## My Topic Learning Journey:  Living in the Past

| Step | Subject Area Focus | Learning Challenges (Subject Specific) | Post Assessment |
|---|---|---|---|
| 1 | Questioning and Curiosity | Can you show what you already know about living in the past? (Cover Page, Learning Journey, Pre Learning, Knowledge Organiser) | |
| 2 and 3 | History – My History, Toys and Holidays  Questioning and Curiosity  Critical Thinking and Open-Mindedness  English –  Non-Chronological Report  Independence  Communication | Can you write a report about yourself and your history? (Pre Learning) | |
| | | Can you use words and phrases like: old, new and a long time ago? (Chronological Understanding) | |
| | | Can you tell me about things that happened when you were little? (Chronological Understanding) I can remember and talk about significant events in my own experience. (UTW – Past and Present) | |
| | | Can you explain how you have changed since you were born? (Chronological Understanding) I can describe myself in positive terms and talk about my abilities. (PSED – Managing Self) I see myself as a valuable individual. (PSED – Managing Self) | |
| | | Can you put up to three objects in chronological order (recent history)? (Chronological Understanding) | |
| | | Who is the audience and purpose of the text? (Purpose – to inform. Audience – parents.) | |
| | | Can you read a non-chronological report and identify its features? (WAGOLL and success criteria) | |
| | | Can you generate good vocabulary to use in your non-chronological report? | |
| | | Can you write a title and headings for your non-chronological report? | |
| | | Can you slow write a section of a non-chronological report about my history? | |
| | | Can you write a section of your non-chronological report about your history? (using the success criteria) | |
| | | Can you identify objects from the past, such as vinyl record? (Knowledge and Interpretation) | |
| | | Can you ask and answer questions about old and new objects? (Historic Enquiry) | |
| | | Can you write a section of a non-chronological report about the history of toys together? (Paired writing) | |
| | | Can you write a section of your non-chronological report about the history of toys? (using the success criteria) | |
| | | Can you spot old and new things in a picture? (Historic Enquiry) I can comment on images of familiar situations in the past. (UTW – Past and Present) | |
| | | Can you answer questions using an artefact/photograph provided? (Historic Enquiry) | |
| | | Can you give a plausible explanation about what an object was used for in the past? (Historic Enquiry) | |
| | | Can you write a section of your non-chronological report about the history of holidays independently? (using the success criteria) | |
| | | Can you write a non-chronological report? (Post Learning) (three sections – my history, toys, holidays) Editing, improving and publishing for display. | |
| 4 | Design and Technology –  Construction Junk Modelling Toy Vehicles  Creativity | Can you evaluate existing products? (link to Henry Ford and Elon Musk) | |
| | | Can you create a success criteria for making a toy vehicle? | |
| | | Can you design and label a toy vehicle and write a list of items? | |
| | | Can you make a toy vehicle using junk modelling items? (skills – folding, cutting, joining) | |
| | | Can you evaluate your toy vehicle? | |
| | | Can you write a recount of how you made your toy vehicle? (Purpose – to inform. Audience – anyone interested in making their own toy vehicle.) | |
| 5 | Computing –  Beebots  Perseverance and Resilience Communication | LC: Can you create a Beebot world? | |
| | | LC: Can you explain the Beebot commands? | |
| | | LC: Can you program the Beebot to move from A to B? | |
| | | LC: Can you create a symbol algorithm for Beebot? | |
| | | LC: Can you explain what you have learnt about programming? (Purpose – to explain. Audience – class 2.) | |
| 6 | Questioning and Curiosity | Can you explain something that you have learnt in this topic? (Post Learning Task) | |