**The Great Fire of London**

**A Topic for year 1 and 2 with links to the QCA Unit: Sounds Interesting**

**Medium Term Plan**

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| **Week** | **Learning intentions**  Children learn… | **Activities** | **Learning Outcomes**  Children can… |
| **1** | Two new songs  About the pitches soh, mi and la  To copy and create sounds using their bodies and voices  About percussion instruments  About materials and timbre  To play with control | **Intro:** Hello children (GEGE)  Hickety Tickety Bumble Bee  Copy Me  **Main:** Sorting sounds into those that are made of wood, metal, or skin.  Choose an instrument you can play.  We can play some wooden sounds etc.  *How else can we sort the instruments?*  Sort by sound- tappers, shakers and scrapers  **Plenary:** Revise the two ways in which instruments were sorted today and introduce the first verse of ‘Five Currant Buns’ | Copy the pitches soh, mi and lah  Sort instruments by material or sound  Play in groups  Play with awareness of pulse |
| **2** | To copy the pitches soh, mi and lah  Copy and create loud and quiet sounds  Listen to and discuss words in a poem  Play instruments with awareness of dynamics  To follow hand signals | **Intro:** Hello Children/Hickety Tickety Bumble Bee  **Assess: Can sing soh, mi and lah**  **Main:** Make your sound as quiet/loud as mine  Explore loud/quiet body and vocal sounds  Discuss The Great Fire of London and read the poem with that title by Paul Perro.  Take lines from the poem and discuss which should be accompanied by loud/quiet sounds or sound that are in the middle.  Revise tappers, shakers and scrapers and give out to class three groups.  *Can they play them quietly/loudly/getting louder/getting quieter by following hand signals (hands apart/together)?*  **Plenary:** *How did we change the sounds today?*  Sing the first verse of ‘Five Currant Buns’ | Sing the pitches soh, mi and lah accurately  Make body/vocal sounds with awareness of dynamics  Play instruments with dynamic control  Follow non-verbal instructions |
| **3** | The second verse of a song  To copy and create q/l sounds  To examine the timbre of sounds  To play with control  To follow hand signals | **Intro:** Sing ‘Hello children’ and the first verse of ‘Five Currant Buns’. Introduce the second verse and add actions to both  Make your sound as quiet/loud as mine  **Assess: Can explore dynamics**  **Main:** Look at phrases from the GF of L poem and revise their dynamic level  Select sounds to illustrate each by exploring their ***timbre***  Play sounds for each phrase when indicated to do so  **Plenary:** Follow hand signals for loud/quiet/crescendo/decrescendo | Sing soh, mi and lah accurately  Explore dynamics through body, vocal and instrumental sounds  Follow non-verbal signals |
| **4** | A new verse of the song  About dynamics and duration  About graphic symbols  To perform their work within the context of a poem | **Intro:** Hello children/Revise first two verses of ‘Five Currant Buns’ and introduce the third verse  **Main:** Make your sound as loud/quiet/long/short as mine  Give out instruments to accompany poem and explore their duration.  Each child to say whether their instrument has a long or short sound  **Assess: Can explore duration**  Follow signals for loud/quiet/crescendo/decrescendo  Show symbols for each part of the poem and relate it to each sound  (group).  Notice large and small versions of each picture  **Assess: Can follow symbols**  **Plenary:** Perform the poem with the instrumental sounds  **Assess: Can perform sounds within the structure of a poem** | Sing tunefully and confidently  Copy and create loud/quiet sounds  Copy and create long/short sounds  Identify the duration of a sound  Follow visual signals and symbols  Perform sounds within the structure of a poem |
| **5** | About the pitch doh  A song in its entirety  About texture  To express their views  To play with a steady pulse  To play in groups | **Intro:** Hello children/ revise soh and mi and introduce doh (GEC/CEG)  Revise the first three verses of ‘Five Currant Buns’ and introduce the last two verses.  **Main:** Copy Me and then choose 5 sounds made by volunteers.  Divide the class into 5 groups and give each group a sound.  Groups to perform sounds   * Alone * Accumulatively * All together   *Which do the children like best and why?*  Choose 5 instrumental sounds and repeat activity with these  As each group to accompany each verse of ‘Five Currant Buns’ with a steady pulse  **Assess: Can play and sing with awareness of pulse**  Repeat with all accompanying verse 1, four groups accompanying verse 2 etc.  **Plenary:** *Which do the children like best and why?*  Today they have explored texture  **Assess: Can explore texture** | Sing soh, mi and doh  Sing five verses of a song  Perform in groups  Explore texture  Play with awareness of pulse  Talk about their likes and dislikes |
| **6** | To sing soh, mi and doh  About ascending and descending sounds  A new action game  About rhythm and pulse  To play with control  To play and sing | **Intro:** Sing, ‘Hello children’ (GECC/CEGG) and revise soh, mi and doh  Play the children the chime bars FAC’ and revise/learn the round, ‘London’s Burning’  **Main:** Play the game, ‘London Town’  London Town x 2 (ffFffF)  Build it up (FAC’-)  London Town (c’c’C’c’c’C’)  Burning down (C’AF-)  Use chime bars CFAC’ to accompany ‘London’s Burning’ with a steady pulse  Ask volunteers to play the rhythm of each line  *Which have the same/different rhythm?*  **Plenary:** Play the whole song, copying the rhythm of the words  **Assess: Can play rhythmic patterns** | Copy the pitches soh, mi and doh  Respond to the pitches soh, mi and doh ascending and descending  Play a steady pulse  Identify and play rhythmic phrases from a song |

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