

Spring 1 – The Celts (Changes in Britain from the Stone Age to the Iron Age).

Topic

Historical, geographical and social understanding.

Suggested Activities:

- Celt life and culture
- Trip to the Museum of London
- Trip to British Museum
- Reasons why a community might settle in a particular place
- Legacy of Iron Age Celts on today

M1 - how identities, communities, cultures and traditions have changed and are changing over time.

I know how communities and traditions have changed and are continuing to change since Celtic times.

M10 – to explore different ways we can find out about the past and how to understand the evidence.

I can explore different ways to find out about the past, such as books, the Internet and videos, and I can understand the evidence I find.

I can explain how historical knowledge is based on evidence (e.g. from sites such as Skara Brae).

M11: How significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.

I can name significant events, developments, individuals and groups (e.g. tribes) from Celtic times.

I can explain the term hunter-gatherer.

I can explain key features of Celtic religious beliefs.

I can name some Celtic technology (e.g. tools, weapons).

M12 – about the movement and settlement of people in different periods of British history, and the impact these have had.

I can explain the movement and settlement of Celtic people, and the impact they had.

I can describe key aspects of Celtic ways of life and culture

Art / DT

Suggested Activities:

- Designing and building a model Celtic Roundhouse

M1 - to use their senses and the world around them to stimulate and develop imaginative ideas that inform their creative work individually and working with others

M5 – To apply knowledge, skills and understanding when designing and making products using construction materials and textiles

M6 – to explore a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print.

M8 – to refine their use of techniques, materials and media to...sculpt and model

I can design a Celtic roundhouse, choosing my own materials and techniques
I can saw wood for use in my Celtic roundhouse
I can use glue and wood to create a base and frame for my Celtic roundhouse
I can use paper, art straws or string to recreate wattle
I can use clay to build the walls of my roundhouse
I can select suitable materials to create a roof for my roundhouse
I can refine my use of materials and techniques to improve my work.
I can use annotated sketches and cross sectional drawings to develop and communicate our ideas
I can select tools and equipment suitable for the task
I can evaluate my work
I can assemble, join and combine materials and components

Suggested activities:

- Design Celtic Art and lettering (link to ICT – Scratch)

M2 – to explore how the art can evoke and express feelings and ideas and how this can be enhanced through combining the arts

M3 – to explore alternative approaches to develop and refine performances and communications using ICT where appropriate

M4 – to create and present work in a variety of digital forms

M6 – explore a range of techniques, materials, processes and media including digital media to draw, sculpt, model, design, paint and print

M8 – to refine the use of techniques, materials and media

I can use knotting to make Celtic designs

I can develop my ideas of Celtic Art

I know how to make an everyday object look like a Celtic piece of art

Computing – We are HTML editors (Create a web page about the Celts)

I know the difference between the web and the internet
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I know how to use some simple HTML tags

I can edit the HTML for a web page

I can create web pages that do not reveal personal information (e-safety)

I understand what personal information is and how to stay safe online (e-safety)
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Y4 Spring 1 - DISCRETE

Scientific and Technological Understanding

Science – Sounds

M1 To explore and investigate in order to collect data, analyse it and identify patterns

M3 To capture, record and analyse data using a range of equipment, including sensors

M4 To evaluate their skills, findings and outcomes using given criteria and offer explanations for their findings

I can suggest ways of producing sounds
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I can identify similarities and differences between various sounds
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I can recognise a vibration

I can distinguish between pitch and loudness
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I can suggest how to change the sound made by an instrument

I can recognise how sound changes with distance

Understanding Physical Development, Health and Wellbeing.

PE – Folk Traditional British Dancing

M9: to control and coordinate their bodies and movements with increasing skill and confidence

M11: to develop physical skills and techniques through observations, evaluation and refinement; and to use repetition and practice to reach higher standards

M12: to use tactics, strategies and compositional ideas to achieve set objectives and improve performance

M13: to recognise ways in which stamina and flexibility can be improved through daily physical activity

M9 (Arts): to explore a range of actions, movements, space and relationships, and how to create dance motifs and compose simple dances

M10 (Arts): to learn, practise, refine and perform dance phrases with physical control, expression, rhythmic timing, musicality and an awareness of other performers

M11 (Arts): to describe and interpret their own work and the work of others

I can perform a traditional British dance in a group
I can create my own simple dance motifs
I can use a range of ideas to create and improve my dance
I can describe and comment on others' work
I can improve my performance by observing, practising and improving
I understand how stamina and flexibility can be improved through daily exercise

PE – Athletics

M10: To follow and apply more complex rules in a range of competitive and cooperative games and physical activities

I can refine my technique, listen to feedback and improve the following:

My short distance running speed
My long distance running
The distance I can throw an object (ball, beanbag, javelin)
The distance I can jump

RE/PSHE – The Qu'ran

I can understand and explain what the Qu'ran is
I understand and can explain the significance of when and how the Qu'ran was revealed
I can describe what the Qu'ran teaches Muslims
I can understand the relevance of the Qu'ran today and in my local community