

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Science	To compare the properties of everyday materials. <i>Observing closely, using simple equipment. Performing simple tests.</i>	What do we already know about magnets? Discuss. Explain that some materials are magnetic and attract to magnets, and some are not. We are going to investigate this today, making predictions before testing.	Explore a variety of different magnets and objects - play with magnets and explore their properties. Create a table with 3 columns labelled: Object, Prediction and Result. Predict then test whether a variety of object made from different materials are attracted to a magnet.	Magnets, objects	magnetic attract investigate compare
History	To know about events that happened in the past.	Learn about the events of the gunpowder plot (using PowerPoint presentation). Act out parts of the story, e.g, Guy Fawkes preparing to light the gunpowder, and the guards seizing him.	Sequence the main events on a timeline - use sequencing cards or create their own timeline by plotting the events from the story using 'first', 'later' etc.	Sequencing cards	timeline sequence gunpowder plot
Art	To draw from observation	Show chn how to draw from observation – keep looking between the scene and the drawing regularly. Remind them how to draw outlines of the simple shapes of the buildings.	Use Lowry's simple style to draw a view of the a building/house.	Outside – in good weather! Pencils, sketchbooks.	sketch outline
PE	To develop the actions of candles and fire into a short motif (a short movement phrase)	Warm up: count for 8, freeze for 8. Repeat with other numbers. Recap the candle/fire movements children came up with in the previous lesson.	Model step by step and repeat when necessary 1. Begin, tall shape, candle flame arms up, twist and spiral to the floor. Curled up in a ball, holding paper strip. 2. Raise hand to flick paper up, and then to the side. 3. Rise onto knees moving the strip around the body. 4. Slowly come up to standing waving the strip in a circular motion. 5. Move around the space, twisting, turning (the fire is growing), making circular movements with strip. 6. Slowly simulate fire dying down, moving more slowly and back to knees. 7. Finish in a ball (the fire as gone out). Practise this motif in pairs	paper strips	movement motif motion tall curled circular twisting slowly

RE	To discuss forgiveness and its importance	<p>Is forgiveness important?</p> <p>Practise saying: 'I'm sorry' / 'That's okay – I forgive you' in pairs.</p> <p>What might we forgive someone for? Refer back to how the father forgave his son for leaving. When have you been forgiven, or forgiven someone else?</p>	<p>Draw picture of what forgiveness looks like.</p> <p>Write a sentence: Forgiveness is...</p>		forgive sorry
PSHE	To know who and what might help them if they are in a new situation.	<p>Think of times and places when they might be in a new situation or be meeting new people - for example, a new family member, moving to a new neighbourhood, or joining a new club or group.</p> <p>Imagine that they are now the person in a new situation. What feelings might they experience? What might help them in that new situation?</p>	<p>Role play some scenarios where there is a new situation. Think about ways to cope with the emotions that might bring about.</p> <p>Choose one scenario to draw and write about – who and what might help?</p>	Scenario cards	emotions feelings resilience
Music	To learn about high and low sounds and strings	www.bbc.co.uk/teach/school-radio/music-ks1-instruments-together-3-strings/zvt3vk7	Make a string instrument using rubber bands and a container. Play it and investigate the sounds it can make. Try smaller/larger rubber bands	Rubber bands and containers (eg ice-cream tub, yoghurt pots, small boxes etc).	melody high low strings