

# A Long Time Ago

Term 3 2020

**The final showdown!**  
Make our own winding mechanism based on a traditional nursery rhyme.

Re-enact a Pavane as courtiers to live musicians.

## The BIG Questions...

Who is the Queen and what is her job?  
What do we know about the royal family?  
Have we always had a Queen? Who were the famous Kings and Queens of the past? What made them famous? What traditional nursery rhymes do we know and how could we bring them to life?



### Lead story and others...

#### Stories:

The Enormous Turnip  
Little Red Riding Hood  
Three Billy Goats Gruff

#### Rhymes:

Incy Wincy Spider  
Little Miss Muffett  
Hickory Dickory Dock

### Opportunities for visits, visitors and outdoor learning...

Look at different materials outside - scavenger hunt.

Visit a church.

### Key Skills and Knowledge

#### History

Begin to find out about significant individuals in the past.

#### Science

#### Everyday Materials

To distinguish between an object and the materials it is made from.  
To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.  
To describe the simple physical properties of a variety of everyday materials.  
To compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Possible activities

Find out about QE2 and her family.  
Introduce other monarchs from history and why were they significant? K Henry VIII, QE1, Q Victoria.

To explore a variety of materials - wood, plastic, metal, glass, rock.  
Sort objects  
Compare objects based on their physical properties.

PSHE	<p>I can choose a realistic goal</p> <p>I can resist distractions when I am learning. I can learn from my successes.</p> <p>I can say what I want to happen when there is a problem.</p> <p>I know when I should/should not get my own way.</p>	Circle time
R.E.	<p>Who are Christians and what do they believe?</p> <p>How do we know what God looks like if we can't see him?</p> <p>What do Christians believe about God?</p> <p>What does the bible teach us about God?</p> <p>Why is Jesus important to Christians?</p> <p>Why did Jesus tell stories?</p> <p>What do the miracles of Jesus teach us about what is important to Christians?</p>	Church visit
Art	<p>Colour - Mix different colours, Sort, select and discuss different colours.</p> <p>Drawing - Draw on different surfaces with a variety of media - e.g. pencils, pens. Begin to control the types of marks they make with the range of media.</p> <p>Textiles and textures - Begin to identify different forms of textiles, link with science materials. Use appropriate language to describe colours, media, equipment and textures.</p> <p>Painting - Experiment with a variety of media when painting - e.g. different brush sizes and tools.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Printing - Experiment with a variety of malleable media such as clay, paper mache, salt dough and mudroc.</p>	<p>Make and decorate a crown.</p> <p>Write a letter to the Queen telling her we have made crowns like hers.</p> <p>Look at different portraits. Sketch a portrait of Queen Elizabeth I or II. Paint a portrait of Queen Elizabeth I or II</p>
British Values	<p><b>Tolerance of different religions</b> - RE - Teaches about different faiths and religions. See RE curriculum.</p> <p><b>Mutual Respect</b> - PSHE - What is respect? How to be kind to others.</p> <p>PE - Find a space and respect others right to a space.</p> <p><b>Rule of Law</b> - PE - Safety rules.</p> <p><b>Democracy</b> - Vote for House Captains</p>	
Computing	<p><u>E-Safety</u>- Personal / private information</p> <ul style="list-style-type: none"> <li>- Internet rules</li> <li>- Protecting identity</li> </ul>	<p>To explore the 2Simple animate programme. Draw a crown and copy it to the next cell. Click and drag the mouse to draw a box around your picture. Click and drag the picture to make a short animation.</p> <p>Animate a simple scene from a nursery rhyme.</p>
P.E.	<p>Games - I can throw underarm.</p> <ul style="list-style-type: none"> <li>• I can hit a ball with a bat.</li> <li>• I can move and stop safely.</li> <li>• I can throw and catch with both hands.</li> <li>• I can throw and kick in different ways.</li> </ul>	<p>Gymnastics - points and patches/rocking and rolling.</p> <p>Outdoors - bat and ball skills.</p>

	<ul style="list-style-type: none"> <li>• I can coordinate my throwing and catching.</li> <li>• I can work cooperatively in a team.</li> </ul> <p>Gym</p> <ul style="list-style-type: none"> <li>• I can make my body curled, tense, stretched and relaxed.</li> <li>• I can control my body when travelling and balancing.</li> <li>• I can copy sequences and repeat them..</li> <li>• Perform gymnastic sequence with a balance, a travelling action, a jump, a curl and a roll.</li> <li>• I can stand and sit "like a gymnast".</li> <li>• I can explore the 5 basic shapes: straight/tucked/star/ straddle/pike</li> <li>• I can balance in these shapes on large body parts: back, front, side, bottom.</li> <li>• I can begin to travel on hands and feet (hands flat on floor and fully extend arms).</li> <li>• I can monkey walk (bent legs and extended arms).</li> <li>• I can explore shape in the air when jumping and landing with control (e.g. star shape).</li> <li>• I can continue to develop control in different rolls:</li> </ul> <p>Pencil roll – from back to front keeping body and limbs in straight shape.</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto the other side. Repeat to build up core strength.</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p>	
Music	<p>As musicians we will:</p> <ul style="list-style-type: none"> <li>- join in with whole class singing, remember some words and attempt to sing in tune.</li> <li>- play instruments carefully and safely, using the correct technique.</li> <li>- copy simple rhythms.</li> <li>- listen to recorded music, pick appropriate words in response to music we hear and name some instruments we hear.</li> <li>- use an instrument to respond to a brief.</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing the national Anthem.</li> <li>2. Learn about the court dance Pavane. Listen and watch some examples. Respond to what they hear.</li> <li>3. Use drums and glockenspiels to play a pavane (melody and ostinato). Include simple dance steps.</li> <li>4. Compose rhythms and melodies to fit with a pavane.</li> <li>5. Sing traditional nursery rhymes.</li> </ol>
D.T.	<p>As designers we will:</p> <ul style="list-style-type: none"> <li>- Understand how to identify a target group for what we intend to design and make based on a design criteria.</li> <li>- Begin to develop our ideas through talk and drawings.</li> </ul>	<p>Design and make a winding mechanism to illustrate a traditional nursery rhyme.</p>

	<ul style="list-style-type: none"><li>- Make our design using appropriate techniques.</li><li>- With help, measure, mark and cut materials.</li><li>- Use tools safely.</li><li>- Evaluate our product by discussing how well it works in relation to the purpose.</li></ul>	
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