldtrip  *Essential Vocabulary: Map symbols, street, house/houses, offices, business, shops, stream, river, forest, map, key, title, route*  LO- Houses and Homes  *Essential Vocabulary: House/housing, detached, semi-detached, terraced, cottage, bungalow, flats, caravan*  LO – What kind of jobs are there in our local area?  *Essential Vocabulary: Job, work, pay/wages, tally chart, pictogram*  LO – How can we make a change to our local area?  *Essential Vocabulary: Village, town, city, county, country, continent, council, improve*  History – Toys  LO – To investigate toys today  *Essential Vocabulary: Toys, favourite, today, modern, new, present, no, 21st century, century, describe, question, source, evidence.*  LO – To learn about family favourites (toys from the past)  *Essential Vocabulary: Research, past, then, before, after, old, older, 20th century*  LO – To discover early 20th century toys  *Essential Vocabulary: Compare, similarities, differences, same, different, oldest, newer, newest*  LO – To learn about toys from the Victorian era  *Essential Vocabulary: Victorian, era, change, differences*  LO – To explain how toys have changed over time  *Essential Vocabulary: Important, changes, impact*  LO – Toy Box challenge  *Essential Vocabulary: future, sort, classify*  **Links to the National Curriculum – Content Coverage Overview Areas:**  *Geography - Pupils Should be Taught To:*  **Place Knowledge**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country   **Human and Physical Geography**   * use basic geographical vocabulary to refer to:  1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   **Geographical Skills and Fieldwork**   * use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.   *History - Pupils Should Know:*   * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | * Begin each lesson with a short review of previous learning or an initial pre-assessment discussion * Ensuring daily review of new vocabulary including using this on We are Explorers display * Making learning meaningful – having appropriate real-to-life activities including using ‘real’ resources like photographs and artefacts * Ensuring stations are well set up and support a range of artistic media * Providing examples and demonstrations to support children * Using small steps to introduce new concepts * Ensuring questioning is tailored to address misconceptions and to move learning on * Revisiting learning | * Following routines * Actively listening * Being prepared and organised * Ready for learning * Engaged in the process * Showing commitment to the learning * Independently applying themselves to the learning * Using prior knowledge * Supporting one another * Asking questions |

**GROWING**

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| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| Geography – Our local area  LO – What is our local area like?  *Essential Skills: To use vocabulary to describe what can be seen*  LO – Out and About – Fieldtrip  *Essential Skills:*  *Identifying and recognising key features*  LO – Evaluating our fieldtrip  *Essential Skills: Retrieving information, analysing, discussing*  LO- Houses and Homes  *Essential Skills: To know what would make a suitable home and where the best location would be*  LO – What kind of jobs are there in our local area?  *Essential Skills: To enquire, to research*  LO – How can we make a change to our local area?  *Essential Skills: Decision making, explaining*  History – Toys  LO – To investigate toys today  *Essential Skills: Discussion, explanation*  LO – To learn about family favourites (toys from the past)  *Essential Skills: To group and classify*  LO – To discover early 20th century toys  *Essential Skills: Making comparisons and explaining reasoning*  LO – To learn about toys from the Victorian era  *Essential Skills: Comparing, identifying similarities and differences*  LO – To explain how toys have changed over time  *Essential Skills: Order, group, sort*  LO – Toy Box challenge  *Essential Skills: To describe* | Supporting whole class with knowledge organisers and mapping skills. Modelling how to view google maps/digimaps and analyse (laminate maps and allow children to use whiteboard pens to map out streets, rivers etc)  Discussion based along the route to point out key features.  Whole class discussion to recap what was seen during the last lesson. Make notes on main whiteboard/ add photos as visual reminders.  Recap to previous learning and introduce Lego as a medium. Discuss structures and techniques.  Class input – what does your Mummy/Daddy do for work? Create mind map.  Allow all children to talk together about key concepts and ideas. Bring children together to share and check initial understanding. Recap terminology.  Allow different pictures/photographs/resources/toys to be on display on different tables. Come up (as a class) with a list of ways we can group and organise these images. Are they from the past or from today? Write key q’s on board as investigation prompts. Allow different ways that pupils compare effectively to be celebrated.  Model how to write effective questions for our relatives about their toys. Links to question marks for EGPaS.  Explain that these toys are the original version of the toys they play with today; this was when they were first made. Are any of them familiar? Discuss the questions on the slide. Click on each box on the timeline to read through the information about each toy.  Explain the difference between the toys of rich/poor children in the Victorian era.    Recap of prior learning to establish the comparisons already made. Reinforce terminology and create a word bank of adjectives together.  Model use of time conjunctions or words relating to time/era. Create word bank together and add to vocabulary tree. | Complete activity sheet (with visual supports) with adult support where appropriate.  Use a simple map of the local area with a fewer number of observation points and work in pairs for peer support. Look and listen for children making observations, asking geographical questions and using key words. Look for children who can follow their map and make appropriate labels.  Activity 1: Mapping our Route: Where did we walk? Where did we start? Where did we go next? Children use their fieldwork maps to create a group map of the route.  Activity 2: Let’s Make a Map: (Adult- led activity) Show the local area map children completed and go through some of the key points and observations with children using their fieldwork maps as a prompt sheet. Model how to use labels, a key and a title. In pairs, children swap maps and then self mark checking the key features.  Encourage children to use a colour code and simple map symbols. Children work independently to complete their own local area map  Activity 3: Picture This: In pairs, using small versions of the Travelling Ted photographs of the local area (around 10 would be useful) children locate the photographs and pin them to the large A3 version of the walk map.  Support children with fine motor skills (models could already be part-assembled) or delivered as a guided group work.  Support where needed for differentiation.  1-2 changes to environment using frame (with support).  Children draw and label their favourite toy. Encourage children to sound out their words.  Children research toys using nonfiction books, and computers/laptops/iPads (give guidance about particular years to look for).  Children compare the early 20th century crayons with the ones from today by drawing and writing their observations.  Children to compare a Victorian tea set with a modern one by matching the statements to the correct picture.  Children play the Toy Changes Board Game, answering the questions as they move around the board.  Children complete the sentences, choosing the suitable words from the sheet. |

**BLOSSOMING**

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| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. | | |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** | |
| **What are the adults doing?** | **What are the children doing?** |
| Geography – Our local area  LO – What is our local area like?  *Essential Skills: To use vocabulary to describe what can be seen*  *Essential Knowledge: To know key aspects of our locality*  LO – Out and About – Fieldtrip  *Essential Skills:*  *Identifying and recognising key features*  *Essential Knowledge: To know and identify human and physical features*  LO – Evaluating our fieldtrip  *Essential Skills: Retrieving information, analysing, discussing*  *Essential Knowledge: Using technical terms to identify features*  LO- Houses and Homes  *Essential Skills: To know what would make a suitable home and where the best location would be*  *Essential Knowledge: To understand where would be the best location to create a model Lego village*  LO – What kind of jobs are there in our local area?  *Essential Skills: To enquire, to research*  *Essential Knowledge: To know how our land can provide jobs in our region*  LO – How can we make a change to our local area?  *Essential Skills: Decision making, explaining*  *Essential Knowledge: To understand why our choices can affect our region*  History – Toys  LO – To investigate toys today  *Essential Skills: Discussion, explanation*  *Essential Knowledge: To know the differences between the ages of toys*  LO – To learn about family favourites (toys from the past)  *Essential Skills: To group and classify*  *Essential Knowledge: To know how toys are different from past to present*  LO – To discover early 20th century toys  *Essential Skills: Making comparisons and explaining reasoning*  *Essential Knowledge: To understand why toys have changed over time*  LO – To learn about toys from the Victorian era  *Essential Skills: Comparing, identifying similarities and differences*  *Essential Knowledge: To understand why toys have changed, to know who had access to these toys*  LO – To explain how toys have changed over time  *Essential Skills: Order, group, sort*  *Essential Knowledge: To identify changes and explain the importance*  LO – Toy Box challenge  *Essential Skills: To describe*  *Essential Knowledge: To identify toys from each era* | Supporting whole class with knowledge organisers and mapping skills. Modelling how to view google maps/digimaps and analyse (laminate maps and allow children to use whiteboard pens to map out streets, rivers etc). Encourage collaboration with partners.  Discussion based along the route to point out key features.  Whole class discussion to recap what was seen during the last lesson. Make notes on main whiteboard/ add photos as visual reminders.  Recap to previous learning and introduce Lego as a medium. Discuss structures and techniques and ask pupils to discuss on table groups including key vocabulary.  Class input – what does your Mummy/Daddy do for work? Create mind map.  Allow all children to talk together about key concepts and ideas. Bring children together to share and check initial understanding. Recap terminology.  Allow different pictures/photographs/resources/toys to be on display on different tables. Come up (as a class) with a list of ways we can group and organise these images. Are they from the past or from today? Write key q’s on board as investigation prompts. Allow different ways that pupils compare effectively to be celebrated.  Model how to write effective questions for our relatives about their toys. Links to question marks for EGPaS. Ask for use of conjunctions and model.  Explain that these toys are the original version of the toys they play with today; this was when they were first made. Are any of them familiar? Discuss the questions on the slide. Click on each box on the timeline to read through the information about each toy.  Explain the difference between the toys of rich/poor children in the Victorian era. Is that the same to children today? Is everyone entitled to the same toys?    Recap of prior learning to establish the comparisons already made. Reinforce terminology and create a word bank of adjectives. Ask children to add to these with their own ideas.  Model use of time conjunctions or words relating to time/era. Create word bank together and add to vocabulary tree. | Complete activity sheet with adult support where appropriate.  Use a simple map of the local area with a fewer number of observation points and work in pairs for peer support. Look and listen for children making observations, asking geographical questions and using key words. Look for children who can follow their map and make appropriate labels. Ask blossoming children to support those who are growing.  Activity 1: Mapping our Route: Where did we walk? Where did we start? Where did we go next? Children use their fieldwork maps to create a group map of the route.  Activity 2: Let’s Make a Map: (Adult- led activity) Show the local area map children completed and go through some of the key points and observations with children using their fieldwork maps as a prompt sheet. Model how to use labels, a key and a title. In pairs, children swap maps and then self mark checking the key features.  Encourage children to use a colour code and simple map symbols. Children work independently to complete their own local area map  Activity 3: Picture This: In pairs, using small versions of the Travelling Ted photographs of the local area (around 10 would be useful) children locate the photographs and pin them to the large A3 version of the walk map.  Encourage school values of perseverance and independence. Pair up as support partners to guide other pupils.  Support where needed for differentiation.  2-3 changes may be able to give reasons using frame. Explain how this could have a direct impact on our families/school community.  Children draw and label their favourite toy. Encourage children to sound out their words and try to add adjectives to further describe.  Children research toys using nonfiction books, and computers/laptops/iPads (give guidance about particular years to look for). Work as a strength partner.  Children compare the early 20th century crayons with the ones from today by drawing and writing their observations. Do you agree with the rest of your table group?  Children to compare a Victorian tea set with a modern one by matching the statements to the correct picture. Why are they different? Which do you prefer and why?  Children read their card from the Toy Changes Activity Sheet and work together to create a mini role play to, either show what things were like in the past or how things are today.  Children write their own sentences, choosing their own words from the Passing of Time Activity Sheet. Children to repeat new vocabulary for clarification. |

**FLOURISHING**

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| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. | | |
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Modelling how to view google maps/digimaps and analyse (laminate maps and allow children to use whiteboard pens to map out streets, rivers etc). Encourage collaboration with partners.  Discussion based along the route to point out key features.  Whole class discussion to recap what was seen during the last lesson. Make notes on main whiteboard/ add photos as visual reminders.  Recap to previous learning and introduce Lego as a medium. Discuss structures and techniques and ask pupils to discuss on table groups including key vocabulary. How can you create the strongest home?  Class input – what does your Mummy/Daddy do for work? Create mind map independently and ask children to feed back to the rest of the class.  Allow all children to talk together about key concepts and ideas. Bring children together to share and check initial understanding. Recap terminology.  Allow different pictures/photographs/resources/toys to be on display on different tables. Come up (as a class) with a list of ways we can group and organise these images. Are they from the past or from today? Write key q’s on board as investigation prompts. Allow different ways that pupils compare effectively to be celebrated.  Model how to write effective questions for our relatives about their toys. Links to question marks for EGPaS. Ask for use of conjunctions and model.  Explain that these toys are the original version of the toys they play with today; this was when they were first made. Are any of them familiar? Discuss the questions on the slide. Click on each box on the timeline to read through the information about each toy.  Explain the difference between the toys of rich/poor children in the Victorian era. Is that the same to children today? Is everyone entitled to the same toys?    Recap of prior learning to establish the comparisons already made. Reinforce terminology and create a word bank of adjectives. Ask children to add to these with their own ideas. Why do you think there are changes? How do these changes make you feel?  Model use of time conjunctions or words relating to time/era. Create word bank together and add to vocabulary tree. | Children work independently. Extended to find their own places/ landmarks.  Use a simple map of the local area with a fewer number of observation points and work in pairs for peer support. Look and listen for children making observations, asking geographical questions and using key words. Look for children who can follow their map and make appropriate labels. Flourishing children to act as team captains and feed ba  ck learning.  Activity 1: Mapping our Route: Where did we walk? Where did we start? Where did we go next? Children use their fieldwork maps to create a group map of the route.  Activity 2: Let’s Make a Map: (Adult- led activity) Show the local area map children completed and go through some of the key points and observations with children using their fieldwork maps as a prompt sheet. Model how to use labels, a key and a title. In pairs, children swap maps and then self mark checking the key features.  Encourage children to use a colour code and simple map symbols. Children work independently to complete their own local area map  Activity 3: Picture This: In pairs, using small versions of the Travelling Ted photographs of the local area (around 10 would be useful) children locate the photographs and pin them to the large A3 version of the walk map.  Encourage school values of perseverance and independence. Pair up as support partners to guide other pupils. Extended to pinpoint their housing on the local area class map.  Challenge to answer pictogram questions using Pictogram Challenge Questions Activity Sheet. Key links to maths learning (pre-teaching may be required)  3+ changes, giving reasons and how pupils would benefit, how changes could be achieved.  Children are asked to write a riddle. Encourage children to write three or four clues describing their favourite toy. Remind them not to reveal the toy’s name. Children read the riddles to each other; can they guess which toy is being described?  Children research toys using nonfiction books, and computers/laptops/iPads (give guidance about particular years to look for). Work as a strength partner and add findings to the classroom display.  Children compare the early Meccano set with the set from today by answering the questions.  Children to identify similarities and differences between two sets of toys. Free choice to explore promoting values.  Children read their card from the Toy Changes Activity Sheet and work together to create a mini role play to, either show what things were like in the past or how things are today.  Children write their own sentences, choosing their own words from the Passing of Time Activity Sheet. |

** WE ARE EXPLORERS **

**Class:** Pears (Y1/2) **Teacher**: Mrs Gardiner **Term and Year:** Year B – Spring Term

**FINAL FLOURISH**

*Enabling children to reflect on and celebrate their learning, whilst connecting their knowledge over space and time.*

As a Final Flourish, pupils will have the opportunity to have a Toy Afternoon from Across the Ages (pupils to bring in their favourite toy and parents/grandparents to do the same. All children and family members will bring in and play together in a celebration of toys from across the years.

Lego will also be a key focus for the afternoon with models of the children’s mini town on display for parents to see. This will be further built on as a core focus of the guided reading and English plans.

To conclude, based on what all pupils have learned about a range of toys from across the ages, children will have a secure understanding of whether they agree with the initial provocation. They will also have full, secure and confident understanding of the 5 fantastic facts (which will be identified on Knowledge Organisers) and will be able to share these with the adults as part of our Final Flourish.