

# Time Travellers

**Purpose and Aims**

- Children will develop an understanding of changes over time
- Children will be able to devise questions about change, cause, similarity and difference

**Oracy Outcomes:**

Research key events through the decade and then present a radio broadcast – work in small groups.

**Independent Writing opportunity (from previous unit)**

News report, diary, letter writing

**Sequence of learning**

<p><b>English/Text type/writing outcomes</b></p> <ol style="list-style-type: none"> <li>1. Instructions - HOW TO BUILD A TIME MACHINE</li> <li>2. The Lion &amp; the Unicorn – Shirley Hughes Letter writing Narrative</li> <li>3. Biography – The Queen</li> <li>4. News reports – key events</li> </ol>	<ol style="list-style-type: none"> <li>1. Design a time machine and label – make time machine??</li> <li>2. Game (timed/competitive against other groups) – timeline of key events from the different decades – can use iPADS etc Then each group to research one moment in time from the timeline.</li> <li>3. Ask the class to list a variety of ideas for gem time. Then tell the girls that they are not involved in this decision because it's the 1920s where women don't get the vote and the school leaving age is 14. Discuss – how does it make you feel? YouTube clips etc Give chn some historical background to the 1920s. Write a diary entry as a response to this issue.</li> <li>4. Dance &amp; Music – Charleston (link with the music of the 1920s)</li> </ol>	<p><b>Trips/visitors</b></p> <p><b>STEAM</b> – Swindon Toddington Railway (TBC)</p> <p>Parent's / Grandparents</p> <p>RE – Visitor</p>	<p><b>NC requirements Science: (Y5)</b></p> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>✚ Planning different types of scientific enquiries</li> <li>✚ Taking measurements</li> <li>✚ Using equipment</li> <li>✚ Recording data</li> <li>✚ Using test results</li> <li>✚ Reporting findings</li> <li>✚ Identifying scientific evidence</li> </ul> <p><b>Properties changes and materials</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✚ Compare and group together everyday materials on the basis of their properties</li> <li>✚ Know that some materials will dissolve in liquid to form a liquid and describe how to recover a substance from a solution</li> <li>✚ Use knowledge of solids liquids and gases to decide how mixtures might be</li> </ul>
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	<p>1930s – 40s</p> <ol style="list-style-type: none"> <li>1. History detectives</li> <li>2. Forces – jet age Make and launch own rockets after teaching the principle Make paper aeroplanes – competition</li> </ol> <p>WW2 focus</p> <ul style="list-style-type: none"> <li>✚ Spy kit (Week 3)</li> <li>Make &amp; design Make a compass Orienteering French phrase book Morse code</li> <li>✚ Evacuation (focus from child's angle)</li> <li>✚ Rationing – challenge to make / design meals for a week from given rations</li> <li>✚ RE – Corrie-Ten-Boom (Dutch Christian who hid Jews in her house) and other Christians faith in action – link with 'What Would Jesus Do?'</li> <li>✚ Reign of Queen Elizabeth II - ascension through to platinum Jubilee</li> <li>✚ Plan the whole school Jubilee event</li> <li>✚ Family trees</li> <li>✚ 1950s -1960s</li> </ul>		<p>separated including through filtering, sieving and evaporating</p> <ul style="list-style-type: none"> <li>✚ Give reasons based on evidence and fair test of the particular uses of everyday materials including metals, wood and plastic</li> <li>✚ Demonstrate that dissolving mixing and changes of state are reversible changes</li> <li>✚ Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda</li> <li>✚ <b>Forces</b></li> <li>✚ Explain that unsupported objects fall towards the earth cos of the force of gravity acting between the earth and the falling object</li> <li>✚ Identify the effects of air resistance, water resistance and friction that act between moving surfaces</li> <li>✚ Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>✚ Note connections contrasts and trends over time devising questions about change, cause, similarity and difference.</li> <li>✚ A study of an aspect or theme in British history that extends pupil's chronological knowledge.</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>✚ 8 points of the compass</li> <li>✚ 4 and 6 figure grid references.</li> </ul>
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			<p><b>Art:</b>  <ul style="list-style-type: none"> <li>✚ printing</li> <li>✚ sculpture</li> </ul> <p><b>RE:</b>  <b>U2.4</b> Christians &amp; how to live: what would Jesus do?  <b>U2.10</b> What matters most to Humanists and Christians?</p> </p>