

Music: (Taught by PPA teacher)

Skills: Y1: Respond to non-musical starting points. Hold and play a range of percussion instruments with control. Contribute to the creation of a class composition.

Y2: Respond to non-musical starting points. Rehearse and perform individually, in pairs, small groups and as a class. Explore how sounds can be made, changed and used to create musical patterns
Task: Week 7 - Work as a class to compose fireworks music.

Be able to use the musical elements of duration (long & short sounds), timbre (different sounds made by each instrument) & dynamics (loud & quiet) to re-create a bonfire night scene.

Computing:

Skills: Use a purple mash to communicate ideas and work.

Use Purple Mash to create a firework picture & a picture in the style of Jackson Pollock.

P4C:

Did Guy Fawkes make the right choice when he tried to blow up the Houses of Parliament? Why?

Hook: Trip to Fort Nelson to re-enact the Gunpowder Plot using barrels and the tunnels! Photograph evidence.

Showcase: Classes will show case to one another by reading aloud their recounts that they have written. Peer evaluation.

Art:

Skills:

Use digital media to create different textures, lines, tones, colours and shapes.

Describe the work of notable artists. Use the ideas of artists studied to create pieces.

Linked to Computing.

Keeping Safe! (2 weeks)

SNAP!

CRACKLE! POP!

PE (games):Skills: Copy and remember moves and positions.

Move with careful control and co-ordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.

Fireworks dance-making different shapes linked to Handel Music For Royal Fireworks (Let's Move)

PSHE :

Skills:

Know ways to keep safe
Know how rules help them

Firework/safety posters and videos - chn discuss and create own versions for younger children - maybe send them home or post on blog (see link with cold writing task)

French: (Greetings and Introductions)

Skills: Read out loud every day and familiar words and phrases. Understand a range of spoken phrases.

Science:

Year 1: Light and dark
Sources of light
Making a cave
Fireworks and fire

Year 2: Electricity

Cold Writing Task: Y1 and Y2 Recount trip to museum. Instruction writing - firework/sparkler safety poster or instructions

Homework: Think of questions about Gunpowder Plot. Design and create a poster on how to keep safe on bonfire night. Draw a colourful fireworks scene adding adjectives to describe the sight, smell and sound. Draw a portrait of Guy Fawkes and add the interesting facts about his life.

History:

Skills: Know why events happened and what happened as a result. Use dates where appropriate. Describe historical events from Britain and the wider world. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Use visits to museums to find out about the past.

Activities:

Week 1: Put dates on time line. Guy Fawkes and Gunpowder Plot: Sequencing events and recount events.

Week 2: Trip to Fort Nelson-how would you feel if you were a plotter? Re-enact the plot. Recount trip to Fort Nelson. Why did Guy Fawkes act as he did?