

Spring 1. Vehicle Text is The Lost Happy Endings. History focus.

**History skills and content**

Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture [art link]

**Art and design skills and content**

- to improve their mastery of art and design techniques, including drawing, painting - History link - *Anglo-Saxon art and culture eg brooch*

**Design and technology skills and content**

Design, make and evaluate process [all objectives]

Technical knowledge and understanding:

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] *to create Quiz board that makes a light turn on and off / buzz/turn motor when get correct answer.*

**Science skills and content**

Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

**Thomas Edison**

**Cross curricular links**

**Computing**

Safer internet day: 9<sup>th</sup> Feb

**Local area / environmental issues / Co Jo**

Co Jo – Bear Grylls

**Field study / trip**

**Links to cultural Capital / British values / PSHE**

Thomas Edison

*KiVa 5-6*

*BV - An understanding that participation in elections by those opposed to democracy should be allowed by law*

**Classic text**

The Chronicles of Narnia, The lion, The witch and the wardrobe CS Lewis (class read)

**Other subjects**

**Computing:** Digital wellbeing lesson, Writing for different audiences

**RE:** Is: Why is Muhammad important to Muslims?

**PE:** Gym [CPD]

**PSHE:** Relationships

**MFL:** Animals ,Food, Calendar

**Music:** Lean on me

<p><b>Geography skills and content</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: rivers and the water cycle</li> <li>describe and understand key aspects of human geography, including: types settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - <i>compare an area of your chosen country to our local area</i></li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use four-figure grid references, symbols and keys [including the use of OS maps] to build their knowledge of the UK on simple maps</li> </ul>
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<p><b>Art and design skills and content</b></p> <ul style="list-style-type: none"> <li>about great designer in history – Jacques Cousteau <b>Scuba Apparatus</b></li> </ul>	<p><b>Geography skills and content</b> <b><u>COMMONWEALTH DAY: Barbados</u></b></p> <p>Compare an area of a commonwealth country to our local area.</p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p><b>Science skills and content</b></p> <p>States of matter</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Bernard Palissy</b></p>
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<b>Cross curricular links</b>		
MFL - French foods / café role play Music - Claude Debussy - La Mer	<b>Local area / environmental issues/ Co Jo</b> Co Jo – Bear Grylls Commercial whaling and underwater dumping of nuclear waste– Jacques Cousteau	<b>Field study / trip</b>

<p><b>Links to cultural Capital / British values / PSHE</b></p> <p>Jacques Cousteau – eg aqua lung, diving saucer and Calypso</p> <p>PSHE – Perseverance</p> <p><i>KIVa 7</i></p> <p><i>BV - An understanding that participation in elections by those opposed to democracy should be allowed by law.</i></p>	<p><b>Classic text</b></p> <p>Haiku poem linked to the ocean</p> <p>The little mermaid 1837 version (class read)</p>	<p><b>Other subjects</b></p> <p><b>Computing:</b> Logo</p> <p><b>RE:</b> Chr: What can we learn about Easter from the Arts?</p> <p><b>PE:</b> Athletics [CPD]</p> <p><b>PSHE:</b> Relationships</p> <p><b>MFL:</b> Clothing, Shopping</p> <p><b>Music:</b> Calypso by John Denver – linked to Read to write.</p>
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