



### Impact

#### By the end of this unit, children will...

*'Justice is the second wing of peace. No one, therefore, can believe in God and not seek to live in justice with everyone' Pope Francis, 2019.*

During this unit, children will explore what life was like in Britain during the end of the Tudor era and how King James VI of Scotland became the King of England. Children will learn about the religious tensions during this time, how Catholics were treated. The life of Guy Fawkes will be explored including why he decided to join the Spanish army and he and his co-conspirators plotted to blow up the Houses of Parliament. This learning will lead the children to debating whether or not

### Intent

It is our vision that the children of St. Mary's become advocates of peace and justice for everyone around the world. Throughout this unit, they will explore how people are not always treated equally and can face prejudice based upon their religion. They will explore the actions this has led some to taking in the past and lead them towards considering whether this can ever be justified.

### Building the Kingdom

#### Is harm to a minority for the good of many ever justified?

##### Further questions to explore:

- Is it better to rule by monarchy or government?
- Is it right that we remember the life of Guy Fawkes?

##### Catholic Life Pledge:

Operation Christmas Child (Distributive Justice & Solidarity)

### Catholic Social Teaching

#### Promoting Peace & The Common Good

We can be God's instruments of peace through seeking justice; working together for the Common Good for each and for all. Making our society and our world a better place to live.

*'Governments cannot be denied the right to legitimate defence once every means of peaceful settlement has been exhausted.'*  
Vatican II Council.

### Core Subjects

#### English

During this term, pupils will write:

**Main Text:** Mr Fawkes the King and the Gunpowder Plot

- Character description
- Suspect profile
- Retell of the Gunpowder plot
- Letter to Santa
- Guy Fawkes acrostic poem
- **Spelling:** Adding -ed, -ing, -er, -est to a root word ending in -y with a consonant before it, Adding the endings -ing, -ed, -er, -est and -y words ending in -e with a consonant before it, Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

**Skills focus:** Expanded noun phrases (2A) and adverbs.

#### Maths

**Multiplication:**

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

### Foundation Subjects

#### History / Geography

**Guy Fawkes:**

Learn about events and individuals beyond living memory that are significant nationally and globally. The children will learn why Bonfire Night is celebrated, why many of the people living in England did not like King James I and who Guy Fawkes is.

- To explain what Bonfire Night is.
- To find out about King James I of England
- To find out who Guy Fawkes was.
- To find out what happened next in the Gunpowder Plot.
- To think about why fireworks are lit on 5<sup>th</sup> November.

#### Art / Design technology

**Arctic (DT)**

- Design, generate, develop, model and communicate their ideas through talking, drawing, templates.
- Select from and use a wide range of materials and components.
- Build structures and evaluate their design & explore how they can be made stronger.

**Super Sculptures**

- Use sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers.

#### Music

**Pulse, Beat, Rhythm** - Mark the beat via movement/respond to tempo changes, know and use L and R co-ordination, distinguish between 2 and 3 pieces stressing the strong beat, copycat rhythms/make up own Q and A rhythms, create rhythms for word phrases and learn crotchet, quaver, crotchet rest notation

#### Computing

**Spreadsheets, Questioning and Effective Searching**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

### Core Subjects

#### Science

##### Growth & Survival:

The lessons explore what sound is and how it is made, before giving your class the chance to investigate how sound travels, how it can be blocked, how different pitches can be attained, and much more!

##### Super Scientists:

The children will have the opportunity to learn about scientists and their discoveries while developing their own 'working scientifically' skills. This unit will extend their knowledge through a variety of fun, practical and informative activities, including investigating gravity, light, sound, medical science including reflexes and germs, as well as how to make a simple circuit.

#### Religious Education

##### Advent:

This unit is designed to develop children's knowledge of the time, symbols and characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities.

##### Christmas:

This unit is designed to help the children reflect upon the journeys associated with the Christmas story and what these journeys eventually tell us about Jesus' birth and the way people respond to his birth.

##### Special Celebrations:

This unit is designed to develop children's understanding of the Liturgical year as a celebration of the life of Christ. The children will also learn about Baptism and Marriage as special sacramental celebrations.

#### Oracy

Begin to build on others' ideas in discussions, use technical, subject-specific vocabulary when explaining opinions, listen for extended periods.

Begin to understand the importance of posture when speaking, disagree with someone's opinion Politely, justify their agree/disagree choice with relevant explanations, use conjunctions for longer, spoken sentences, speak with increased confidence in front of a small audience

### Foundation Subjects

#### Physical Education

##### Dance

Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

##### Gymnastics

In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

#### French

Fruits & Musical Instruments

#### RSHE/PSHE

Module 1, Unit 4 Lifelines Assessment  
Module 1, Unit 4, Session 1 (The Cycle of Life)  
Lifelines Assessment  
Module 2, Unit 1 Friends Assessment  
Module 2, Unit 1, Session 1 God Loves You  
Friends Assessment