

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: L Messenger / S Vince **TA:** Debbie **CLASS:** N **TOPIC:** Journeys **TERM:** Spring Term **Expected length of topic:** 6 weeks

Core value: Empathy

Book:

KEY/FERTILE QUESTIONS FROM CURRICULUM OVERVIEW

'I want to know about cars' – River
 'What does the writing say on that (*a train departure board*)'- Ameliah
 'Where do trains go?' -
FOCUS BOOKS – *Journey Home from Grandpa's, The Train Ride, Lanterns and Firecrackers: A Chinese New Year Story.*

RESOURCES

Cardboard boxes
 Transport vehicles / toys.

USEFUL WEBSITES

<https://www.topmarks.co.uk/chinesenewyear/chinesenewyear.aspx>

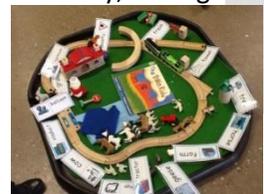
Inputs – engaging and exciting the children

How could you use P4C in this topic? What other speaking & listening opportunities are there?

How will you address the core value that you have identified? Empathy & Respect – talking about how we feel, and the ways we show how we feel. Activities for Teaching Empathy

What opportunities are there for active learning? (e.g. which of the 25 ways of teaching without Talking will you use?)

- * "Active learning" means students engage with the material, participate in the class
- * Tuff spot tray to encourage talking of the story, recalling events from the story, talking about train rides



*Chinese stick puppets and river scene



What will you do on your immersion days/theme weeks?

- * look at a real car.
- *take a trip on a train and bus.
- * make Chinese food and perform a Chinese dragon dance.

What will your role play area look like?

* A train station where we can talk about train times, the cost of train tickets, and write our own train tickets and timetables.

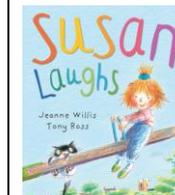


* perform a setting up pretend aeroplane/ boats

- * Children will engage in real experiences that seek to inspire them to talk and to develop their vocabulary. These include looking at a real car, watching a real Chinese dragon dance, going on trips on a train, to an Asian supermarket and to Chinatown, and cooking food.

- Activity 1:** Labelling Feelings.
- Activity 2:** Different and Similar. Some children are big, and others are small. Some children run fast, and others run slowly. Some children like to play with blocks, and others like to draw pictures.
- Activity 3:** Helping Others Feel Better.
- Activity 4:** Acts of Kindness.

Stories about empathy -



This is a story of a little girl in a wheelchair called Susan who laughs, sings, flies and swings –



*Boats in blue jelly



*Diggers and trucks in cereal



**Where will you go?
(trips/visits/visitors)**

- * Trip on a train to Blackfriars, returning by bus.
- * Visits to Chinatown on Chinese New Year.
- * Visit to local Chinese/Asian supermarket

What lessons will you teach outside?

- *Role playing going on a train ride.



- *Setting up pretend aeroplane/boats using chairs and cardboard boxes.

using chairs and cardboard boxes outside.

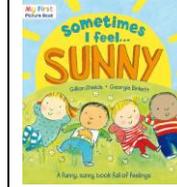
**What writing opportunities are there?
Narrative (real and fictional)**

- *Story Sequencing – The journey home from grandpas.
- *Writing transport labels for the toys on a pre-drawn road.
- Drawing roads and train tracks and the vehicles

**Outcomes – making the work meaningful and purposeful
What are the display /project/home learning opportunities?**

- *Making class books detailing our trips on the train and to Chinatown.
- *Children’s models and transport pictures will be displayed around the classroom.
- *The Chinese lanterns and fans made by children will be

just like every other little girl.



Sometimes I Feel Sunny follows four friends as they experience a range of emotions, and is perfect for helping children explore all of their different feelings - and to better understand the way others feel, too.

Outcomes – For whom will you perform? What other celebration will you have? Parent engagement? (link to theme week)

- *Parents and carers are invited to a special Chinese New Year crafts Stay and Play session on Tuesday 12th February. During this session, the children can show parents and carers the Chinese dragon dance they learnt.
- *Parents and carers will be



*Making a pretend car wash with cars / bikes



travelling on them.



*Car mark making -



*Writing about where you would go on a train journey .



*Creating own Chinese writing



displayed in the classroom.

encouraged to look at the class books made by the children during our usual Stay and Play sessions.

T



*Writing Chinese cards



What will you make?
*Transport constructed from cardboard and junk.



*A papier mache Chinese dragon head.



What opportunities are there for using technology in your teaching?

- *Using Beebots to plan routes along pre-set roads.
- *Learning how to operate the windscreen wipers, lights and so on in a real car.
- *Pressing the buttons to operate train and bus doors and crossings on trips. Learning how to use an Oyster card and using that in role play.
- *Playing games on the whiteboard such as this one <https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering> to order numbers.
- *Watching videos of a Chinese dragon dance and different types of transport.

What legacy will this learning leave?

- *Children will have an understanding of different types of transport, and why we use transport.
- *Children will have an understanding of a different culture and how the Chinese celebrate Chinese New Year.

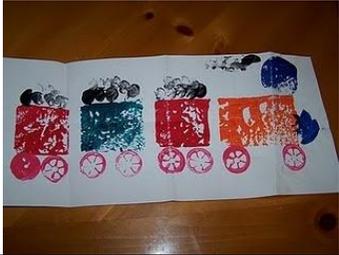
*Chinese lanterns.



*Chinese fans.



*Transport printing.



TOPIC