



# INVADERS



This topic is designed to take the children through the early history of Britain, from the Stone Age, through the Iron Age and to the Celts in this first block of work. This chronologically builds a narrative of the country through the ages and allows children to see early how early British people lived. They will also see how early inventions and discoveries helped shape how people lived. They will also learn about the art that came from the later periods. The children will use stories about the period as a stimulus for Narrative story writing and poetry.

A study of Stone Age to Iron Age Britain and the Celts

## SUBJECT AREAS

### SCIENCE

- To ask relevant questions
- To set up simple practical enquiries, comparative and fair tests
- To use the language of independent and control variables.
- To select information to support ideas
- To identify and classify objects
- To make accurate measurements using standard units, using a range of equipment, for example thermometers
- To use systematic/careful observations
- To use simple classification keys
- To link two variables to events
- To gather, record, classify and present data in a variety of ways to help in answering the question
- To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- To represent accurate measurements using time graphs
- Create labelled diagrams and drawings and physical models
- To identify differences, similarities or changes related to simple scientific ideas and processes
- To explain an observation or an event in scientific terms
- To use different information sources to find information about habitats
- To recognise that living things can be grouped in a variety of ways
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- To construct and interpret a variety of food chains, identifying producers, consumers and predators

### HISTORY

- Begin to build up a clear narrative of what main events happened in Britain/Local area/the world during different centuries
- To describe events and periods using the words: BC, BCE and decade and century
- To sequence events, artefacts and historical figures on a timeline with dates
- To look at two versions of the same past event and identify differences and explain reasons for this
- To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ
- To begin to make connections and contrasts between different time periods studied and talk about trends over time
- To use more than one source of evidence for historical enquiry
- To use my research skills in finding out facts about the time period studied
- Through research, to compare and contrast different forms of evidence
- To answer and sometimes devise questions about the past (finding information)
- To suggest why certain events happened as they did in history and why certain people acted as they did in history
- To understand the everyday lives of people in time periods studied and contrast them with lives today
- Explain how events from the past have helped shape our lives today
- To describe changes that have happened and give reasons for those changes
- To use and understand historical vocabulary to communicate information, such as ruled, invasion, conquer and kingdoms
- To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts, diaries and posters
- To start to present ideas based on their own research about a period studied

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>COMPUTING</b></p> <ul style="list-style-type: none"> <li>• Designing and creating a multimedia page for a given purpose</li> <li>• Use Google online software for documents, presentations, forms and spreadsheets</li> <li>• Work collaboratively with others</li> <li>• To create hyperlinks within a document</li> <li>• Learning to log in and out of an email account</li> <li>• Writing an email including a subject, 'to' and 'from'</li> <li>• Sending an email with an attachment</li> <li>• Understanding that information on the internet is not all accurate</li> <li>• Understanding that software can be used collaboratively online to work as a team</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Sing with sense of awareness of pulse and control rhythm</li> <li>• Understand how mouth shapes can affect voice sounds</li> <li>• Follow pitch movement with their hands and use high low and middle voices</li> <li>• Explore and perform different of accompaniment</li> <li>• Create sequence of movements in response to sound</li> <li>• Identify different sound sources</li> <li>• Create and choose sounds in response to given stimulus</li> <li>• Accompanying song by clapping the pulse</li> <li>• Create sound effects</li> <li>• Play instruments in different ways</li> <li>• Perform together and follow instructions that combine the musical element</li> <li>• Identify how different sounds can give message</li> <li>• Sing expressively with awareness and control of the musical elements</li> <li>• Recognise how music can create different intensions</li> <li>• Play accompaniment with control and accuracy</li> <li>• Perform with an awareness of different parts</li> <li>• Select appropriate instruments for a purpose</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>ART &amp; DESIGN</b></p> <ul style="list-style-type: none"> <li>• To use initial sketches as a preparation for painting</li> <li>• To use colour to reflect mood</li> <li>• To use clay and other mouldable materials</li> <li>• To plan and develop ideas in stages</li> <li>• Analyse and interpret natural and manmade forms of construction</li> <li>• To create relief and impressed printing</li> <li>• Modify, adapt and improve a print</li> <li>• Explore environmental and manmade patterns</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>DESIGN TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>• To follow a given design criteria</li> <li>• To refer to design criteria while designing and making</li> <li>• To select appropriate tools / techniques</li> <li>• To explain alterations to product after checking it</li> <li>• To use pneumatics to create movement</li> <li>• To use appropriate materials</li> <li>• To work accurately to make cuts and holes</li> <li>• To join materials</li> <li>• To measure carefully to avoid mistakes</li> <li>• To make a strong, stiff structure</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PHYSICAL EDUCATION</b></p> <ul style="list-style-type: none"> <li>• To identify some muscle groups used in gymnastic activities</li> <li>• To select and use the most appropriate skills, actions or ideas</li> <li>• To move and use actions with co-ordination and control</li> <li>• To select and use the most appropriate skills, actions or ideas</li> <li>• To show good control in my movements</li> <li>• Describe how their performance has improved over time</li> <li>• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements</li> <li>• To modify their use of skills or techniques to achieve a better result</li> <li>• To explain how my work is similar and different from that of others</li> <li>• To evaluate and improve dance/gym performances by recording and viewing their rehearsals</li> <li>• To perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus</li> <li>• To adapt sequences to suit different types of apparatus and their partner's ability</li> <li>• To work with a partner to create, repeat and improve a sequence with at least three phases</li> <li>• To include changes of speed, level and direction in routines</li> <li>• To combine action, balance, expression and shape</li> <li>• To use equipment to vault in a variety of ways</li> <li>• To carry out balances, recognising the position of their centre of gravity and how this affects the balance</li> <li>• To develop strength, technique and flexibility throughout performances</li> <li>• To run at fast, medium and slow speeds, changing speed and direction</li> <li>• To run over a long distance</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>RELIGIOUS EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Recall the different beliefs and practices of Christianity and at least one other religion (Judaism, Islam &amp; Buddhism)</li> <li>• To use specialist vocabulary in communicating their knowledge and understanding</li> <li>• To ask and respond to questions about what individuals and faith communities do and why</li> <li>• To express their thoughts and ideas giving good reasons for those ideas</li> <li>• To express views about why belonging to a faith community is valuable in their own lives</li> <li>• To begin to make connections between their own ideas and others</li> <li>• To respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>• To understand the commonalities of faith and make links of the similarities between faiths</li> <li>• To begin to understand why 'belief is important to some people'</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MFL</b></p> <ul style="list-style-type: none"> <li>• I can link SSC to new words I hear.</li> <li>• I listen and transcribe SSC within single words with some success.</li> <li>• I use sound-spelling links to follow when I listen and read.</li> <li>• I have learnt the SSC and phonics key words and remember them.</li> <li>• I can match the French SSC I hear to print and transcribe accurately the SSC I know best.</li> <li>• I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.</li> <li>• I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/stress markers, etc) and some unknown words.</li> <li>• My pronunciation is usually comprehensible.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>MFL continued</b></p> <ul style="list-style-type: none"> <li>• Understand around 100/200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.</li> <li>• I look words up in an alphabetical word list.</li> <li>• I can use around 100/200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.</li> <li>• I distinguish and understand (in listening and writing): singular and plural articles (indefinite and definite).</li> <li>• To describe people, places, things and actions (in speaking and writing): I use singular and plural articles (indefinite and definite).</li> </ul>

