

The Dales School – Upper School – Medium Term Plan - **Time**

Class: Wallington	Term: <b>Spring 1 2018</b>	Theme/big idea: Time machines
<p>Key questions:</p> <p>What has happened in the past?            What is happening now?            What will happen in the future?            Where in time are we going to visit?</p>		<p>Vocabulary: Past, present, future, time Machine parts – cogs, gears, pendulum, face, analogue, hands, sundial, precision, constant, continuum, time lapse, metronome, transition. Infinity.</p>
<p>Visits/Visitors</p> <p>Mr George’s Museum of Time            Tyneside Cinema – Time Machine</p>		<p>Whole School/Seasonal events</p> <p>Creative Project Exhibition</p>
<p>Family Learning</p> <p>Creative Project Exhibition</p>		<p>Learning in the garden</p> <p>Time trials: finding items, sorting items ‘against the clock’</p>
<p>Learning in the house</p> <p>Big breakfast with joint class (Cresswell Class)</p>		<p>Learning in the park/active zone</p> <p>Time trials: finding items, sorting items ‘against the clock’</p>
<p>Learning in soft play</p> <p>Time trials: finding items, sorting items ‘against the clock’</p>		<p>Learning in the sensory room/sensory play</p> <p>Musical / sensory experiences across the ages. E.g. Medieval, prehistoric, Victorian eras</p>
<p>Intervention activities</p> <p>Working with Cresswell on English and D+T Projects to teach poems and to teach telling the time.</p>		<p>Other</p>



	<b>Learning outcomes –National Curriculum statements</b>	<b>Possible learning opportunities and experiences</b>	<b>Enhanced continuous provision in the learning environment and routines</b>
<b>ENGLISH</b>	<p>Class Reader: <i>The Time Machine</i> by HG Wells.</p> <p>Media: The Time Machine (2002).</p> <p>Y3: Reading: Use knowledge to read ‘exception’ words, Read range of fiction &amp; non-fiction, Use dictionaries to check meaning, Check own understanding of reading, Draw inferences &amp; make predictions, Discuss reading with others.</p> <p>Y3: Writing: Use prefixes &amp; suffixes in spelling, Use dictionary to confirm spellings, Write simple dictated sentences, Use handwriting joins appropriately, Plan to write based on familiar forms, Rehearse sentences orally for writing, Use varied rich vocabulary, Create simple settings &amp; plot, Assess effectiveness of own and others’ writing.</p> <p>Grammar: Use range of conjunctions, Use perfect tense, Use range of nouns &amp; pronouns, Use time connectives, Introduce speech punctuation, Know language of clauses.</p>	<p><b>Time Machine Learning Objectives:</b></p> <p>LO: To explore the use of vocabulary choices in descriptive writing.</p> <p>LO: To explore the use of sentence variation in descriptive writing.</p> <p>L.O. To generate ideas for a time machine.</p> <p>L.O. To write an effective description.</p> <p>L.O. To discuss issues surrounding time travel in literature.</p> <p>L.O. To discuss the dangers of time travel.</p> <p>L.O. To create an informative and effective leaflet.</p> <p>L.O. To write descriptively using adjectives.</p> <p>L.O. To understand how texts attempt to present an impression of their subject.</p> <p>L.O. To write an effective P.E.E paragraph.</p> <p>L.O. To evaluate and improve own writing for assessment.</p>	<p><b>Visit to Tyneside Cinema for Time Machine session</b></p>

Speaking & Listening: Give structured descriptions, Participate activity in conversation, Consider & evaluate different viewpoints.

Hickory Dickory Dock/The clock Poem  
Rap - Y3: Reading: Prepare poems & plays to perform.

### DR WHO LESSON PLANS

LESSON 1: INTRODUCTION TO WRITING A SCRIPT

LESSON 2: CHARACTER

LESSON 3: THE SETTING

LESSON 4: THE ALIENS

LESSON 5: THE TARDIS

LESSON 6: WRITING A 3-MINUTE SCRIPT

Media: Dr Who: The first episode

<http://www.dailymotion.com/video/x3ilbpm>

Media: The Doctors through the Ages.

- [William Hartnell](#) (1963–1966)
- [Patrick Troughton](#) (1966–1969)
- [Jon Pertwee](#) (1970–1974)
- [Tom Baker](#) (1974–1981)
- [Peter Davison](#) (1982–1984)
- [Colin Baker](#) (1984–1986)
- [Sylvester McCoy](#) (1987–1989)
- [Paul McGann](#) (1996)
- [Christopher Eccleston](#) (2005)

### Dr Who Learning Objectives

L.O. To develop an understanding of the appropriate elements (characters, pace and mood, setting, plot) that they will need to use in order to complete a script.

L.O. To develop an understanding the lay-out and function of a script

L.O. To develop an understanding of the purpose of stage directions.

L.O. To develop a

clear understanding of character study.

L.O. To develop the ability to act, speak and write in character.

L.O. To develop

an understanding of how to write a blog or diary.

L.O. To know the importance of having a purpose and audience for writing.

L.O. To use imagination to construct a descriptive piece of writing.

L.O. To revise the

structure and writing of a report.

L.O. To use construction skills in making a 3D model.

L.O. To

develop a clear understanding of the characteristics of the chosen aliens.

L.O. To develop

an understanding of the terms and vocabulary used to describe the monsters.

L.O. To revise persuasive language/texts.

L.O. To have the opportunity to demonstrate creativity (in inventing new gadgets for the TARDIs).

L.O. To Write clear instructions (eg for landing the TARDIs).

L.O. To develop an

	<ul style="list-style-type: none"> <li>• <a href="#">David Tennant</a> (2005–2010)</li> <li>• <a href="#">Matt Smith</a> (2010–2013)</li> <li>• <a href="#">John Hurt</a> (2013)</li> <li>• <a href="#">Peter Capaldi</a> (2014–2017)</li> <li>• <a href="#">Jodie Whittaker</a> (2017)</li> </ul> <p>Media: Back to the Future</p>	<p>understanding what a 3-minute scene looks like.  L.O. To Revise and understand the skills and knowledge needed to create a short script.  L.O. Development of co-operative group work and joint decision-making skills. L.O. To develop an understanding of the vocabulary and terminology needed to write a narrative drama script.  L.O. To develop the ability to write in character  L.O. To record of their own learning in the script writer's notebooks.</p>	
<b>MATHS</b>		<p>Depends on Groupings.</p> <p>1st Half Term: Back to the Future Mathematics:  2nd Half Term: Dr Who Mathematics.</p> <p>Measurements &amp; Recordings for plant observations.</p>	
	<p>Y1: Identify Basic Plant Parts/Observe Weather associated with changes of season.</p> <p>Y2: Growing Plants. Compare how things move. Y3: Plants &amp; lifecycles, Sources of Light, shadows &amp; reflection, simple forces.  Y4: Sound as vibrations, classifying living things, electricity.  Y5: Lifecycles of plants</p>	<p>Timeline of Science:</p> <p>Galileo &amp; Botany - Growing plants 384BC,</p> <p>The invention of the wheel 3500BC,  Counting devices 2300BC,  Compass China 1119AD,  Newton &amp; Gravity 1642-1726,  &amp; Weight 1770,  telephone 1875,  Cragside House &amp; Lighting,</p> <p style="text-align: right;">Salter Bell &amp;</p>	<p>Visit to Exhibition Museum</p>



		<p>Tesla &amp; Electromagnetism 1856-1943, Solar Battery &amp; The Future.</p> <p>Scientific Timers: Sundial, Make a Battery Clock, Pendulum, Constellation Calendar, Water Clock, Candle Clock, Lemon/Potato battery clock.</p> <p>Time lapse photo - Throughout term chn will grow a class flower and record measurements + take a daily photo.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHCE / RE</p>	<ul style="list-style-type: none"> <li>● <b>English:</b> Many books will have themes covering tolerance, mutual respect and democracy. Lessons could look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures could also be examined. Lessons could explore the meaning of concepts such as liberty, democracy and tolerance</li> <li>● <b>Citizenship:</b> Pupils should be able to understand their personal rights and freedoms, and they should be advised on how to exercise these safely. Pupils should have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils. Topics such as anti-homophobia, equal rights, and e-safety should be taught</li> </ul>	<p>Using new 'weekly timetables'.</p> <p>Thinking about transitions.</p> <p>British Values</p>	

	<ul style="list-style-type: none"> <li>● <b>Religious education (RE):</b> Lessons should reinforce messages of tolerance and respect for others. Children should have the opportunity to visit places of worship that are important to different to faiths. Schools can actively promote diversity through celebrations of different faiths and cultures</li> <li>● <b>History and geography:</b> Pupils should analyse events in UK and world history where British values have been tested such as both World Wars. In geography, pupils could look at how different cultures live and work throughout the world</li> </ul>		
<b>HISTORY / GEOGRAPHY</b>	<p>British History - The Chronological Monarchy</p> <p>Lesson 1: The Role of a Monarch - To develop an awareness of the past, knowing where people, and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about the role of monarchs in British history and understanding their connection with present-day society.</p>	<p>I can understand what a monarch is and the qualities needed to be a good monarch.</p> <p>I can find out about some important British monarchs.</p>	<p>Visit to Tyneside Cinema - Time machine session.</p> <p>Visit to train museum.</p>



**HISTORY / GEOGRAPHY**

Lesson 2: Significant British Monarchs - To develop an awareness of the past, knowing where people and events studied fit within a chronological framework and a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since 1066.

Lesson 3: Family Trees - To develop an awareness of the past, knowing where people and events studied fit within a chronological framework in the context of learning about how the history of a royal family and their own family history can be represented in a family tree.

Lesson 4: The Secrets of Richard III - To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past in the context of learning about the life and death of Richard III and the ways in which historians know about it.

Lesson 5: A Medieval Banquet - To develop an awareness of the past and identify similarities and differences between ways of life in different periods in

I can find out how the title of king or queen is inherited.

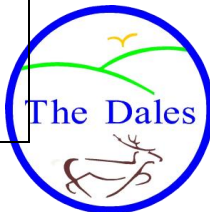
I can find out about how family history, such as Queen Victoria's and my own family, can be represented.

I can understand how we know about the life and death of Richard III.

I can find out about some key facts about the life of Richard III.

I can find out about what kings and queens ate during medieval banquets.

I can find out about and compare the lives of Elizabeth I and Queen Victoria.



	<p>the context of learning about what medieval kings and queens ate at banquets and comparing this to present day habits.</p> <p>Lesson 6: Comparing Elizabeth I and Queen Victoria - To find out about 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 in the context of learning about and comparing the lives of Elizabeth I and Queen Victoria.</p>		
<p><b>MUSIC / PE</b></p>	<p>P.E: Perform dances using a range of movement patterns.</p> <p>P.E: Develop flexibility, strength, technique, control and balance.</p> <p>P.E: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Music: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Music: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>The Time Warp dance - Children will learn and then teach the dance to Cresswell Class.</p>	<p>The Hall/Gym</p>





<p style="text-align: center;"><b>DESIGN &amp; TECHNOLOGY / ART</b></p>	<p><b>Design:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Evaluate:</b> Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b>Hickory Dickory Dock</b>  Hlckory Dickory Dock,  The mouse ran up the clock;  The clock struck One,  The mouse ran down,  Hickory Dickory Dock!</p> <p>To make a prop to tell the poem to a child in Creswell Class.</p> <p>To design, make and evaluate a time machine using junk modelling.</p>	<p>Art Room</p>
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