

The Titanic Cut and Stick Sequencing

April 10th 1912 12:00am

April 10th 1912 12:45am

April 10th 1912 1:00am

The Titanic Cut and Stick Sequencing

1908 - 1909

April 10th - 10th 1912

April 10th 1912 11:50pm

April 10th 1912

April 10th 1912 11:40pm

April 10th 1912 11:30pm



History



The Titanic Cut and Stick Sequencing

10



8:00am

The Corporation saves only 100 people. It makes its way to New York.



10:00am

Distress rockets are fired. The first lightest is lowered. It is only half full.



12:00am

Women and children enter the lifeboats first. The Corporation ship.

Source: The Titanic

The Titanic Cut and Stick Sequencing

10



10:00am

The captain calls for help over the radio.



11:00am

An iceberg is spotted. The ship tries to steer around it. The ship is hit.



11:00am

Water starts to fill the ship.



April 10th 1912

Passengers board the ship. It sets sail at midnight.



April 10th - 10th 1912

The ship sets towards New York.



1908 - 1909

White Star Line begins on the Titanic.

ink saving Eco

Literacy Sequencing Activities Ks1

**Adam Bushnell, Angela Gill, David
Waugh, Rob Smith**



Literacy Sequencing Activities Ks1:

Teaching Literacy Effectively in the Primary School Richard Fox, Jane Medwell, Louise Poulson, David Wray, 2003-09-02 This book discusses the implications arising from the authors research into what constitutes an effective teacher of literacy They have been able to identify what effective teachers know understand and do which enable them to put effective teaching of literacy into practice in the primary phase By identifying the strategies used by these teachers the authors show how these can be applied by other primary teachers to improve their teaching of literacy *Writing Skills Ks1*. Irene Mersh, 2001 This volume comprises a set of teacher s notes and photocopiable student activities to help Key Stage 1 pupils improve their writing skills **Creative Curriculum KS1** Lois Johnson, 2012-08-10 Creative Curriculum teaching across the curriculum using a story is a flexible series of resources aimed at encouraging a more creative and cross curricular approach to teaching By putting a story at the centre of learning a stimulus is provided to a range of learning opportunities thus increasing children s understanding and adding fun and enjoyment to the lesson Teachers are provided with practical ways to incorporate the story in a range of cross curricular activities How High is the Sky in the Creative Curriculum series is aimed at KS1 children and contains a rhyming story about a caterpillar s quest to find an answer to his question It is a story about self confidence change growth and achievement The book contains Fully illustrated story Units covering Literacy Numeracy Science PSHE Art and Design and Music Dance and Drama Worksheets Planning Sheets A set of illustrations without text for the children to tell the story in their own words Practical Ideas, Games and Activities for the Primary Classroom Paul Barron, 2013-12-18 A collection of 150 unique games and activities to help support teaching of maths in the primary classroom Designed with busy teachers in mind the Classroom Gems series draws together an extensive selection of practical tried and tested off the shelf ideas games and activities guaranteed to transform any lesson or classroom in an instant Easily navigable allowing you to choose the right activity quickly and easily these invaluable resources are guaranteed to save you time and are a must have tool to plan prepare and deliver first rate lessons **Adventure Stories for Reading, Learning and Literacy** Mal Leicester, Roger Twelvetrees, 2010-07-09 Adventure Stories for Reading Learning and Literacy takes a unique approach to cross curricular teaching in the primary classroom Providing eight original adventure stories the authors build up a suite of resources and activities for teachers to use in the classroom providing cross curricular links in line with the PNS framework to literacy science PE design and technology numeracy geography and history Though the stories will interest both girls and boys they take special care to appeal to boys who are known to achieve less highly than girls in reading and writing and include themes such as cars football ghosts and ghouls heroic deeds space and aliens Each story is linked explicitly to moral and social values and can be used to reinforce citizenship PHSE and SEAL initiatives in primary schools With photocopiable resources for each story this book offers instant ideas which can be implemented easily in teacher s plans and in the classroom and assembly and will appeal to all busy teachers NQTs and teachers in training

Creative Curriculum KS2 Lois Johnson,2012-09-12 Creative Curriculum teaching across the curriculum using a story is a flexible series of resources aimed at encouraging a more creative and cross curricular approach to teaching By putting a story at the centre of learning a stimulus is provided to a range of learning opportunities thus increasing children s understanding and adding fun and enjoyment to the lesson Teachers are provided with practical ways to incorporate the story in a range of cross curricular activities Lights in the Night in the Creative Curriculum series is aimed at KS2 children and contains an adventure story about friendship and perseverance The book contains Fully illustrated story Units covering Literacy Numeracy Science PSHE Art and Design and Music Dance and Drama Worksheets Planning Sheets A set of illustrations without text for the children to tell the story in their own words *Sequencing the Primary Curriculum* Seamus Gibbons,Emma Lennard,2023-09-02 This book is an introduction to the primary curriculum for all trainee and early career teachers It shows how to sequence and plan your teaching in every curriculum subject to ensure you are offering balanced and cohesive learning opportunities that align with the National Curriculum in England Build your subject knowledge in line with the National Curriculum Sequence your teaching so that key curriculum content is threaded through all your lesson plans Explore the basics of curriculum design to support your professional development and help children to learn and remember more over time This is essential reading for trainee teachers on primary initial teacher education courses including university based PGCE BEd BA with QTS school based School Direct SCITT Teaching Apprenticeships routes into teaching and early career and experienced teachers wishing to enhance their practice Teaching Languages in the Primary School Philip Hood,Kristina Tobutt,2015-01-19 Languages are now a more important part of primary education than ever before and all successful primary teachers need to understand the principles that support good language teaching and learning This second edition provides a coherent overview of teaching and learning languages combining practical strategies for use in the classroom with engaging coverage of how to teach informed by academic research and theory Key features of this new edition Fully updated coverage of policy and curriculum developments including the 2014 National Curriculum and the Teachers Standards A new chapter on curriculum planning and assessment for KS2 Expanded coverage of the transition from primary to secondary school and the implications for teaching More examples of creative teaching and learning throughout This is essential reading for all students studying primary languages on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT and also NQTs *Modern Languages in the Primary School* Philip Hood,Kristina Tobutt,2009-05-18 How can foreign language learning be developed in primary schools In what ways can it be integrated into the primary classroom Modern Languages in the Primary School tackles these questions challenging current perceptions of primary modern languages arguing that modern languages should be fully integrated into the primary curriculum and looking at ways in which this can be achieved The authors examine ways in which language learning can be made a rich experience for all They offer ideas on how to start language programmes in schools or

enhance those already in place The book Features a 3 stage practical approach to teaching languages with different age groups in primary schools Develops a coherent view of language learning and teaching Refers to the KS2 Framework elements of oracy literacy intercultural understanding knowledge about language and language learning strategies Contains a chapter which offers a theoretical introduction to content and language integrated learning CLIL Refers to the QTS Standards and offers a short guide to internet based and multimedia resources This book is for Primary ITE students and experienced teachers who are taking on the Modern Language coordinator role or teaching modern languages in primary schools for the first time Philip Hood is Course Director of the National SCITT Primary PGCE and Lecturer in Modern Languages Education at the University of Nottingham Kristina Tobutt is a Primary teacher and Associate Consultant for Nottinghamshire LA

Handbook of Research on Tools for Teaching Computational Thinking in P-12 Education Kalogiannakis, Michail, Papadakis, Stamatios, 2020-06-26 While the growth of computational thinking has brought new awareness to the importance of computing education it has also created new challenges Many educational initiatives focus solely on the programming aspects such as variables loops conditionals parallelism operators and data handling divorcing computing from real world contexts and applications This decontextualization threatens to make learners believe that they do not need to learn computing as they cannot envision a future in which they will need to use it just as many see math and physics education as unnecessary The Handbook of Research on Tools for Teaching Computational Thinking in P 12 Education is a cutting edge research publication that examines the implementation of computational thinking into school curriculum in order to develop creative problem solving skills and to build a computational identity which will allow for future STEM growth Moreover the book advocates for a new approach to computing education that argues that while learning about computing young people should also have opportunities to create with computing which will have a direct impact on their lives and their communities Featuring a wide range of topics such as assessment digital teaching and educational robotics this book is ideal for academicians instructional designers teachers education professionals administrators researchers and students

Teaching Foreign Languages in the Primary School Sally Maynard, 2012-05-16 Teaching Foreign Languages in the Primary School is for every teacher whether generalist or specialist trainee or experienced wanting to confidently introduce foreign language teaching into their classroom Based on the author s extensive experience of teaching across Key Stages 1 2 this book provides practical strategies that can be easily implemented in your setting Offering comprehensive guidance on the pedagogy that underpins language teaching it covers everything you ll need to teach foreign languages effectively Planning teaching and assessment Pedagogical approaches Integrating primary languages across the curriculum Where to find and how to use good resources Using TAs effectively to support language learning Inclusive practice Using ICT in language teaching How to promote children s intercultural understanding Illustrated with useful lesson ideas and a range of examples from the classroom Teaching Foreign Languages in the Primary School is an

indispensable source of support for all student and practising primary school teachers Teaching Systematic Synthetic Phonics in Primary Schools Wendy Jolliffe, David Waugh, Angela Carss, 2012-05-18 The government prioritizes systematic synthetic phonics as a key strategy in the teaching of reading and this text supports trainee teachers working towards primary QTS in how to use phonics effectively The text begins by examining the central role of phonics in the teaching of reading drawing on recent research and initiatives It goes on to cover the essential knowledge trainees need to acquire themselves for the teaching of phonics to children Accessible and relevant the text uses case studies and useful research to support trainees in becoming competent and confident in the teaching of phonics Supplement this text with the companion audit and test book Teaching Systematic Synthetic Phonics Audit and Test About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links **Primary Languages in Practice: a Guide to Teaching and Learning** Jane Jones, Angela McLachlan, 2009-10-16 The book addresses an impressive range of relevant issues regarding what effective practice involves and how it can be fostered The authors wisely position their discussion of these issues in the context of overall school improvement efforts the changes that are occurring in the primary curriculum and overall national policies not least the Every Child Matters agenda Professor Mel Ainscow University of Manchester UK An excellent introduction that is comprehensive clear and very readable It successfully combines theory and practice interweaving helpful examples with thoughtful discussion of key issues It should be very valuable to both beginning and more experienced primary language practitioners Dr Gee Macrory Institute of Education Manchester Metropolitan University UK This timely practical guide will equip you with the knowledge understanding and skills you need to be an effective primary languages practitioner Ideal for those responsible for implementing the National Languages Strategy's recommendation that each KS2 pupil is taught a language by 2010 the authors offer advice for putting in to practice the statutory requirements and effecting curriculum reform Both new and experienced teachers will benefit from the coverage of professional learning and reflective practice in school based and international contexts Written in a friendly style the authors offer guidance on embedding languages across the curriculum planning teaching and assessment Theory is related directly to classroom practice using a whole range of features including Sample lesson plans and observation reports Questions for reflection and practical activities Teachers talking snap shots of effective school practice Pupils perspectives and sample pupil work This book is essential reading for trainee teachers on specialist primary languages training programmes as well as general primary PGCE programmes It also provides valuable insights for primary teachers trainers LA Advisors and Headteachers

The Really Practical Guide to Primary English Diana Bentley, 1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to

understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields Mastering Writing at Greater Depth Adam Bushnell,Angela Gill,David Waugh,Rob Smith,2020-02-29 How do teachers identify the potential for greater depth writing and encourage children to meet their full potential This book was created by people who are not only passionate about primary education but who are also leading experts in their own particular areas They have made use of their wide experience to offer practical guidance on greater depth writing while underpinning this with theoretical understanding We hope that reading this book helps you to reflect on what greater depth writing looks like and how you can encourage children to write at greater depth You will find many suggestions for teaching lessons that encourage children to write at greater depth underpinned by theory *Using Drama to Support Literacy* John Goodwin,2006-04-18 This book will be a welcome practical addition to the repertoires of teachers of children aged 7 11 who are looking for inspiration and relevance in their teaching of writing skills Speaking English For the drama novice this is the book to buy It reveals drama s power maps the route to success and empowers the reader to follow Literacy Time All activities are inspiring and imaginative and the written activities that follow them are varied and interesting this book will prove useful especially in the upper primary and middle school English Drama Media Using ideas and activities already tried and tested in the classroom this book shows practitioners how imaginative drama lessons and activities can be used to help encourage and improve children s writing speaking and listening skills Perfect for the person who might not be used to leading drama based activities this book takes a step by step approach that will help even the most daunted teacher tackle drama with confidence Also included are ideas for suitable writing and drama activities advice on lesson planning list of useful resources examples of children s work and teachers comments Class teachers teaching assistants literacy consultants and drama and English co ordinators looking for practical fun drama activities to support literacy will find all the help they need in this book **Primary English Curriculum Guide** Christine Moorcroft,Ray Barker,2013-11-26 First Published in 2001 The purpose of this curriculum guide is to help student teachers and newly qualified teachers to make a start on learning how to become competent teachers of English Despite the emphasis given in training courses to the teaching of English newly qualified teachers often feel underprepared for it and frequently mention their concerns about this These concerns can be partly explained by a general lack of confidence in this key area and partly by widespread media and political criticism of the teaching of literacy It is also because it is often difficult for a student to make the connection between observation of key teaching strategies and his or her own personal practice *Disciplinary literacy in primary schools: Reading, writing and speaking across the curriculum* Shareen Wilkinson,2025-08-22 Drawing on the research evidence Disciplinary Literacy in Primary Schools offers both theoretical and practical examples of how teachers can support primary pupils in reading writing and speaking across the subject disciplines Shareen Wilkinson draws on twenty years experience in primary education to outline the ways in which disciplinary literacy can help pupils to read

write and speak like scientists geographers and historians while exploring other areas across the curriculum This is an essential professional development resource for all Trust leads senior leaders local authority advisers teachers curriculum leads and subject leads who are passionate about having exemplary practice *Map Skills* Pam Robson,1998 Developing a Love of Reading and Books Angela Gill,Megan Stephenson,David Waugh,2021-02-10 nursing children read for pleasure and develop a life long love of reading is a priority for all primary school teachers The National Curriculum focuses heavily on promoting reading for pleasure and engaging pupils using a range of diverse and inclusive texts and materials This text supports trainee teachers working towards primary QTS and Early Career Teachers to understand the importance of supporting children to become readers enjoy reading for pleasure and develop higher level reading skills It includes guidance case studies and theoretical perspectives to show trainee teachers how they can develop children s reading

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