

Prime Learning Challenge: Who was the Greatest Inventor?

Term: Spring 1

Product: Enterprise

Year: 1/2

Driver : History

Teacher: GEL/ NSW

Driver text: Wendel's Workshop

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly Challenge	What are the great inventions from the past?		Which inventors made great inventions?		How have inventions changed from the past to the present?	
Supporting Text	Wendel's Workshop		Rosie Revere, Engineer		The Most Magnificent Thing	
Maths Focus	Place Value	Addition and Subtraction	Measuring length and height	Multiplication	Money	Division
Maths Objectives	<p>YR 1 Can you count, read and write numbers to 100 in numbers?</p> <p>Can you say one more/one less any two digit number?</p> <p>YR 2 Can you count in tens from any number, forward and backward?</p> <p>Can you read and write numbers to at least 100 in numerals and in words?</p>	<p>YR 1 Can you read, write and interpret mathematical statements involving addition (+) and equals (=) signs within 15/ subtraction (-) and equals (=) signs within 15?</p> <p>Can you add/ subtract one-digit and then two-digit numbers to 15, including zero?</p> <p>Can you solve one-step problems that involve addition and subtraction using pictorial representations?</p> <p>YR 2</p> <p>Can you add and subtract 2 digit number and tens mentally?</p> <p>Can you add and subtract 2 digit number using concrete and pictorial objects and tens?</p>	<p>YR 1 Can you measure and begin to record length and height?</p> <p>YR 2 Can you choose and use appropriate standard units to estimate and measure length and height (m/cm)?</p> <p>Can you measure, order and compare height? (< > =)</p>	<p>YR 1 Can you solve one-step problems involving multiplication, by calculating the answer using pictorial representations (linked to counting in 2s and 10s)?</p> <p>YR 2 Can you calculate mathematical statements for multiplication and division within the 10 and 2 times tables and write them using the multiplication (×), and equals (=)?</p> <p>Can you solve problems involving multiplication, repeated addition and mental methods, including problems in contexts?</p>	<p>YR 1 Can you recognise and know the value of different denominations of coins and notes</p> <p>YR 2 Can you solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change?</p> <p>Can you recognise and use symbols for pounds (£) and pence (p)?</p> <p>Can you combine amounts to make a particular value?</p>	<p>YR 1 Can you solve one-step problems involving division by calculating the answer using pictorial representations (linked to counting in 2s and 10s)?</p> <p>YR 2 Can you calculate mathematical statements for multiplication and division within the 10 and 2 times tables and write them using the division (÷) and equals (=) signs?</p>

		Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. + and - formal written method			
Writing Objective	Narrative Year 1 Aa . I ? Say/Write/Check Year 2 Aa . ? ! , Subordinating conjunction	Poetry Year 1 Use an adjective Say/Write/Check Year 2 Exclamations	Year 1 Narrative Use an adjective Use and to join sentences Year 2 Non-chronological report (inventors) Apostrophes - omission and possession		
Reading Objective	Yr 1: Interpretation: Begin to draw inferences from the text and/or illustrations Yr 2: Organisation: Discuss the sequence of events in books and how they are related to each other. Y2 Embedded Interpretation: Make sensible predictions about what is likely to happen in the story and to different characters.	Yr 1: Context: Experience poems and rhymes. Talk about their responses in a group. Yr 2: Interpretation: Explain and discuss understanding of poems. Answer and ask appropriate questions. Y2 Embedded Choice: Explain why they like particular words or phrases.	Yr 1: Retrieval: Talk about events Yr 2: Interpretation: Draw simple inferences from the events and characters' actions and speech. Y2 Embedded Interpretation: Identify and comment on main characters in the story.		
Language Focus/ Being a Speaker	(Link to history) Questioning <i>can, were, did? Who, Where, Who, Why, What, Which, How,</i>	(Link to science) Comparing <i>The are the same/alike/different/similar Adjectives Connectives</i>	(Link to literacy) Reporting <i>Past tense. Time connectives - then, later, at the same time, finally,</i>		
PLT	Can I find something out on my own? (Inventors)	Can I be a good thinker? (Making own inventions)	Can I talk about my learning?		
Scripture Stories	The boy Jesus goes missing in the Temple Luke2:41-52 (CCCB P1577)		*Whole school Focus God leads the Israelites out of Egypt (Parting of the Red Sea) Exodus Full story 14:5-29 Synopsis 14:21-25 (CCCB 122) "Role of Water-Baptism, cleansing, healing." Creative: ART, DRAMA,		

<p>DRIVER Historical Knowledge</p> <p>Objects and their inventors - TV (John Baird) Phone (Bell)</p>	<p>Year 1 <u>Historical Enquiry</u> Can they ask and answer questions about old and new objects?</p> <p>Year 2 <u>Historical Enquiry - Ongoing for 4 weeks</u> Can they research the life of a famous Briton from the past using different resources to help them? Can they say at least two ways they can find out about the past, for example using books and the internet?</p>	<p>Year 1 <u>Chronological understanding</u> Do they know that some objects belonged to the past? Can they use the words before and after correctly? Can they put up to three objects in chronological order (recent history) Can they put up to five objects/events in chronological order?</p> <p>Year 2 <u>Historical Enquiry - Ongoing for 4 weeks</u> Can they research the life of a famous Briton from the past using different resources to help them? Can they say at least two ways they can find out about the past, for example using books and the internet?</p>	<p>Year 1 <u>Knowledge and Interpretation</u> Can they spot old and new things into a picture? Can they begin to identify the main differences between old and new objects?</p> <p>Year 2 <u>Knowledge and interpretation</u> Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p>
<p>Foundation Subject - Science</p> <p>ENHANCER 1</p>	<p>Year 1 Everyday materials Can they explain how solid shape can be changed by squashing, bending, twisting and stretching?</p> <p>Year 2 Changing Materials Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they explain how materials are changed by bending, twisting and stretching? Can they find out about people who developed useful new materials? (ONGOING - LINK TO HISTORICAL ENQUIRY)</p>	<p>Year 1 Can they describe things that are similar and different between materials?</p> <p>Year 2 Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? (Making their own inventions) Can they explain how things move on different surfaces? Can they find out about people who developed useful new materials? (ONGOING -LINK TO HISTORICAL ENQUIRY)</p>	<p>Year 1 Can they explain what happens to certain materials when they are heated? Can they explain what happens to certain materials when they are cooled?</p> <p>Year 2 Can they explain how materials are changed by heating and cooling? Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted? Can they find out about people who developed useful new materials? (ONGOING - LINK TO HISTORICAL ENQUIRY)</p>
<p>Working Scientifically</p>	<p>Year 1 Can they perform a simple test? Can they give a simple reason for their answers?</p> <p>Year 2 Can they carry out a simple fair test?</p>	<p>Year 1 Can they put simple information in to a table or chart? (link to what happens when materials are squashed, bent etc.)</p> <p>Year 2</p>	<p>Year 1 Can they talk about what they can hear, see, smell, touch?</p> <p>Year 2 Can they use see, touch, smell, hear or taste to help them answer questions?</p>

	Can they say whether things happened as they expected and if not why not?	Can they use (text, diagrams, pictures, charts, tables) to record their observations?	
Foundation Subject - Geography ENHANCER 2	<p>Year 1 <u>Geographical Knowledge</u> Can they point out where the equator, north pole, south pole, are on a globe or atlas?</p> <p>Year 2 <u>Human Geography</u> Can they describe some human features of their own locality, such as the jobs people do?</p>	<p>Year 1 <u>Physical Geography</u> Can they explain the main features of a hot and cold place?</p> <p>Year 2 <u>Human Geography</u> Can they explain how the jobs people do may be different in different parts of the world?</p>	<p>Year 1 <u>Human Geography</u> Can they tell something about people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot and cold places? Can they name different jobs that people living in their area might do?</p> <p>Year 2 <u>Physical Geography</u> Can they find the longest and shortest route using a map?</p>
Computing	<p>Year 1 <u>Communicating</u> Can they print out a page from the internet?</p> <p>Year 2 <u>Data Retrieving and Organising</u> Can they click links in a website? Can they print a web page to use as a resource? •</p>	<p>Year 1 <u>Communicating</u> Can they word process ideas using a keyboard?</p> <p>Year 2 <u>Data Retrieving and Organising</u> Can they find information on a website?</p>	<p>Year 1 <u>Communicating</u> Can they use the spacebar, back space, enter, shift and arrow keys?</p> <p>Year 2 <u>Data Retrieving and Organising</u> Can they experiment with text, pictures and animation to make a simple slide show? • Can they use the shape tools to draw?</p>
Being Creative/ Performing Arts	<p>DRAWING - INVENTOR'S SKETCHBOOKS</p> <p>Year 1 Can they draw using pencil and crayons?</p> <p>Year 2 Can they use a viewfinder to focus on a specific part of an artefact before drawing it?</p>	<p>Year 1 Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</p> <p>Year 2 Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they create different tones using light and dark? •</p>	<p>Year 1 Can they communicate something about themselves in their drawing?</p> <p>Year 2 Can they show patterns and texture in their drawings?</p>
Additional Experiences e.g. WOW UNICEFR&R, cooking, CST			Inventor's Fair (Enterprise product) - selling inventions/creations ?