

Music:

Autumn 2

The Great Fire of London

What we should already know:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

As Musicians we will:

Performing:

- Play tuned and untuned instruments to repeat and investigate simple beats and rhythms

Composing and Notation:

- Experiment with different instruments and different sounds focusing on dynamic and pitch.
- Create a short sequence of long and short sounds with help
- Record own musical ideas through signs, symbols or pictures

Listening and Appreciating:

- Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood and instruments.
- Reflect on music and say how it makes people feel

Key Vocabulary:

Dynamics: loud, quiet. Pitch: high, low. Pulse, beat, Tempo: fast, slow. Timbres: rough, smooth, rhythm, compose, mood.

History:

What we should already know:

- Some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- To use physical sources from the past in relation to topics covered

As Historians we will:

Chronological understanding:

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.

Historical Enquiry:

- Ask simple questions about a significant event in history.
- Use a given source (e.g. diary entry, artefacts) to find facts about the past.

Key Vocabulary:

Year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, ruin, monument, fire hook, escaping, River Thames, panic, explosion, rebuild, destroyed, Pudding Lane, profiteers, living memory, source, artefacts, why? where? when? opinion, detective, historians, this source tells me.

Art:

What we should already know:

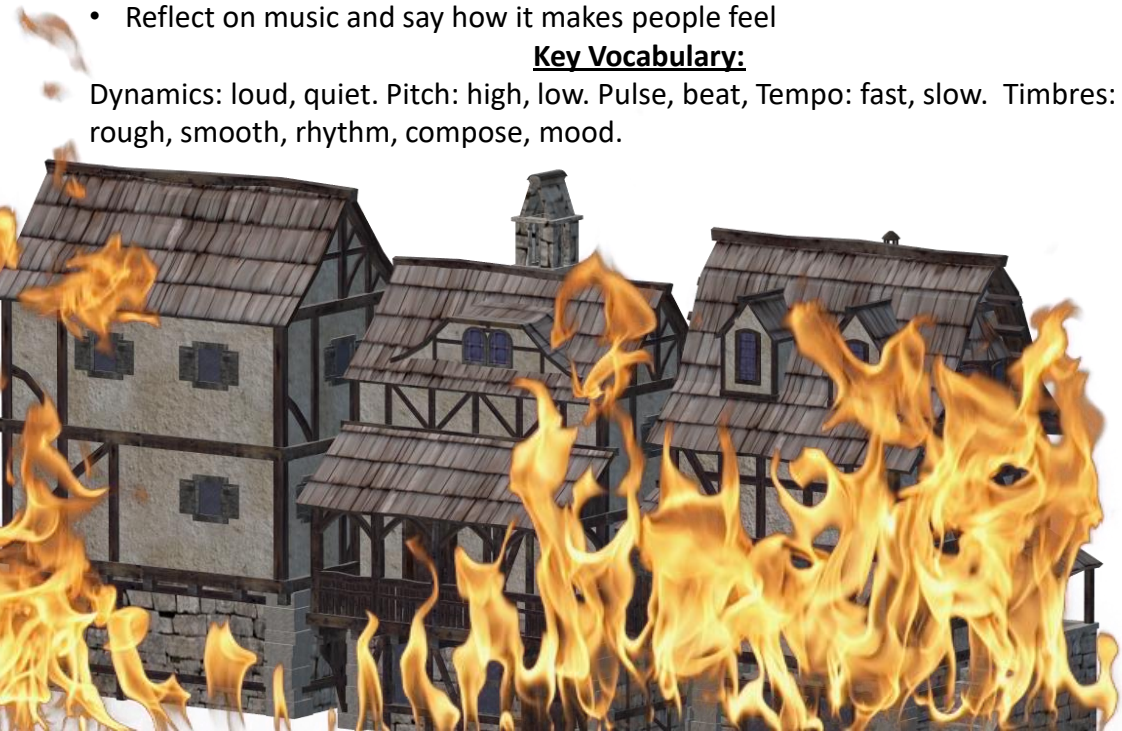
- Explore painting on different surfaces
- Enjoy experimenting with a variety of tools e.g. sponges, twigs, fingers, feathers

As Artists we will:

- Know that primary colours are red, yellow and blue.
- Know that primary colours can be mixed to make secondary colours and name the secondary colours (orange, purple, green) and how to mix them.
- Mix paint to the appropriate consistency.
- Investigate using a variety of brush sizes.
- Explore how artists use colour to reflect mood.

Key Vocabulary:

Colour: primary, secondary, pure/hue, Shape/Form: circle Pattern: repetition, overlap, abstract art



The Great Fire of London

Outcomes:

We will design, make and evaluate our own houses, applying our history learning to help us replicate The Great Fire of London. We will also create and record our own soundtrack demonstrating the emotions involved in the event.

Trip:

We will visit the National Emergency Trust Museum and access their workshops to learn about fire safety.

Be Resilient

We will develop our resilience by exploring different ways to construct our houses and which techniques will strengthen our structures.

Be Creative

We will develop our creativity by applying colour mixing and watercolour skills to create London skyline artwork.

Be World-Wise

We will become more world-wise as we discover different musicians and their pieces, explaining how they make us feel.

Design Technology:

What we should already know:

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used

As Design Technologists we will:

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

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.

Evaluate:

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical Knowledge:

- Build structures, exploring how they can be made stronger, stiffer and more stable.

Key Vocabulary:

Idea, shape, make, construct, purpose, template, use, appearance, pattern, Equipment, tools, cut, join, finish, construct, material, glue, attach, Scissors, ruler, review, improve, stronger.

