

Science and the Wider Curriculum - Planning and Ideas



Week Commencing: 06.07.20

Year Groups: 5/6

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	Art To create a Stonehenge silhouette	RE To design your own peace symbol	French To recap counting in French up to 100	ICT To create a leaflet/poster to persuade people to come to Ox Close School.	History To describe what life was like within an Iron Age hillfort
Activity	<p>Starter: Look at the pictures of Stonehenge below. This is another mysterious prehistoric creation that we are unsure of the purpose of. You may remember learning about this in a previous history lesson.</p> <p>Main activity: Today, you are going to make your own Stonehenge silhouette. First of all, you need to create or find a background. You could use a coloured piece of paper (if you have one) or you could colour or paint a piece of paper to look like the background of a field. Think about what type of sky would be in the background (ie. Dusk?) Now cut out black rectangular shapes to look like the stones. You can even cut around the pictures of the stones below. Now arrange them carefully and stick these onto your background to make a silhouette.</p>	<p>In this short RE topic, we have been looking at how different religions view and promote peace. Today, we are going to be looking at international <i>symbols</i> of peace.</p> <p>Starter – Look at the PowerPoint slide below. How many different peace symbols can you recognise? For each one, think about why the artist has chosen that particular symbol.</p> <p>Activity – Today, you are going to design your own peace symbol. Your symbol must promote peace and show peace in some way. Think about different objects, symbols, animals and colours which you associate with peace, harmony, kindness or happiness. Draw your symbol in the box below.</p>	<p>It is crucial before the end of KS2 that you have a solid understanding on counting in French all the way up to 100. This topic can often make people a little anxious, as it appears to be a lot of language to learn. But if you look carefully, it follows a pattern just as counting in English does. Today's session will recap the knowledge that you need to be able to count confidently.</p> <p>Starter Before we get onto the larger numbers, let's refresh counting to 20 with these games and activities:</p> <p>https://www.french-games.net/frenchgames/four-in-a-row?topic=Numbers%20-%201%20to%2010&level=primary</p> <p>https://www.french-games.net/frenchgames/rock-fall?topic=Numbers%20-%2011%20to%2020&level=primary</p> <p>https://www.purposegames.com/game/french-numbers-1-20-quiz</p>	<p>Activity</p> <p>This task can be completed on a computer/tablet. If you are unable to access a device, don't worry, you can complete your task on paper – this won't make any difference at all to the task you complete.</p> <p>We would like you to think about how you could persuade other children to come to Ox Close School. Why would you send them here and not to another school?</p> <p>Think about the thing Ox Close has to offer?</p> <p>We would like you to create a leaflet or poster to persuade others to join this school.</p> <p>Think about how you could set out your work. Will you include any photographs? (You could copy</p>	<p>As we near the end of our topic, we are leaping forward again to the Iron Age this time, which began around 800BC. As with the Bronze Age, there were many changes taking place as people began to use more complex processes and a sense of leadership and tribes became embedded.</p> <p>To summarise the Iron Age and pick out the key events and changes, read through the fact cards below.</p> <p>One of the most significant developments during the Iron Age was the use of hillforts. These were defended settlements that made use of the natural landscape to make them easily defensible. These provided homes for (eventually) thousands of people and archaeologists have found evidence and</p>

		<p>Think about the questions next to the box as you complete. As usual, we would love to see any completed designs sent to the Year 5 or Year 6 email addresses.</p>	<p>Input Read through the slides below to recap the way in which numbers up to 100 are formed. Remember, it is very similar to the way we do it in English, with each number containing a tens and a ones digit that are named in turn, e.g. 71 is seventy -one.</p> <p>Activity Use the prompt cards to help write the numbers on the worksheet out by name in French.</p> <p>As an extension, have a go at practising your times tables using your French vocabulary. Two birds, one stone as they say!</p>	<p>these from the school website if you have access to this)</p> <p>Think about the colours you might use. Will your leaflet but full of bright colours with different colours on each page, or will you have a colour scheme? Eg, will you have different shades of the same colour.</p> <p>Once you have completed your leaflet, please feel free to send them to your year 6 email address.</p> <p>Enjoy!</p>	<p>remains of hillforts across both eh UK and Europe.</p> <p>Two key examples of these have been found at Maiden Castle and Danebury – there is more detailed information about these below for you to read through.</p> <p>The following video clips are also full of useful information about life within a hillfort: https://www.bbc.co.uk/bitesize/clips/zcfygz7 https://www.bbc.co.uk/teach/class-clips-video/history-ks2-iron-age-forts-and-tribes/zngnkv7</p> <p>Activity Watch the video clip and use the information cards to write a first-hand account of what life was like within a hillfort. You can decide what your role would have been and imagine you are actually there, describing your surroundings to a friend or relative.</p> <p>Your writing can take the form of a letter, a diary, or simply a short paragraph.</p>
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Art Resources

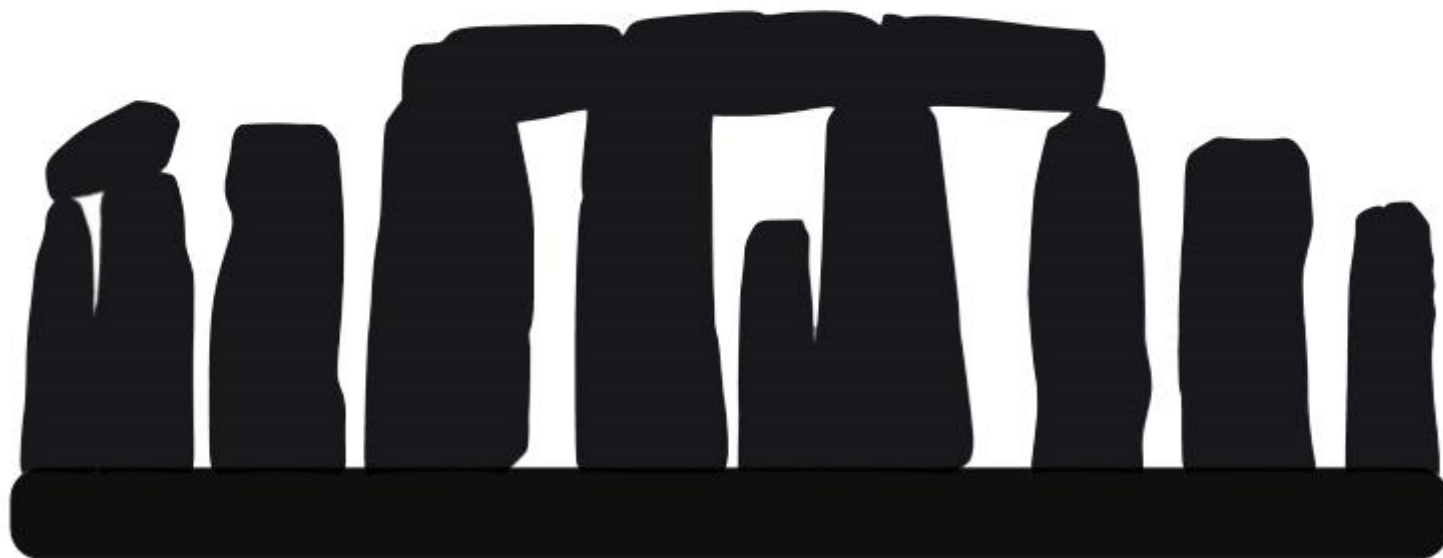
Resources for Art lesson 6:









This is the famous monument of Stonehenge near Salisbury, Wiltshire. It is thought to have been built in the late Stone Age period. It is another example of a mysterious object that we have found from the prehistoric era.

It is one of the wonders of the world and the best-known prehistoric monument in Europe, but no one is quite sure why it was built, although there are many theories!

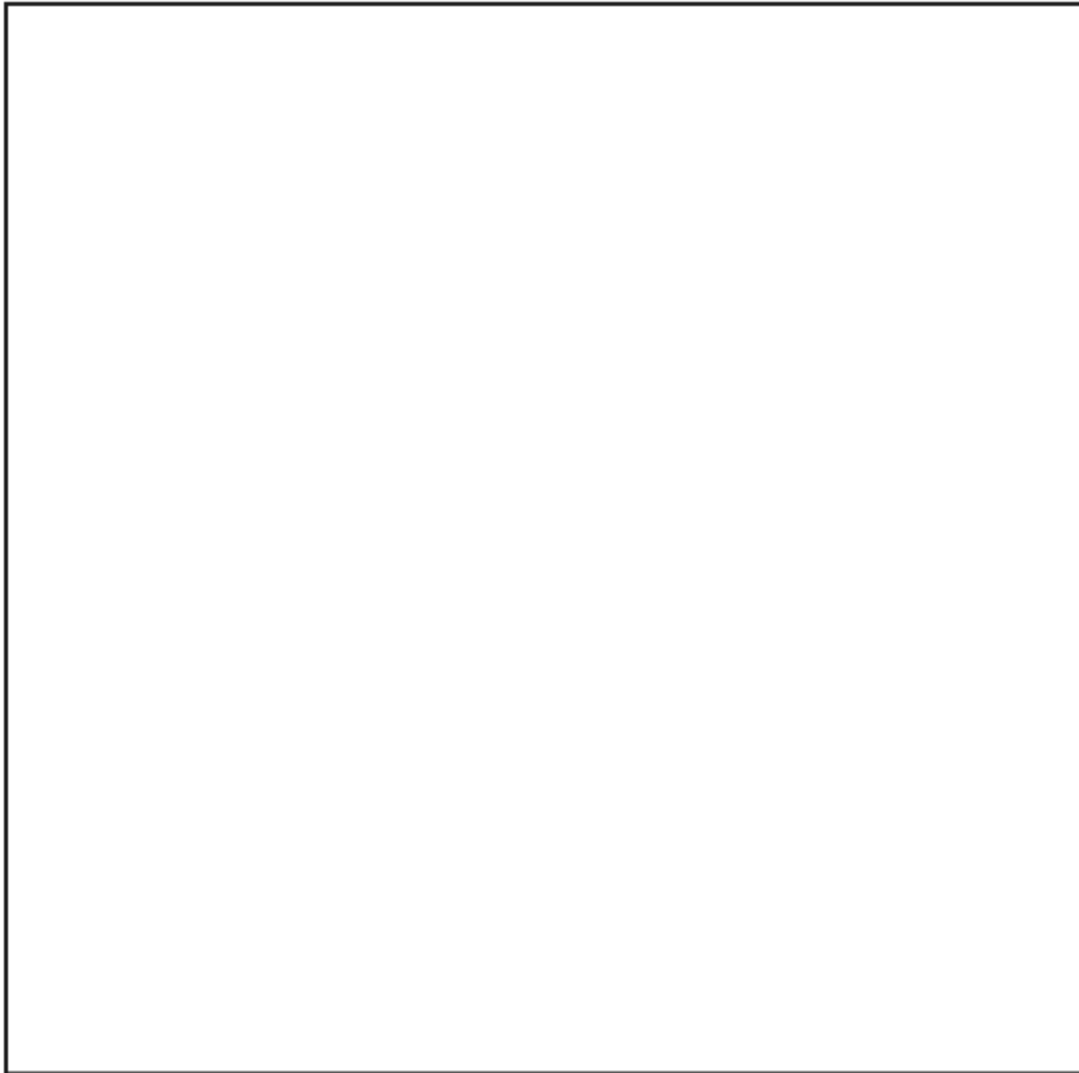




RE Peace Symbols

<p>The peace symbol is the internationally recognised peace symbol.</p>			<p>The broken rifle is used by War Resisters' International.</p>
	<p>The dove and the olive branch. This symbol's history is within Christianity.</p>	<p>The v sign was a sign used during the Second World War to indicate victory.</p>	
<p>The white poppy was distributed instead of red poppies when there was widespread fear in Europe in 1933.</p>			<p>The international peace flag in the colours of the rainbow. This was first used in Italy in 1961.</p>

RE – Design your own peace symbol















As you are designing, think about


- How is your symbol linked to peace?
- How does it promote and remind people to be kind and peaceful?
- How would people wear or display your symbol? (ie. A badge, in their windows etc.)

Counting to 100







10	20	30	40
dix	vingt	trente	quarante
50	60	70	80
cinquante	soixante	soixante-dix	quatre-vingt
90	100	+	=
quatre-vingt-dix	cent	et/plus	font
	-	×	÷
	moins	fois	sur


Can you predict what the new numbers will be?

  = vingt-six	  = quarante-cinq
  = vingt-neuf	  = cinquante-sept
  = trente-et-un	  = soixante-trois







70 = 'sixty-ten'. What do you think 71 might be?



  = soixante-et-onze
  = soixante-treize
  = soixante-dix-neuf



Can you use your prior knowledge
to count into the nineties?



 =  quatre-vingt-huit



 =  quatre-vingt-neuf

 =  quatre-vingt-dix

80 = quatre-vingt

90 = quatre-vingt-dix

 =  quatre-vingt-onze

 =  quatre-vingt-douze



Écrire les nombres en français

0	zéro	17	dix-sept
1	un	18	dix-huit
2	deux	19	dix-neuf
3	trois	20	vingt
4	quatre	21	vingt-et-un
5	cinq	30	trente
6	six	40	quarante
7	sept	50	cinquante
8	huit	60	soixante
9	neuf	70	soixante-dix
10	dix	71	soixante-et-onze
11	onze	80	quatre-vingts
12	douze	81	quatre-vingt-un
13	treize	90	quatre-vingt-dix
14	quatorze	96	quatre-vingt-seize
15	quinze	100	cent
16	seize		

Ecris les nombres en français

27	vingt-sept
1	
46	
12	
35	
23	
44	
28	
51	
14	
5	
21	
66	
59	
62	

Have a go at listing your tables knowledge using French numbers to 100!

Roll the die. The digit that you roll will become your target times table!

Use the **Tens Vocabulary Cards** to guide you.



$6 \times 1 =$	six
$6 \times 2 =$	douze
$6 \times 3 =$	dix-huit
$6 \times 4 =$...

History Activities

Boudicca

Iron Age Celts belonged to different tribes, with each tribe having their own king or queen. Boudicca became queen of the Iceni tribe after her husband, Prasutagus, had died.

The Romans invaded Britain in search of land and wealth. After Prasutagus' death, they turned on Boudicca and her people. Boudicca and her army attacked the Roman capital of Colchester, and won. They also defeated the Romans in London and St Albans. The Romans fought back, defeating Boudicca and her army at the battle of Watling Street. Nobody knows what happened to Boudicca.



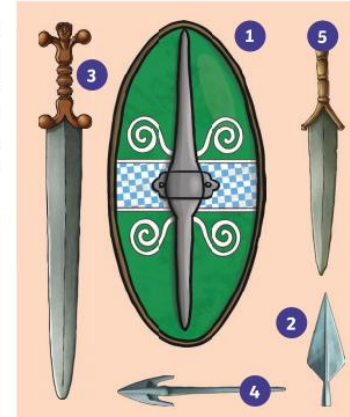
Weapons

The Iron Age Celts are called this because they introduced iron working technology. They became great craftsmen, creating weapons and household objects from this metal. Before this, bronze was the main metal used.

It is reported that many Celtic warriors charged into battle without any weapons or armour, and sometimes without any clothes at all! The warriors who did carry weapons would have used iron swords and oval-shaped wooden shields. They also fought with iron tipped spears. Warriors would also wear blue warpaint.



1. Oval shield
2. Iron spearhead
3. Iron shortsword
4. Iron arrowhead
5. Iron dagger



Farming, Food and Cooking

The Iron Age Celts were mainly farmers. They grew crops such as spelt wheat, barley and oats. Farmers also gathered berries, nuts, plants and hunted animals.

Animals were farmed for their meat and milk. Cows, pigs, goat and sheep were the most commonly kept animals. Celts also ate deer, bear, wild boar and fish and collected honey and eggs.

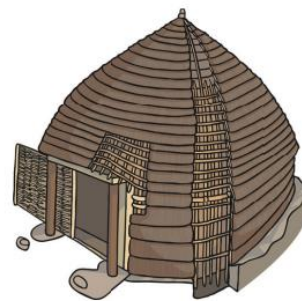
Inside a Celtic home, or roundhouse, there would be a fire with the smoke escaping from a small hole in the roof. The warmth from the fire meant that meat and fish could be hung and smoked and herbs could be dried out. Cooking could be done over the fire in metal cauldrons, and basic clay cooking pots were also used. The roundhouse may have had an oven for baking bread and meat was roasted over an open fire, either outside or inside the home.



Hillforts and Roundhouses

Hillforts were defended settlements which made use of the natural rises in the landscape for defensive advantage. During the Iron Age, each hillfort was home to hundreds of people.

A roundhouse was a typical Iron Age home built within a hillfort. Some of these were very large and housed many people. The walls of the house were made out of wattle and daub. Wattle was interwoven sticks of wood and daub was a mixture of animal dung, clay and straw. A thatched roof covered the structure.



Clothing and Jewellery

The Celts wore woollen clothes which were dyed with natural colours from berries and plants. They wove the wool using a loom and sewed pieces together using metal or bone needles.

Just like we do today, Celts wore jewellery. Pieces were made from bronze, silver, gold and tin. Important people such as chieftains, wore a gold torc, which was a twisted neckband.

Women wore floor length skirts or dresses, with a cloak pinned with a brooch and men wore T-shaped tunics with a belt and trousers.

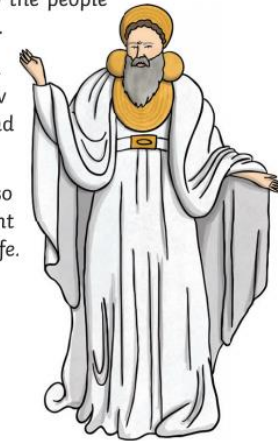


Religion

Druids were Celtic priests who claimed they could tell the future by studying nature. They were religious leaders who acted as advisers to the people and would punish those who did not follow the rules.

The Celts believed in hundreds of gods and goddesses. They killed animals as a gift to the gods and threw weapons into rivers and lakes to please the gods and bring them luck.

Celts also believed that there was life after death so they were buried with their possessions. They thought they would take these items with them into the next life.



Maiden Castle Fact Sheet

Maiden Castle is one of the largest hillforts in Europe, located near Dorchester, Dorset. The word mai-dun is a Celtic word meaning 'great hill'.

Why was this hillfort constructed?

The first identifiable activity at the site was in the Bronze Age, when the location was used for growing crops, but later abandoned.

The castle itself was built in 600 BC, although it was a simple development. It was in 450 BC when Maiden Castle developed as an important location and became the largest hillfort in Britain, not to mention one of the largest in Europe. At this time the hillfort tripled in sized, extra ramparts and ditches being added to make the site secure. These were also built to warn potential invaders how strong and powerful the inhabitants were.

By around 100 BC the hillfort was abandoned as a site for living in, being used by the Roman military whilst they built the nearby town of Dorchester. Roman invaders added a temple and some extra buildings.

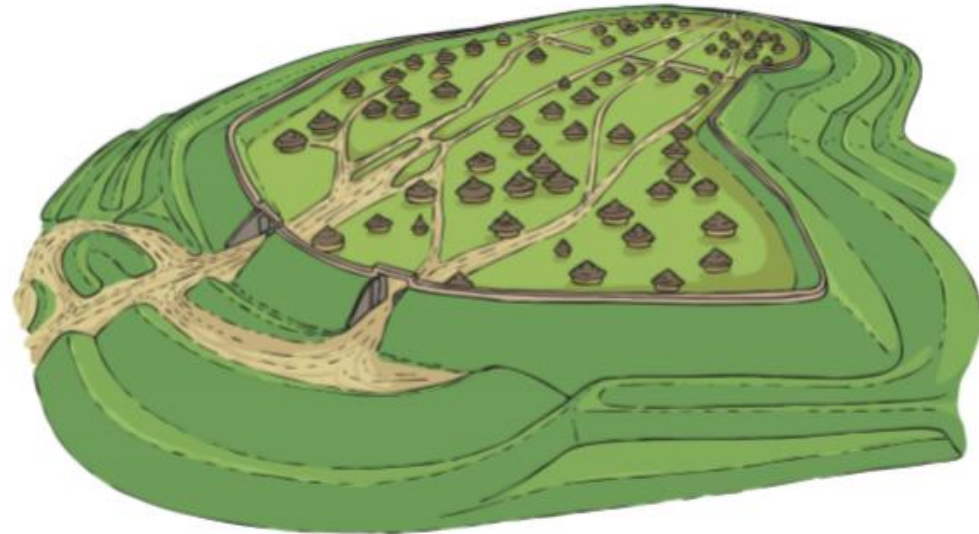
The fort today measures 914 metres long.



What do we know about the people who lived at Maiden Castle?

Archaeologists have spent much time excavating in order to unravel more of the story of this place. Amongst other finds, they have discovered a late Iron Age cemetery there. The bodies in which had been brutally injured in attacks or battle, likely with Romans. Also, many hundreds of coins and some statues that had been used as offerings to the Gods were uncovered.

Inside the hillfort was revealed a cemetery, a blacksmith's workshop, a temple, a priest's house and a series of confusing tunnels that would slow down and disadvantage any attackers invading the fort. 20 000 sling stones lay beneath one of the entrance gates, ready to be slung at enemies.



Danebury Fact Sheet

Danebury is an important hillfort because none have been excavated as thoroughly as this. The first excavations of the site were carried out in 1859. However, the first detailed excavations began in the late 1960s by archaeologist, Professor Barry Cunliffe, who was keen to dig a site over a long period of time, in order to learn as much as possible about Iron Age life, people and culture.

Why was this hillfort constructed?

The first stage of creating this hillfort involved digging a circular ditch. The earth removed to create the ditch was then used to make the huge ramparts (defensive walls) of the hillfort. Digging would have been done using small hand held equipment.

The ramparts were mainly built to defend the building from enemies, although they may also have been a way of showing power and strength to outsiders.

The fort was occupied for nearly 500 years. 73 roundhouses and 500 rectangular buildings were uncovered during the dig.



What do we know about the people who lived at Danebury hillfort?

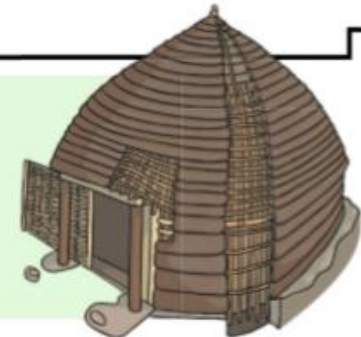
Danebury was used for such a long time that historians think a king or chieftain, his family, friends and loyal people may have inhabited it. It could also have held a population of between 200 and 350 people.

Roundhouses were situated inside the edge of the hillfort. In the middle stood the grain storage areas. The animals that were kept remained outside the fort, but could be brought inside in times of danger or bad weather.

Several sections of the front gates were missing when archaeologists excavated the site. It is thought that they may have been burnt down in battle. More than 11,000 pebbles were also discovered, intended for use in slingshots.

The land slopes to a high point in the centre of the hillfort, which was probably used as a meeting point. Sacrificial burials have been found on the Danebury site, indicating religious activity.

Professor Cunliffe discovered a Roundhouse Earth Seat. This was a roundhouse that was strong, but light enough to be moved to different locations. No animal remains were found here, so archaeologists have concluded that this was used as a gathering place for storytelling or learning.



Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, powerpoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

