

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

DEVELOPMENT MATTERS AND ELGS	ACTIVITIES	VOCABULARY
<p>WEEK 1</p> <p>Understanding the world: Past and present (PP)</p> <p>Comment on images of familiar situations in the past. (YR)</p>	<p>Explain that we will be looking at 'past' and 'present' over the next half term.</p> <ul style="list-style-type: none">- What does 'past' mean?- What does 'present' mean? <p>Explain that today, we will be looking at holidays that we have experienced.</p> <p>Ask children to share holidays that they have recently been on or are going on and brainstorm these places on a large piece of paper.</p> <p>On a separate, large piece of paper, ask children about some of the activities that they will do on their holidays and brainstorm. E.g. Eat ice creams, go swimming, go to a water park, go the amusement arcade, etc.</p> <p>On a separate, large piece of paper, ask children how they will travel to their destination and brainstorm. E.g. Aeroplane, car, ferry, etc.</p> <p>On a separate, large piece of paper, ask children what types of clothes they will pack in their suitcase, to wear on their holiday. E.g. shorts, T-shirts, skirts, sundresses, sunglasses, sun hats, etc.</p> <p>Take a photograph of each of the brainstorms for the big book.</p>	<p>Past Present Transport Destination Summer Clothing</p>

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<p>1:1/SMALL GROUP TASK</p> <p>Explain that we will be comparing photographs from the past of the seaside to a photograph of the present. Look at 'Seaside through the ages photographs'.</p> <p>Explain that the year that the photograph was taken is on the top of the photograph.</p> <p>1850s – Over 170 years ago</p> <p>1900s – Over 120 years ago</p> <p>1950s – Over 70 years ago</p> <p>Today – present time</p> <p>Ask the following questions:</p> <ul style="list-style-type: none">- What do you notice about the number of people on the beach in each photograph?- What do you notice about the colours on the photographs? Why might this be?- What can you tell me about what people are wearing for a day at the beach?- Can you see anything that is similar between all of the photographs?- Can you see anything that you are unfamiliar with?	
--	---	--

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	Adult to act as scribe to record what the children say, on the 'Seaside: past and present worksheet'	
<p>WEEK 2</p> <p>Understanding the world: Past and present (PP)</p> <p>Comment on images of familiar situations in the past. (YR)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (PP – ELG)</p>	<p>Recap on vocabulary: 'past' and 'present'.</p> <p>Look at 'Seaside holiday - past and present POWERPOINT'.</p> <p>Slide 2 – What does 'modern' mean? What does 'abroad' mean? What is a seaside holiday? Have you ever been abroad? Link to large world map. Which type of transport did you go on to get to your destination?</p> <p>Slide 3 – Explain that Victorian times were between 1837 and 1901, which is between 100 and 200 years ago. Explain that Blackpool is 1 and a half hours away, in the car.</p> <ul style="list-style-type: none"> - Have you ever visited Blackpool? - What did you do and see at Blackpool? - Did you enjoy your visit to Blackpool? - Why do you think flying to another country was not an option? <p>Slide 4 – What do you wear when you visit the beach?</p> <ul style="list-style-type: none"> - What do you wear when you go in to the sea? 	<p>Past Present Transport Destination Summer Clothing Modern Abroad Country Seaside resort Swimwear Bathing machine Environment Victorians</p>

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<ul style="list-style-type: none">- Why do you think that some beaches were divided for men and women? <p>Slide 5 – Why is it important for us to put our rubbish into the bin? (Environment and animals)</p> <p>Slide 6 – Have you ever seen a bathing machine when you have been to the seaside? Do you think bathing machines are a good idea? Would you use one?</p> <p>Slide 7 – Do you like eating ice-creams and building sandcastles, just like the Victorians did?</p> <ul style="list-style-type: none">- Would you like to visit a Victorian seaside resort? Why? Why not? <p>1:1/SMALL GROUP TASK</p> <p>Explain that we will be comparing photographs from the past of the seaside to a photograph of the present. Look at 'Seaside through the ages photographs'.</p> <p>Explain that the year that the photograph was taken is on the top of the photograph.</p> <p>1850s – Over 170 years ago</p> <p>1900s – Over 120 years ago</p>	
--	--	--

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<p>1950s – Over 70 years ago</p> <p>Today – present time</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> - What do you notice about the number of people on the beach in each photograph? - What do you notice about the colours on the photographs? Why might this be? - What can you tell me about what people are wearing for a day at the beach? - Can you see anything that is similar between all of the photographs? - Can you see anything that you are unfamiliar with? <p>Adult to act as scribe to record what the children say, on the 'Seaside: past and present worksheet'</p>	
<p>WEEK 3</p> <p>Understanding the world: Past and present (PP)</p> <p>Compare and contrast characters from stories, including figures from the past. (YR)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (PP – ELG)</p>	<p>Explain that today we will be reading a traditional tale. Traditional tales are stories that were written many years ago, in the past, and we continue to tell these stories in the present day. Explain that we will be looking for similarities and differences when reading the traditional tale of 'Jack and the Beanstalk'.</p> <p>Look at 'Jack and the beanstalk story PowerPoint'.</p>	<p>Traditional tales</p> <p>Past</p> <p>Present</p> <p>Similarities</p> <p>Differences</p> <p>Beanstalk</p> <p>Cottage</p> <p>Valuable</p> <p>Possession</p> <p>Market</p>

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<ul style="list-style-type: none">- Slide 1 – What is a beanstalk?- Slide 2 – Does Jack look like a character from the present or a character from the past? Why do you think this?- What is Jack wearing that is different to what you wear?- Is Jack wearing anything that is similar to what you wear?- Slide 3 – What is a cottage?- What does 'valuable possession' mean?- Is your most valuable possession a cow?- Do people in Atherton own cows?- Why might people in the past have owned cows?- Does Jack's house look like houses that you see in Atherton? Why? Why not?- Look at the clothes that Jack's Mum is wearing. Are Mum's clothes similar or different to the clothes that your Mum wears?- Slide 4 – Have you ever visited a market? What did you see or buy at the market? Explain what markets in the past looked like.- Slide 5 – What does 'exchange' mean?- Look at the man's clothing: Is this similar or different to what we see men wearing nowadays?- Would your parents let you walk around on your own, not with an adult? Explain that in the past, often children were	<p>Exchange Magic beans Castle Enormous Huge Englishman Bellowed Harp Solid Stealing Cried Axe Treated fairly</p>
--	--	---

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<p>allowed to be unsupervised when outside, at a young age.</p> <ul style="list-style-type: none">- Slide 6 – Why do you think that Jack’s Mum was angry with him?- Slide 7 – Why do you think that a beanstalk has grown?- Slide 8 – Was it safe for Jack to climb the beanstalk? Why? Why not?- Slide 9 – What is a castle?- Have you ever seen a castle before? Where was it? Was it enormous?- Slide 10 – So far, we have heard the words ‘enormous’ and ‘huge’ to describe the castle and furniture. Can you think of any other words to tell us that everything was ‘big’?- Should Jack have entered the castle? Why? Why not?- Slide 11 - What might the noise be?- Slide 12 – What is meant by ‘I smell the blood of an Englishman’?- What do you think ‘bellowed’ means?- Why do you think that the enormous giant bellowed? Are there other suggestions?- What is the giant wearing? Is this similar to what people wear today? Why? Why not?- Slide 13 – What is a ‘harp’?- Do you have a hen and a harp in your home, like the giant does?	
--	---	--

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<ul style="list-style-type: none">- Slide 14 – What does ‘solid’ mean?- Would you like to own a hen that lays golden eggs? Why? Why not?- Slide 15 – Why do you think that the giant fell asleep?- Slide 16 – Why do you think that Jack has taken the hen and the harp?- Was this the right thing to do? Why? Why not?- Slide 17 – What does ‘cried’ mean?- How do you think Jack felt when the harp shouted out to the giant?- Slide 18 – How do you think Jack felt as the giant chased him?- Slide 19 - Have you ever been chased? How did you feel when you were being chased?- Slide 20 – Why do you think that Jack is shouting, ‘Help’?- Who do you think that might come to help him?- Slide 21 – What is an ‘axe’?- Do you have an axe in your house?- Why do you think that Jack’s Mum was chopping the bottom of the beanstalk with an axe?- Slide 22 – Do you think that the giant was treated fairly? Why? Why not?- Slide 23 – Why do you think that Jack and his mother lived happily ever after, with the harp and the hen?	
--	---	--

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<ul style="list-style-type: none"> - Do you use the word 'mother'? Explain that in the past, children often called their Mum's 'mother'. <p>Ask children the following question:</p> <ul style="list-style-type: none"> - What did you notice in the illustrations that suggests that the story was written in the past? <i>Characters, setting and events.</i> <p>Adult to act as scribe, to complete the 'Jack and the beanstalk – in the past' worksheet. Enlarge to A3 size. Add this to the big book, along with speech bubbles from the lesson.</p> <p>NO 1:1/SMALL GROUP WORK THIS WEEK</p>	
<p>WEEK 4</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Develop storylines in their pretend play (YR)</p> <p>Make use of props and materials when role playing characters in narratives and stories. (CWM – ELG)</p> <p>Invent, adapt and recount narratives and stories with their peers and their teachers. (BI – ELG)</p>	<p>Enlarge (A3) and cut out 'Jack and the Beanstalk story map' before the lesson.</p> <p>Ask children to put the illustrations in the correct order on the story map and invite children to tell the story, as we go along. E.g. <i>'Once upon a time, there was a boy called Jack, who lived in a cottage with his Mother. They were very poor.'</i> Do this until the story is complete.</p> <p>Add speech bubbles to show how children recounted the narrative and add to class big book.</p>	<p>Story sequencing</p> <p>Story map</p> <p>Characters</p> <p>Role play</p> <p>Drama</p> <p>Acting</p> <p>Masks</p> <p>Story language</p> <p>Respond</p>

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<p>1:1/SMALL GROUP TASK Print off and laminate 5 sets of 'Jack and the beanstalk role play masks' – Jack, Mother, cow, magic bean man, giant, hen and cow.</p> <p>Explain that today, we will be working in groups of 7 to role play the story of 'Jack and the beanstalk'.</p> <p>Group children in groups of 7. Give each group a set of masks. Ask children what else they will need to act out the story. Give each group the following, along with masks:</p> <ul style="list-style-type: none"> - Bag of magic beans (jelly beans and bag) - Harp print out - Large beanstalk (4 X A4) <p>Ask children to work within their groups to act out the story of 'Jack and the beanstalk'. Adult to take photographs and write what children say, on speech bubbles, for individual topic books.</p>	
<p>WEEK 5</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings. (CWM – ELG)</p>	<p>Tell children that they will learn about an artist called Giuseppe Arcimboldo.</p> <p>Look at: 'Giuseppe Arcimboldo information PowerPoint'.</p> <p>Slide 2 – Where is Italy? Show on world map. What is an artist? Explain that the artist lived nearly 500 years ago. Slide 3 – Which fruits might Arcimboldo have chosen to paint in summer?</p>	<p>Artist Giuseppe Arcimboldo Italy Prefer Painting Mixing colours Dull Bright</p>

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p>	<p>Slide 4 – Look at the Spring face art: Can you see fruits, vegetables, meat and fish? What can you see? What has Arcimboldo used for ear, nose and lips?</p> <p>Slide 5 - Look at the Summer face art: Can you see fruits, vegetables, meat and fish? What can you see? What has Arcimboldo used for ear, nose and lips? What has Arcimboldo used to create the effect of a collar? Which colours have been most popularly used by Arcimboldo? Are these dull or bright colours? Why do you think that this is?</p> <p>Slide 6 - Look at the Autumn face art: Can you see fruits, vegetables, meat and fish? What can you see? What has Arcimboldo used for ear, nose and lips? What has Arcimboldo used to create the effect of hair?</p> <p>Slide 7 - Look at the Winter face art: Can you see fruits, vegetables, meat and fish? What can you see? What has Arcimboldo used for ear, nose and lips? What has Arcimboldo used to create the effect of a beard?</p>	
---	---	--

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<p>Which colours have been most popularly used by Arcimboldo? Are these dull or bright colours? Why do you think that this is?</p> <p>Which season painting of a face do you prefer? Why?</p> <p>1:1/SMALL GROUP WORK Give each child an A3 size copy of 'The Greengrocer painting sheet'.</p> <p>Take a look at a copy of 'The Greengrocer Arcimboldo painting'. Ask the following questions:</p> <ul style="list-style-type: none">- Can you see fruits, vegetables, meat and fish?- What can you see?- What has Arcimboldo used for ear, nose and lips?- What has Arcimboldo used to create the effect of a beard?- Which colours have been most popularly used by Arcimboldo?- Are these dull or bright colours? Why do you think that this is? <p>Explain that we are going to learn how to mix paints to paint Arcimboldo's 'The Greengrocer' painting.</p>	
--	---	--

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	<p>Before the lesson, print off and laminate 'Colour mixing poster' (enough for 1 between 2 children) and print and laminate one for display.</p> <p>Model how to mix red and blue to make purple. What happens when more blue is added? What happens when more red is added?</p> <p>Explain that Arcimboldo would have spent many hours experimenting with mixing paints to get the shades right for his fruit and vegetables.</p>	
<p>WEEKS 6</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings. (CWM – ELG)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p>	<p>1:1/SMALL GROUP WORK</p> <p>Give each child an A3 size copy of 'The Greengrocer painting sheet'.</p> <p>Take a look at a copy of 'The Greengrocer Arcimboldo painting'. Ask the following questions:</p> <ul style="list-style-type: none"> - Can you see fruits, vegetables, meat and fish? - What can you see? - What has Arcimboldo used for ear, nose and lips? - What has Arcimboldo used to create the effect of a beard? - Which colours have been most popularly used by Arcimboldo? - Are these dull or bright colours? Why do you think that this is? 	<p>Artist Giuseppe Arcimboldo Italy Prefer Painting Mixing colours Dull Bright</p>

TOPIC PLANNING: SUMMER TERM 2

IN THE PAST

	Explain that we are going to learn how to mix paints to paint Arcimboldo's 'The Greengrocer' painting.	
<p>WEEKS 7</p> <p>EAD: Creating with materials (CWM) and Being imaginative (BI)</p> <p>Explore, use and define a variety of artistic effects to express their ideas and feelings. (CWM – ELG)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (CWM – ELG)</p> <p>Share their creations, explaining the process they have used. (CWM – ELG)</p>	Use what we have learned about colour mixing to complete 'The Greengrocer' Arcimboldo painting template.	Artist Giuseppe Arcimboldo Italy Prefer Painting Mixing colours Dull Bright