**The Great Fire of London**

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

**Medium Term Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Learning intentions**Children learn… | **Activities** | **Learning Outcomes**Children can… |
| **1** | Two new songsAbout the pitches soh, mi and laTo copy and create sounds using their bodies and voicesAbout percussion instrumentsAbout materials and timbreTo play with control | **Intro:** Hello children (GEGE)Hickety Tickety Bumble BeeCopy 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 lahSort instruments by material or soundPlay in groupsPlay with awareness of pulse |
| **2** | To copy the pitches soh, mi and lahCopy and create loud and quiet soundsListen to and discuss words in a poemPlay instruments with awareness of dynamicsTo 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 mineExplore loud/quiet body and vocal soundsDiscuss 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 accuratelyMake body/vocal sounds with awareness of dynamicsPlay instruments with dynamic controlFollow non-verbal instructions |
| **3** | The second verse of a songTo copy and create q/l soundsTo examine the timbre of soundsTo play with controlTo follow hand signals | **Intro:** Sing ‘Hello children’ and the first verse of ‘Five Currant Buns’. Introduce the second verse and add actions to bothMake 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 levelSelect 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 accuratelyExplore dynamics through body, vocal and instrumental soundsFollow non-verbal signals |
| **4** | A new verse of the songAbout dynamics and durationAbout graphic symbolsTo 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 mineGive 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/decrescendoShow 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 confidentlyCopy and create loud/quiet soundsCopy and create long/short soundsIdentify the duration of a soundFollow visual signals and symbolsPerform sounds within the structure of a poem |
| **5** | About the pitch dohA song in its entiretyAbout textureTo express their viewsTo play with a steady pulseTo 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 theseAs 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 dohSing five verses of a songPerform in groupsExplore texturePlay with awareness of pulseTalk about their likes and dislikes |
| **6** | To sing soh, mi and dohAbout ascending and descending soundsA new action gameAbout rhythm and pulseTo play with controlTo play and sing | **Intro:** Sing, ‘Hello children’ (GECC/CEGG) and revise soh, mi and dohPlay 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 pulseAsk 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 dohRespond to the pitches soh, mi and doh ascending and descendingPlay a steady pulseIdentify and play rhythmic phrases from a song |





















  

 



 





 



 





 



 





 

