



This topic has a strong History focus, introducing children to the Gunpowder Plot and Guy Fawkes. They will look at why he and his plotters decided to blow up The Houses of Parliament and the events leading up to it. They will also compare London in 1605 to modern London. Science work will look at things that are living, dead or have never been alive. The children will explore micro-habitats and work out why certain animals choose specific locations and areas as habitats. This ties in nicely with Art as the children will be exploring spirals, which link to the fireworks and to 'living things' in Science.

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

SUBJECT AREAS

SCIENCE

- To Explore and compare the differences between things that are living, dead and things that have never been
- To conduct small tests
- To identify that most living things live in habitats to which they are describe how different habitats provide for the basic needs of other different kinds of animals and plants, and how they depend on each other
- To find a microhabitat
- To identify and name a variety of plants and animals in their habitats, including micro-habitats

HISTORY

- To find out about events beyond living memory.
- To develop an awareness of the past and identify similarities.
- To identify differences between ways of life in different periods and an understanding of significant individuals in the past.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

COMPUTING

- To describe what different free hand tools do
- To use the shape tool and line tools
- To make careful choices when painting a digital picture
- To explain why I chose the tools I did
- To use a computer on my own to paint a picture
- To use a digital device to take a photograph
- To make choices when taking photographs
- To describe what makes a good photograph
- To decide how lighting can be improved
- To use tools to change an image

MUSIC

- Sing with a sense of awareness of pulse and control of rhythm.
- Recognise phrase length and know when to breathe.
- Follow pitch movements with their hands and use high, low and middle voices.
- Play and sing a phrase from dot notation
- Follow instructions that combine the musical elements
- Play and sing a notated phrase

- To explore lines made by a drawing tool
- To work at a scale to accommodate exploration
- To explore mark making
- To practise observational drawing
- To use colour (pastels, chalks) to develop spiral drawings
- To understand what a sketchbook is for and how it used for experimentation and exploration
- To present own artwork (journey and final outcome), reflect and share verbally

- To describe how my body feels before, during and after an activity
- To show how to exercise safely
- To understand why being active is good for them
- To copy and repeat actions and skills
- To move with control and care
- To repeat and explore actions with control and coordination
- To explore ways to move their body through high, low, tall and short movements
- To copy sequences and repeat them
- To hold a still shape whilst balancing on different points of the body
- To jump in a variety of ways and land with increasing control and balance
- To climb onto and jump off the equipment safely
- To roll and jump in different ways
- To travel in a balanced and controlled way
- To use contrast in my own sequences
- To think of more than one way to create a sequence
- To work on my own and with a partner to create a sequence of movements