

Incredible Inventions 2025 MU PLAN~ History Focus

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> Name some key inventions from the Victorian period and discuss the impact on modern day life. Compare the lives of Victorian children with their own. Describe some characteristics of the Victorian period and place it/Queen Victoria on a timeline. Sequence events/artefacts on a timeline. Use first hand sources to answer questions about the past. Design, make and evaluate a fabric bauble Identify, name, describe and compare common materials Explain why materials are used and how they are suitable to their purpose. Investigate materials according to their properties. To make different shapes with our bodies To travel in different ways both on or off apparatus 	<p>KEY FOCUS AREAS</p> <p>History - The Victorian Period. Key inventions and inventors, reason for inventions and impact on modern day life. Who was Victoria? Learn about life for rich and poor Victorian children and compare with modern day life. Victorian toys.</p> <p>Art - Colour mixing and portraits Explore textiles in art. Design, create and evaluate a fabric bauble involving cutting, sewing and decorating. Christmas crafts using textiles and stitching.</p> <p>Science - Materials and their properties</p>	<p>SYNOPSIS: Week 1 - Week 7</p>			
		Week 1	Introduction to topic, Exploring timelines and scope of Victorian inventions. Victorian childhood, rich & poor.		
		Week 2	Communication - Rowland Hill, postage stamps and post boxes. Art - paint portrait in style of Penny Black		
		Week 3	Art Themed Days - create fabric bauble involving cutting, sewing and decorating skills		
		Week 4	Trip to Hartlebury Museum - Victorian school experience and explore Victorian toys/childhood		
		Week 5	Petrol car & Karl Benz - survey of traffic outside our school. Compare past/present		
		Week 6	Thomas Edison and the lightbulb. Build a simple circuit Alexander Graham Bell & invention of telephone		
		Week 7	Christmas crafts		
<p>SCIENCE: Materials</p> <p>KS1 skills~ asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions , gathering and recording data to help in answering questions.</p> <p>Through Woodland Work sessions with LU Y1~ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <ul style="list-style-type: none"> Observe changes across the four seasons ~ observe and describe weather associated with the seasons and how day length varies. <p>Through specific Science lessons Y1~ distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> 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 compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Y2: As Y1 and: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 		<p>KEY QUESTIONS:</p> <p>What is a timeline and how can we use it? Who was Queen Victoria and when was she on the throne? What was life like for Victorian children? What were the main inventions and who invented them? How did Victorian inventions change the way we live?</p>	<p>KEY VOCABULARY: invention, Victorian, machine, design, idea, use, engine, transport, properties, material, absorbent, transparent, opaque, recycle.</p>		
				<p style="text-align: center;">Opportunities for Extension</p>	
				<p>EXTENSION: Visit to Hartlebury Museum Practical exploration of toys from the past and comparing to modern toys Making our own telephone Making a lightbulb work Textile craft</p>	
<p>ENRICHMENT: Visit relevant museums (e.g., Black Country museum, Think Tank, etc). Film set in the past.</p>					

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<p>HISTORY: Research characteristics of Victorian period and Queen Victoria and locate on a timeline. Find out about key inventions/inventors of the period, and the impact on past and present lives. Compare life of rich and poor Victorian children and modern day child. Research Victorian toys and compare with modern toys. Research history of UK Christmas traditions with focus on Victorian period.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • Develop an awareness of the past • Sequence a simple timeline of a specific period/event/life. • Identify similarities & differences between ways of life in different periods • Ask & answer questions, use parts of stories to show their understanding of key events • Use artefacts to understand the past 	<p>ENGLISH:</p> <p>Key author/Author Study: Anthony Browne</p> <p>Purpose for writing: To entertain, To inform</p> <p>Key texts: Wing It (visual literacy), The Monster Machine</p> <p>Non Fiction texts~ Selection of Nonfiction books for organisation. Toys Non Fiction 'Big Book'</p> <p>Class text: <i>The Velvetine Rabbit</i></p>	<p>MATHS:</p> <p>Number: Y1 & 2 ~ addition and Subtraction Y1: Place Value to 20</p> <p>Geometry: Year1 2D & 3D shapes Year 2 Properties of 2D & 3D shapes</p>
<p>ART:</p> <ul style="list-style-type: none"> • Explore use of textiles in art • Enjoy learning from visiting textile artist • Compare properties of different textiles • Cutting skills • Practise using fabric in different ways - collage, fabric pens, simple stitching • Design and create fabric art 	<p>RE: Key Question - Why does Christmas matter to Christians? - Listen to and understand the Nativity Story, Christian symbols and traditions of Christmas and their meaning, what Jesus' birth means to Christians and how they celebrate</p> <p>Music Charanga: Rhythm in the way we walk</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<p>ICT/COMPUTING: Taught through Purple Mash platform~ Unit 2.5 Effective Searching</p> <p>Unit 2.3 Spreadsheets</p>	<p>SMSC/PSHE and RSE: ~</p> <p>PSHE - Y2 - Valuing difference - what makes us who we are, how do we make others feel, inclusion, being kind, solving problems</p> <p>Y1 - Valuing difference - same or different, dealing with unkindness or teasing, school rules, special people, fairness</p>	<p>BRITISH VALUES:</p> <p>Acceptance~ Understanding and celebrating our similarities and differences.</p> <p>Mutual Respect~</p> <p>Spiritual Development~ Promotion of own family's beliefs and customs.</p>

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 1 Scientist	Science Targets - A Year 2 Scientist
<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions • Ask simple questions and recognise that they can be answered in different ways • 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 • Compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions • Ask simple questions and recognise that they can be answered in different ways • Distinguish between an object and the material from which it is made • 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
Art Targets - A Year 1 Artist	Art Targets - A Year 2 Artist
<ul style="list-style-type: none"> • Use a variety of techniques eg weaving, fabric crayons, sewing • Use correct terms to describe textiles and tools • Create images from imagination, experience or observation • Use a wide variety of media inc p/copied material, fabric, plastic etc • Exploration and developing of ideas (ongoing) • Evaluation and development of work (ongoing) 	<ul style="list-style-type: none"> • Use a variety of techniques eg weaving, fabric crayons, wax or oil resist • Create textured collages from a variety of media • Stitch, knot and use other manipulative skills • Thread a large plastic needle and glue material • Exploration and developing of ideas (ongoing) • Evaluation and development of work (ongoing)
History Targets - A Year 1 Historian	History Targets - A Year 2 Historian
<ul style="list-style-type: none"> • Match objects to people of different ages • Recognise the difference between the past and present in their own and others lives • Know and recount episodes from stories of the past • Start to distinguish between fact and fiction using stories • Find answers to simple questions about the past from sources of information eg artefacts 	<ul style="list-style-type: none"> • Sequence artefacts closer together in time and check using reference books • Recognise why people did things/why events happened and what happened as a result • Identify differences between ways of life at different times • Compare pictures of photographs of people or events in the past • Use a source - observe or handle sources to answer questions about the past on the basis of simple observations
Computing Targets- In year 1	Computing Targets- In year 2
<p>I can use links to websites to find information.</p> <p>I can begin to identify some of the benefits of using technology.</p> <p>I can talk about the different ways in which information can be shown.</p> <p>I can sort different kinds of information and present it to others.</p> <p>I can use technology to create and present my ideas.</p> <p>I can use the keyboard or a word bank on my device to enter text.</p> <p>I can save information in a special place and retrieve it again.</p>	<p>I am starting to understand that other people have created the information I use.</p> <p>I can identify benefits of using technology including finding information, creating and communicating.</p> <p>I can talk about the differences between the Internet and things in the physical world.</p> <p>I can make and save a chart or graph using the data I collect.</p> <p>I can tell you what kind of information I could use to help me investigate a question.</p> <p>I can use technology to organise and present my ideas in different ways.</p> <p>I can save and open files on the device I use.</p>
Games Targets - Year 1	Games Targets - Year 2
<ul style="list-style-type: none"> • Drop and catch a ball after one bounce on the move. • Move a ball using different parts of the foot. • Throw and roll towards a target with some varying techniques. 	<ul style="list-style-type: none"> • Dribble a ball with two hands on the move. • Dribble a ball with some success, stopping it when required. • Throw and roll towards a target using varying techniques with some success.

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<ul style="list-style-type: none"> • Kick towards a stationary target. • Catch a beanbag and a medium-sized ball. • Attempt to track balls and other equipment sent to them. • Strike a stationary ball using a racket. • Run, stop and change direction with some balance and control. • Recognise space in relation to others. • Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> • Show balance when kicking towards a target. • Catch an object passed to them, with and without a bounce. • Move to track a ball and stop it using feet with limited success. • Strike a ball using a racket. • Run, stop and change direction with balance and control. • Move to space to help score goals or limit others scoring. • Use simple tactics.
PE Targets (Gymnastics) - A Year 1 Gymnast	Dancer PE Targets (Gymnastics) - A Year 2 Gymnast
<ul style="list-style-type: none"> • Performs balances making their body tense, stretched and curled. • Takes body weight on hands for short periods of time. • Demonstrates poses and movements that challenge their flexibility. • Remembers, repeats and links simple actions together. 	<ul style="list-style-type: none"> • Performs balances on different body parts with some control and balance. • Takes body weight on different body parts, with and without apparatus. • Shows increased awareness of extension and flexibility in actions. • Copies, remembers, repeats and plans linking simple actions with some control and technique.
Music Targets - A Year 1/2 Musician	
<ul style="list-style-type: none"> • To find their singing voice and use their voices confidently. • Sing with a sense of awareness of pulse and control of rhythm. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify the pulse in different pieces of music. • Accompany a chant or song by clapping or playing the pulse or rhythm. • To explore different sound sources. • Play instruments in different ways and create sound effects. Handle and play instruments with control. • Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds' • Recognise how music can reflect different intentions. 	