

CURRICULUM OBJECTIVES

<p>THE GREAT FIRE – Spring 1</p>	<p>Dragons – Spring 2</p>
<p>SCIENCE (MATERIALS)</p>	<p>SCIENCE (ELECTRICITY)</p>
<p>SCIENCE: MATERIALS: (SEE ATTACHED SHEET FOR NOTES)</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>This unit introduces children to the concept of electricity and the essential role it plays in everyday life. It introduces children to the hazards associated with mains electricity.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> Thinking about what is expected to happen and whether results support the prediction. Exploring and testing circuits Making observations and explaining what has been found out.
<p>HISTORY – THE GREAT FIRE OF LONDON (See attached)</p>	<p>ART</p>
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Local Fires – Fire of St John’s School.) Events beyond living memory that are significant nationally or globally [The Great Fire of London.] The lives of significant individuals in the past who have contributed to national and international achievements. i.e. Sir Christopher Wren, Samuel Pepys. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality. (Fire at the Georgian Dragon Pub/St John’s Fire – leading to road shut down – wasteland on Elliot St.) 	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<p>MUSIC</p>	<p>DESIGN & TECHNOLOGY –Textiles 2D – colour, join & decorate fabrics.</p> <p>KS1: Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria</p> <p>Technical knowledge * Build structures, exploring how they can be made stronger, stiffer and more stable * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
<p>PE</p>	
<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	
<p>ICT SP1: Animation SP2: Publishing (E SAFETY DAY)</p>	
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	

DRAGONS – SPRING TERM. DRIVERS: Spirituality. Emotional Awareness. Music/Arts. Enterprise (PLTS). Possibilities – Boys Motivation.ACTIVITY IDEAS	
THE GREAT FIRE – Spring 1	Dragons – Spring 2
SCIENCE (MATERIALS)	SCIENCE (ELECTRICITY)
<p>SCIENCE: MATERIALS: (SEE ATTACHED SHEET FOR NOTES)</p> <ul style="list-style-type: none"> • Explore materials commonly found in the classroom. • Sort materials according to plastic, wood, metal, paper, fabric. • Sort materials and match with properties. * Explore magnets. • Using 3 Little Pigs as stimulus to explore and investigate best building materials. • Explore how some materials can change shape when a force is exerted on them e.g practical activity to find out what happens when you stretch, bend, twist or squash materials. • Record findings on a table. • Find out about manufactured and natural materials in our environment. • Match objects to the materials they are made from in our environment. ‘Where does it come from?’ • Start to explore and describe the way some materials change when they are heated e.g. Practical class investigation about toasting bread, with a focus on observation. • Introduce concept of reversible and irreversible changes. • Practical investigation about melting chocolate and then shaping it before allowing it to cool & harden with a focus on planning a fair test, prediction & use of scientific vocabulary. • Investigate effect of heating and cooling on water. Find out where ice melts more quickly in the classroom. Record findings with diagrams. 	<ul style="list-style-type: none"> • Identify common appliances which use electricity – starting with our own electrical toys. • Describe the dangers associated with mains electricity. • Construct and make drawings of simple working circuits and explain why some circuits work and others do not (making and testing predictions.) • Some children will represent working circuits clearly in drawings and make circuits from drawings provided. (Explain what happened drawing on their knowledge of circuits.) • Design and make own appliance which requires a circuit, such as a torch to find a dragon in a cave.
	<p>ICT LINK</p> <ul style="list-style-type: none"> • Create a moving image of The Great Fire of London using an ICT package.
	<p>ART</p> <ul style="list-style-type: none"> • Explore range of materials to create ice/fire collage e.g. ribbon, tissue, etc. • Use knowledge of Tudor houses to create a Tudor house collage. *Make collage flames for a Great Fire Display. • Study hot and cold colours when COLOUR MIXING. (PAINT) • Look at the designs for the historical building St Paul’s. • Create a charcoal drawing of St Paul’s, (<i>investigate possibilities of charcoal – trying out tools and techniques.</i>) • Design a new building & make a model of an aspect of it.
HISTORY – THE GREAT FIRE OF LONDON (See attached)	DESIGN & TECHNOLOGY –Textiles 2D – colour, join & decorate fabrics. DRAGON FABRIC PUPPETS
<ul style="list-style-type: none"> • Start with a local fire such as the fire at St John’s school or the fire at the Georgian Pub. (Photo archives) • What impact did this have on our area. If a fire happened at our school – what impact would this have on us? • Look at the emergency services today, possible jobs, equipment used and how this has changes from the past. (VISIT FROM A FIRE ENGINE) • Visit a LOCAL BAKERY and compare this to Pudding Lane Bakery in 1666. • Learn all about the Story of the Great Fire – Facts: How did it start, how and why did it spread? How was it finally put out? • Act out story of great fire from individual view-point. • Create own diary entries from an eye-witness. • Town Crier – what did he shout? Create own scroll with words.; • Look at similarities and differences between housing materials, fire service • Share Samuel Pepys Diary - read some entries/write own entries. • Research range of non fiction texts and ICT in preparation for display of Tudor houses/ compare with houses in our environment today. • Historical building of importance – St Paul’s Cathedral, and how this changed. • Learn about changed that occurred –Sir Christopher Wren’s impact on the city of London. 	<p>(FOOD TECHNOLOGY)</p> <ul style="list-style-type: none"> • Making bread/cake that could have burned down Pudding Lane Bakery. <p>(DRAGON FABRIC PUPPETS)</p> <ul style="list-style-type: none"> • Use basic sewing techniques • Use a template to mark out identical pieces of fabric • Compare joining techniques • Use simple vocabulary associated with the use of textiles • Know that ideas for their own designs can be developed by looking at a selection of puppets • Identify simple design criteria • Model their ideas by making a paper mock-up • Mark out, cut and join fabric pieces to make the main part of their puppet • Use appropriate finishing techniques • Evaluate against design criteria

ICT (E SAFETY DAY)	MUSIC	PE
<p>Spring 1: Animation.</p> <ul style="list-style-type: none"> • Create a sequence of still images. • Record sounds to add to work. • Open and save own work. <p>Spring 2: Publishing</p> <ul style="list-style-type: none"> • Name and find all relevant keys on a keyboard. • Make a simple presentation to share ideas about dragons. • Edit own work to make it more interesting. 	<p>* Compose 'Fire Music.'</p> <p>* Old fashioned rhymes from this time.</p> <p>Spring 1: FEEL THE PULSE – Exploring pulse and rhythm.</p> <p>Spring 2: TAKING OFF – Exploring pitch</p>	<p>GYMNASTICS</p> <p>DANCE</p> <p>GAMES lessons alternate weeks.</p> <p>See LEAPFROGS PE SCHEME (January – March Planning.)</p>

SCIENCE: MATERIALS: Notes and guidance (non-statutory)

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

HISTORY: : Notes and guidance (non-statutory)

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

The Arts

- * Range of materials to create ice/fire collage.
- * Tudor house collage using variety of materials.
- * Collage flames.
- * Colour mixing using hot and cold colours.
- * Charcoal drawings of buildings.
- * Composing Fire Music.

EASTER PRODUCTION

FIRE

Emotional Well Being

**GREAT PROJECT THIS TERM:
R TIME:**

- * Consider people's emotions when the fire burned down St John's school. How would we feel if we suddenly had to leave our homes?

Spirituality

RE THEMES:

Local Church – Community – BOOKS

Eucharist – Relating – THANKSGIVING

Lent/Easter- Giving – OPPORTUNITIES

Enterprise

- * Working as a team to sort materials.
- * Creating our own puppets to perform a show to Reception and Year 1 children.
- * Conducting investigations to learn more about materials.
- * Working as a team to investigate how materials can be changed. (Reversible and irreversible.)
- * Chn work together to produce their own recipe for bread or cake. Whose tastes the best?
- * Can chn work as a team to produce their own electrical appliance?

Possibilities – Motivating Boys

- * Can we investigate which materials would be the best materials for a house that we would live in?
- * Use ICT to produce our own animations about The Great Fire. Consider the possibilities for future jobs.
- * Visit from Fire Service, chn to learn about possible jobs.
- * When learning about Sir Christopher Wren, consider the job an architect might do.
- * Learning about the role of a baker and what this job entails.