

SCHEDULE OF WORK
KS1 The Great Fire of London

Session	Planned Learning Outcomes	Teacher and learner activities	Resources	Assessment/ Differentiation/Equality Diversity and Inclusion
<p>Session 1 (Art/ICT)</p>	<p>To be able to understand and describe what animation is</p> <p>To create a flip –book animation</p>	<p>Teachers: Discuss animated films, Ask the children how they think it is done?</p> <p>Talk about still images and how animation is a series of these one after the other. What other things do they think can be animated?</p> <p>Using passport photo size paper (sticky note pads) students draw a stick figure on the bottom 3rd of the first piece of paper. On the 2nd page draw the same figure again but in a slightly different position. Continue to do this until you have a series of different images. Flick through the pages with your thumb and watch the stick figure move.</p>	<p>Pens Post its or Passport sizes paper</p>	<p>To join in discussion with teacher or another learner</p> <p>To draw a stick figure in different positions</p> <p>To use fine motor skills to flick between pages</p>

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<p>Session 3 Art</p>	<p>To explore different mediums of abstract art and techniques for making art about Fire</p>	<p>Teacher; Choose 3 settings for your story. (Beginning, Middle and End) Learners will create three Learners can research artists who have created abstract art about fire and have a go at creating their own backgrounds or artworks as backgrounds using different painting/printing techniques.</p> <p>https://www.tate.org.uk/art/artworks/turner-the-burning-of-the-houses-of-parliament-d36235</p> <p>https://osnatfineart.com/painting/9709-a-moment</p> <p>Draw/paint backgrounds of each of the settings discussed, using any medium you like. Pens, Pencils, Paint, potato printing etc. The background shouldn't have characters or furniture in them. They should just be the walls of buildings, or a London skyline, river Thames.</p>	<p>https://www.museumoflondonprints.com/image.php?id=64964&idx=12&formsearch=true</p> <p>A2 papers Chosen art materials paint, ink, charcoal, pens etc.</p>	<p>Learners to use fine motor skills to create backgrounds for scenes</p> <p>Learners use language or words to describe images</p> <p>Learners explore a different or new technique e.g printing.</p>
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<p>Session 4 History / English</p>	<p>To recall information about key settings, people and events in The Great Fire of London</p> <p>To develop and describe a narrative around one of the characters in the story</p>	<p>Teacher questions; When does the Story take place? Where in London? Who are the main characters? What would they have been doing?</p> <p>Teacher questions; (peer to peer discussions)</p> <p>Where did they live? Where did they work What did they have in the house? Did they live with other family/friends Where were they when the fire started? How did they escape? What did they take with them? Where did they go? Did they help on their way?</p>	<p>Whiteboard</p> <p>Writing books Note down key points for characters journey</p>	<p>Teaching assistants to ask learners 1-1 What they can remember about The Great Fire of London?</p> <p>To recall information from previous session</p> <p>For Learners to share knowledge with TA or other learner verbally</p>

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	<p>To Draw and Annotate a storyboard of 3 scenes in preparation for Animation session</p>	<p>Create a storyboard based around 3 scenes and annotate what is happening in each picture</p>	<p>Storyboard templates</p>	<p>To describe to TA what happens in each scene or to draw it – support from TA to fill out template if needed</p>
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<p>Session 5 Art</p>	<p>To make plasticine characters that can be used in animation</p> <p>To learn what a Tudor house looked like</p> <p>To make a 3d model of a Tudor house</p> <p>To make other props – e.g. boats, horse and cart</p>	<p>Make simple characters out of modeling clay. http://groundswellarts.com/wordpress/wp-content/uploads/2019/09/Simple-Plasticine-People.pdf Make costumes and props for the different characters (Hats, aprons, chimney broom, fire buckets, bags, fire hooks, pets, horses)</p> <p>Show images of Tudor houses – discuss the recognisable features of Tudor buildings.</p> <p>Make larger scenery pieces out of scrap (Card, paper, pipe cleaners.) Make the character house, place of work. Carts (for the horses), Boats, tables chairs</p> <p>Folded Origami Boats https://www.youtube.com/watch?v=BM6GQLxkCE</p>	<p>Plasticine (different colours) Wire Scissors for wire cutting (teacher) Whiteboard</p> <p>Recycled materials from scrap-store, card, cut out boats, scissors, pipe cleaners, paint etc.</p>	<p>Use fine motor skills to manipulate plasticine</p> <p>To make at least 1 character Learners Describe what they can see in images to the TA</p> <p>Use fine motor skills to create props and scenery</p> <p>To make boat using own materials</p>
<p>Session 6</p>	<p>To learn to use a stop motion</p>	<p>Introduce Ipads and animation app</p>	<p>Ipads</p>	

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<p>Literacy and ICT and History</p>	<p>animation programme with the Ipads</p> <p>To listen and to a follow instructions</p> <p>To take turns with peers and to be able to move objects carefully and slowly</p> <p>To animate three scenes from storyboards</p>	<p>http://groundswellarts.com/wordpress/wp-content/uploads/2019/09/Stop-Motion-Animation-Training.pdf</p> <p>Recap on week 1 - animation is a series of still images)</p> <p>Open, Explain and demonstrate the app (preferably plugged into the white board for ease)</p> <p>Take a picture of a model (Lego figure/small world play) move it and take another. Take 15-20 pictures to demonstrate.</p> <p>Teacher /pupil discussion</p> <p>Talk about the 3 scenes from the first week.</p> <p>What do the characters do in each? Scene?</p> <ul style="list-style-type: none"> • At home? • What woke you up? Heard bells / Screaming/ Smell burning? • Rush out the door/ Load furniture on to cart/climb over rooves • Help people / throw water on fire / pulled down houses? • Escaped on a boat/out through the gates and to field. <p>What characters / props / Scenery do you need?</p>	<p>Cardboard boxes</p> <p>Ipad clamps</p> <p>Create a work station using ½ cardboard box</p> <p>Choose the scene you want to start with and clip it on to the back of the box</p> <p>Place the ipad on a stand facing the box and open app.</p> <p>Scenery, props, backdrops. Cellophane or tissue paper (red, yellow, orange)</p>	<p>To take turns with TA or another learner</p> <p>To use fine motor skills to make slow movements with objects or to take the photographs while TA or other learner moves objects</p> <p>To recall or retell aspects of their scenes or</p>
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	<p>To explore ways of making effects with different materials e.g. making the fire</p>	<p>Set up the characters /props/scenery in their opening places Use the ipads to capture images of each movement. Remember to keep movements small and slow. Use cellophane (red/orange/yellow) to create a fire effect, adding a bit at a time. NB: Models can also be finished during animating</p> <p>Record sound effects to go with the crackling fire</p> <p>Sing and record London's burning use this for a Title or credit sequence</p> <p>For extra development sing in a round.</p>	<p>Paper to crunch or crackle, shakers, vocal sounds</p>	<p>something about a character within the historical narrative</p> <p>To set up own props and scene</p> <p>To add paper or cellophane to make fire</p> <p>To make imaginative suggestions</p>
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<p>Session 7 Music</p>	<p>To use voice, body percussion and instruments to create sound effects for the fire</p> <p>To learn about the traditional rhyme London's burning and sing together in unison</p> <p>To sing in parts</p>	<p>Introduce the Green Screen App http://groundswellarts.com/wordpress/wp-content/uploads/2019/09/Green-Screen-Training.pdf</p> <p>Teacher Questions – discussion What is Green screen? How does it work? What colours disappear?</p>		<p>Learners join in through vocalising or using an instrument</p> <p>Participating with the group</p> <p>Joining in with the song or singing the song independently</p>
<p>Session 8 ICT</p>	<p>To introduce the concept of Green Screen and have children understand what it is and what it does</p>	<p>Show an example using the green screen App (preferably plugged into the white board for ease)</p> <p>Import the animations and have the children stand in front of a green screen with their animations behind them.</p> <p>Let them try holding A4 green paper in front themselves and watch bits of their bodies disappear.</p> <p>Ask the children what they think the characters would be saying in each scene.</p> <p>Help!, Get some water!, My house is on fire! London's burning, Fire , Head for the Thames !</p> <p>Draw speech bubbles on paper and have children cut them out. Write in some of the sayings.</p>	<p>Green Screen Cloth or Bright green in a power point slide on the interactive white-board</p>	<p>Learner Participates with group</p> <p>Answering a question or making a comment to TA</p>

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<p>Session 9 Literacy</p>	<p>To create and write speech bubbles of things the characters would have said during the fire</p> <p>To write clear sentences and use exclamation marks and quotation marks</p>	<p>Place the bubbles on a green background and using the Ipad take a photo of them. Import these into the green screen app and place them above the animations as they 'Speak'</p> <p>What is editing?</p> <ul style="list-style-type: none"> • Talk about how we are going to put the animation and green screen together. 	<p>Paper and pens and scissors</p>	<p>Drawing or creating speech or thought bubbles</p> <p>Cutting / using scissors</p> <p>Attempting or writing a word or letter</p> <p>Telling TA what character has said</p>
<p>Session 10 ICT</p>	<p>To introduce class to basic concepts of editing</p>	<p>Come up with a series of questions based on what people did during the fire. In groups sitting in front of the class ask each child a question and have them answer it.</p> <p>Look back at the characters created by the children, ask questions around the scenarios they might be in.</p> <ul style="list-style-type: none"> • How did you find out about the fire? • What did you do first? • Did you help? • How did you help? • How did you escape? 	<p>Green screen Ipads Costumes (consider what children can</p>	<p>Any talking or acting on camera</p> <p>Any dressing up</p>

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<p>Session 11 ICT</p>	<p>To understand about the concept of editing</p> <p>To learn how to integrate the animations with the green screen programme</p>			
<p>Session 12 PSHE</p>	<p>To share the film with friends and family</p>		<p>Paper pens Popcorn Projector and speakers</p>	<p>Makes the poster Shows interest in watching film or sharing film with other learners or family</p>

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