Overview

In this unit we will learn about the history of the Gunpowder Plot. We will find out about the key figures in the plot, their background and the timeline of events.

Remember, remember poem…

Remember, remember, the 5th of November

The Gunpowder Treason and plot;

I see no reason why Gunpowder Treason

Should ever be forgot.

Life in Past	Life in Present
No electricity	Phones, tablets etc.
Manual labour	Office work, indoor jobs, range of work
Widespread poverty	Hot water, food, warm clothes
Basic living conditions	Everyone has a right to education
Limited schooling	Greater equality and choice
Different rules for boys and girls	Main accommodation is in cities
Unrepresented rule from Government	All adult citizens are allowed to vote

Links to Other Units	You should already know:
Y1 Maps Y1 Great Fire of London Y1 Castles	• England and Scotland are different countries. • The Great Fire of London occurred in 1666, 61 years after the Gunpowder Plot. • Castles are large, important buildings which house Kings and Queens. • Key London Landmarks • Changes to the city of London over time.

Glossary

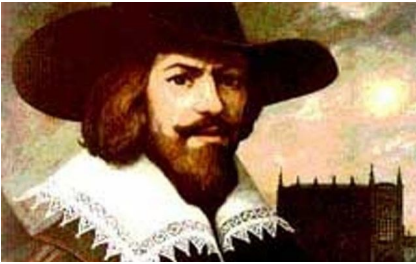|		
1	Bonfire	A large fire.
2	Catholics	Members of the Catholic Church, a branch of Christianity.
3	Christians	People who follow the Christian religion.
4	Conspirators	People who are plotting together
6	Effigy	A model or sculpture of a specific person.
7	Firework	A bright and colourful explosion in the sky.
8	Government	A group of people that can pass laws to govern the UK
9	Gunpowder	A chemical that explodes if set alight.
10	Houses of Parliament	Buildings in London, where the government meets.
11	Monarch	A king or queen, for example King James I.
12	Plot	A secret plan to do something harmful to others
13	Protestant	Members of the Protestant Church.
14	Treason	Carrying out a crime against a country, monarch or government.

Useful Websites

https://www.theschoolrun.com/homework-help/guy-fawkes-and-bonfire-night
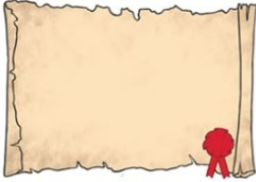
http://primaryfacts.com/226/guy-fawkes-and-the-gunpowder-plot-facts-and-information

https://www.parliament.uk/education/teaching-resources-lesson-plans/gunpowder-plot-part-1

Key Figures

Thomas Catesby	King James I
• Born in Warwickshire and went to school in Oxford. • He was very clever and charismatic. • Leader of the group plotting to blow up the Houses of Parliament. • He died in 1605 and was executed for organising the Gunpowder plot.	• King of Scotland who later became King of Scotland and England. Protestant. • United the two countries in 1603. • Divine right (King = God's Ruler). • Not interested in the views of Parliament. • Unpopular, self-interested and intolerant.
Guy Fawkes (Guido Fawkes)	**Elizabeth I**
• Born in 1570 in York, England • Lived in Spain and gained experience fighting for rights for Catholics. • Expert in gunpowder. • Found with fuses and matches on 5th November 1605 and arrested.	• Elizabeth was Queen of England. • Golden Age = successful and popular. • She died in 1603. • James I was her cousin and he became in King of England as she did not have a son.

Timeline

March 1603	January 1604	April 1604	February 1605	October 1605	November 1605	5th November 1605
Elizabeth I dies. Her cousin becomes King James I of England.	Catesby starts planning the Gunpowder Plot.	Guy Fawkes is recruited as explosives expert.	A tunnel is dug towards Parliament. The Gunpowder is smuggled inside.	Lord Monteagle receives a letter of warning.	The King is shown the letter and The King's Men search the vaults.	Guy Fawkes in arrested and questioned. He is found guilty.

KS1: Cookery- Make a Smoothie

Key Vocabulary

Hygiene	Practices that maintain health, especially through cleanliness.
Taste	Ingredients can compliment each other t give a pleasant or contrast together and create an unpleasant taste.
Health benefits	How food helps the body in growth and development
Aesthetic-	Concerned with how good something looks or the appreciation of it.
Audience	Who the project is intended for

Research

Recipes	Search these websites for interesting salad recipes: *BBC Good Food* *Allrecipes.co.uk*
Health Benefits	Carrot- Help your teeth and gums Lettuce- Keeps your bones healthy Tomato- Protects and keeps the heart healthy Spinach- Strengthens Muscles Cucumber- Aids digestion Asparagus- Source of protein Avocado- Protects eyesight
Key Research Questions	What are **effective combinations** of ingredients? What would not work well? What **common ingredients** are in most salads? What different **health properties** do different vegetable have? Consider **purpose.** How does a salad contribute to a **healthy diet**?

The Project

Introduction	This project is designed to introduce you to cookery, specifically how to prepare fruit, consider your own hygiene and combine ingredients effectively.
Purpose for Project	To design and make a healthy smoothie to support and educate children in having a healthy diet.

Salad

Lettuce

Egg

Tomato

Design

After you have conducted a thorough research of different recipe combinations, design your own recipe. You need to remember:

- Steps to be in chronological order
- Appropriate amount of each ingredient, using the recipes from your research.

For decoration, design some different ways you could add vegetables or other ingredients on top of your salad, either by slicing it into chunks or long slices.

Recipe and Decoration

Salad

Ingredients

Lettuce
1 tomato
½ cucumber
1 hardboiled egg
1 carrot

Method
1. Wash all vegetables.
2. Peel carrot.
3. Pull leaves off lettuce.
4. Slice the carrot, tomato, and cucumber.
5. Peel and cut the hard boiled egg.
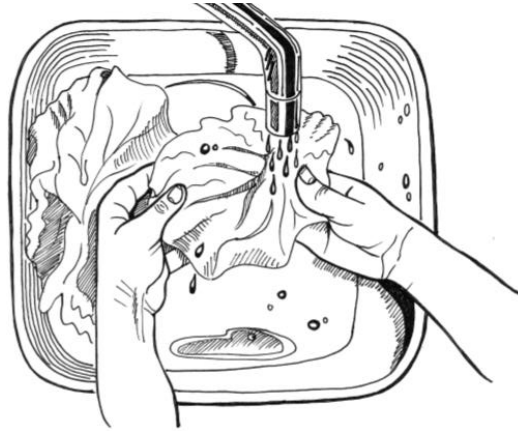6. Arrange neatly in a container.

Make	
Preparation	All vegetables needs to be washed thoroughly before it can be cut. Wash all fruit under a cold tap for at least 20 seconds per piece to ensure any pesticide or dirt is cleaned off. Lay out all of your vegetables on a chopping board ready for chopping
Peeling	Firstly hold the carrot at a 45° angle on a cutting board. Take the peeler in your other hand. Next, peel the bottom half of the carrot first. Start the vegetable peeler at the middle of the carrot and press downward toward the cutting board. After that rotate the carrot a bit, and peel another stripe. (Start at the middle; peel down. At the bottom, peel back up to the middle.) Repeat until the bottom is peeled. Finally flip the carrot so you're holding onto the peeled end of the carrot. The unpeeled end should rest against the cutting board at a 45° angle. Repeat the exact steps as above. Cut down, then up, and around the carrot until it's completely peeled.
Slicing	All of the vegetables you will be using will require the use of a sharp knife. You can either slice your vegetables into chunks or thing slices. For thin slices, hold the tomato as shown with your non wriitng hand. With your writing hand put your fore finger on top as a guide and saw and push at the same time to create even slices.

Evaluate

Questionnaires

Questionnaires are useful in receiving several different opinions quickly and effectively. You will design a questionnaire to ask simple questions where other children can easily fill them out. It could look like this:

	Strongly Agree	Agree	Disagree
The salad tasted really nice.			
The salad looked really appetizing.			
I would drink this again			

Personal Evaluation

Using the design criteria based on your research, use your own opinion and the questions from the questionnaire to help decide whether the smoothie was tasty. If not ask yourself:

- Was there too much of one ingredient?
- Were the vegetables even chopped?
- Did I have a good range of different vegetables?

Gamlingay Village Primary

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KS1: Sewing- Finger Puppets
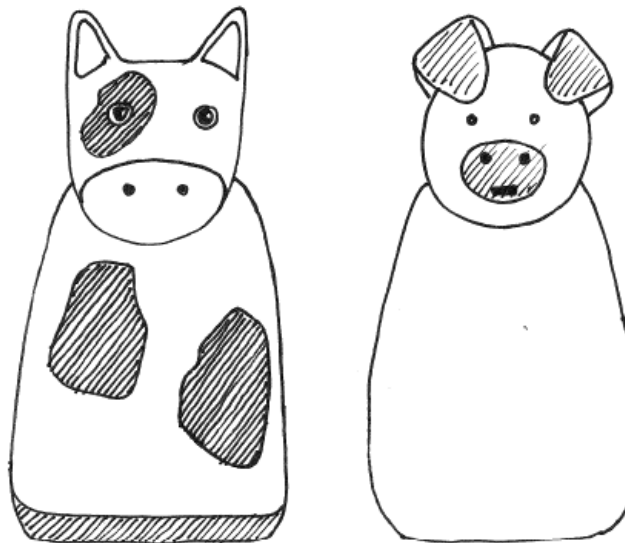
Key Vocabulary

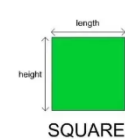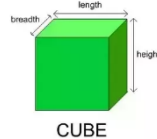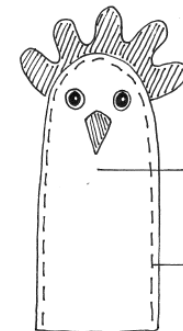|	
Stitch	A single turn or loop of thread
Under stitch	A line of straight stitching that helps to keep facings lying flat and hidden from view
Running stitch	A line of small even stitches which run back and forth through the cloth without overlapping
Purpose	Purpose- the reason why something is made and how this changes depending on who it is created

Research

Designers

Although you will be using felt, finger puppets can be made from a variety of different materials including knitted wool or the cheaper material of polyester.

Most finger puppets are used either as toys or to be visual aids in story telling

Polyester
Ikea

Wool
Susie Johns

Key Research Questions

- How do different materials create different **effects**?
- What is the **purpose** of a finger puppet?
- How important is **interesting design** when it comes to a finger puppet?
- What different **methods** are used in joining the materials together?

The Project

Introduction

This project is designed to introduce you to sewing, focusing on how to use a needle and thread and practicing two different types of stitch to help make a finger puppet.

Purpose for Project

To design and make a finger puppet to be available for a special story time for EYFS children and to be available as a resource at the Eco Hub.

Design

2D Drawings and Stitches

Two dimensional (or 2D) drawings, help you draw a design as if you were looking down on it. The image on the left is 2D as it only includes length and height.

SQUARE   CUBE

The design you use for you puppet will need to include a running stitch.

To draw a running stitch you create a dash pattern along the edge of your puppet to show where the thread goes in and out (use the below image as an example)

Labelling

Using the key vocabulary, label the key components of the puppet with a ruler, describing how the finger puppet will be used.

Chicken

felt

running stitch

This puppet will be used in the story Old Macdonald had a farm.

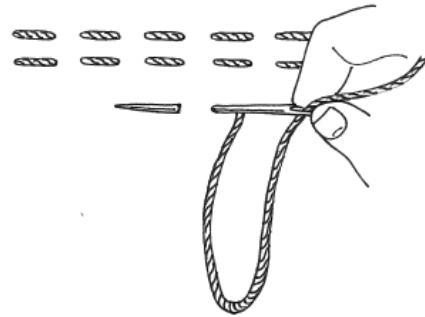| Make	
Running Stitch	Running stitches are simple stitches to help join two pieces of material together. 1. Begin the running stitch by poking your threaded needle up through the fabric. 2. Poke the needle back down through the fabric next to where you just came up, and pull the thread down into your first stitch. 3. Now poke your needle back up through the fabric, leaving a space from the previous stitch.
Making Templates	Finger puppets are not made from one piece of fabric hence why you will need to use a running stitch. 1. Before sewing, mark and then cut out your template for the different parts of you finger puppet. 2. Next place these pieces of card onto the fabric, draw around them and cut them out. 3. You will then be ready to attach these together using your running stitch

running stitch

Cow Finger Puppet

Template
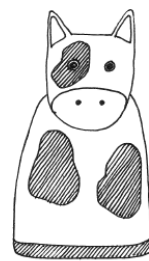
Evaluate	
You will learn how to	Use your own opinion to decide if you like your project and why Use some the design criteria, based on your research and designs, to think how successful you have been. Begin considering what you could have changed based on your on design criteria

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Year 1 – Materials

National Curriculum Objectives	Sticky Knowledge	Vocabulary
Distinguish between and object and the material from which it is made. **Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock,** **Describe the simple physical properties of a variety of everyday materials.** **Compare and group together a variety of everyday materials based on their simple properties**	- There are many different materials that have different describable and measurable properties. - Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). - The properties of a material determine whether they are suitable for a purpose.	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque,

	Key Scientists	Linked Texts
	William Addis (Toothbrush Inventor)	*The Great Paper Caper* (Oliver Jeffers)
	Charles Mackintosh (Waterproof coat)	*Who Sank the Boat* (Pamela Allen)
	John McAdam (roads)	*The Story of Cinderella* (Walt Disney)

Prior Learning	Key Question(s):	Future Learning
In Early Years children should: **be able to ask questions about the place they live.** **Talk about why things happen and how things work.** **Discuss the things they have observed such as natural and found objects.** **Manipulates materials to achieve a planned effect.**	It is recommended that materials be taught three times through KS1. Give a theme for each topic e.g. buildings, exploration, toys, the seaside. Plan to investigate a couple of classes of materials and properties in each topic so children get a depth of experience each topic and cover all the classes of materials over the key stage Buildings - Which rocks are the least crumbly? - Which materials absorb the most water? - Which type of brick would be the easiest to drag to make a pyramid? - Which material would be the strongest to use as a floor tile? Toys & Nice things - Which fabric would make the softest blanket? - The baby has spilt her drink, which material would absorb the drink the best? - We want to make a really slippery slide; which liquid would be best to use? - Which chocolate will melt the fastest on a warm plate (a model of a warm hand) - Which wrapping papers are strong enough to wrap and send a present? Clothing & Materials - Which material could be used to make a waterproof hat for the teacher when she is on the playground at playtime? - Which plastic would be flexible enough to make a belt? - Which material could I wrap my ice egg / snowman in to stop it melting, or would it make it melt quicker? - What could I wrap a chicken egg in to keep it warm when it is waiting to hatch? - What could you paint on the runaway gingerbread man that would allow him to swim the river and get away from the fox and not turn to mush?	In Year 2 children will: - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Teaching Ideas

Comparative tests	Identify & Classify	Observation over time	Pattern Seeking	Research	BIG Question – Assessment Opportunity
Which materials are the most flexible? **Which materials are the most absorbent?**	We need to choose a material to make an umbrella. Which materials are waterproof?	What happens to materials over time if we bury them in the ground? What happens to shaving foam over time?	Is there a pattern in the types of materials that are used to make objects in a school?	How are bricks made? Which materials can be recycled?	What are the things I use made from?

The tradition of weaving traces back to Neolithic times - approximately 12,000 years ago. Even before the actual process of weaving was discovered, the basic principle of weaving was applied to interlace branches and twigs to create fences, shelters and baskets for protection.

Tie-dye, long before the 70's, was known as Shibori, a Japanese term that encompasses a wide variety of resist-dyeing techniques, which have been utilized by different cultures for over 6000 years.
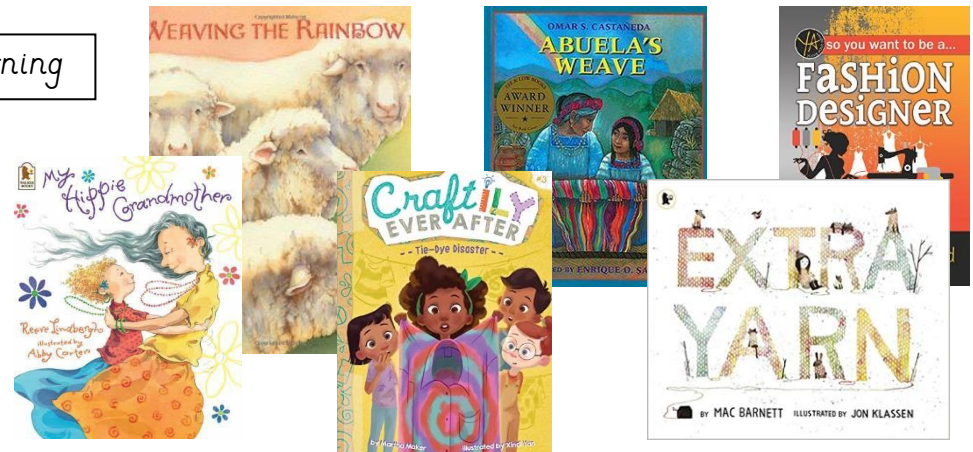
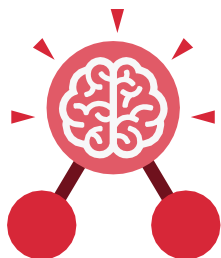| Key vocabulary	Definition
Fabric	A fabric is a material made through weaving, knitting, spreading, crocheting, or bonding that may be used in production of further goods (garments, etc.).
Texture	The feel or shape of a surface or substance; the smoothness, roughness, softness, etc.
Weaving	Weaving is technique of fabric production. It consists of intertwining of two separate yarns or threads at right angles to form a fabric or cloth. Those two threads are called warp and the weft. ... The method where the warp and weft interlace with each other is called the weave.
Tie dye	Tie-dye is a modern term invented in the mid-1960s in the United States (but recorded in writing in an earlier form in 1941 as "tied-and-dyed", and 1909 as "tied and dyed" by Luis C. ... Unlike regular resist-dyeing techniques, tie-dye is characterized by the use of bright, saturated primary colours and bold patterns.
Dip dye	Dip dye originates from the process of tie dyeing clothing (especially T-shirts).
Pattern	A repeated decorative design.

Books to support learning

Internet links

https://www.favecrafts.com/Tie-Dye/How-to-Tie-Dye-a-Shirt-with-Food-Coloring

https://study.com/academy/lesson/textile-design-definition-history.html

https://www.vam.ac.uk/collections/fashion

Unit: 1.1
Online Safety and Exploring Purple

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
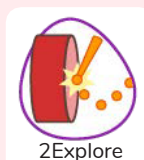- To understand the importance of logging out.

Key Resources

purple mash

Tools
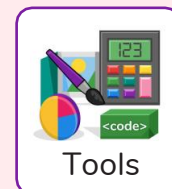
Paint Projects   2Connect   2Count   2Explore

Key Vocabulary

Log in
Using a username and password to access a system.

Username
A name that is used by a person to access an online site.

Password
A series of letters, numbers and special characters that is entered after the username to access an online site. In Purple Mash, this can also be a series of pictures.

Avatar
A digital picture to represent someone.

My Work
The place on Purple Mash where your work is stored. Only you and your teachers can access this.

Log out
Leaving a computer system.

Topics
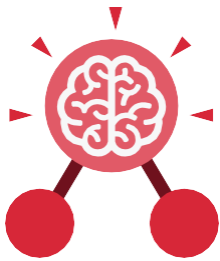The area on Purple Mash that contains ready-made resources.

Save
Store your work as you create something so it can be accessed later.

Notification
A system that lets you know if you have something to look at. On Purple Mash this is shown by a bell.
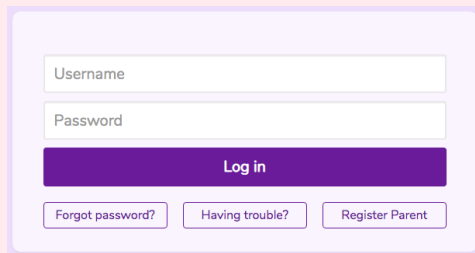
Tools
The area on Purple Mash with the different learning apps.

Need more support? Contact us:
Tel: +44(0)208 203 1781 | Email: support@2simple.com | Twitter: @2simplesoftware

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Unit: 1.1
Online Safety and Exploring Purple

Key Images

Username

Password

Log in

Forgot password? | Having trouble? | Register Parent

Log in Screen

Avatar

Save your work

Tools

Tools section of Purple Mash

Browse Subjects:

abc — English | Mathematics | Science

Browse Topics:

1930s & 1940s | About Me | Aliens
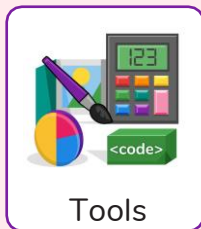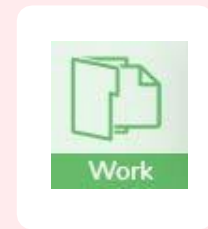
Subjects & Topics
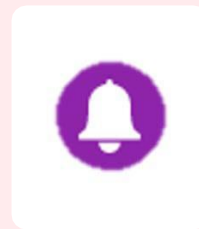
This picture shows you if you have any notifications

Work

The area of Purple Mash where your work is stored

Key Questions

**What is a password and why should we keep them safe?**

A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

What is a digital avatar?

In Purple Mash, an avatar is a picture you create in the software to represent you. It is safer to use an avatar on the Internet than have a picture of yourself.

Where is my work stored on Purple Mash?

In Purple Mash, most of the work you save will be saved in the My Work section of Purple Mash. The only person that can see this work is the teacher and you.

2simple
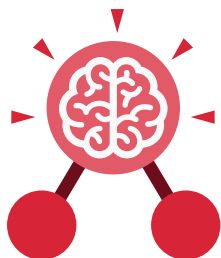
Unit: 1.3
Pictograms

Key Learning

- To understand that data can be represented in picture format.

- To contribute to a class pictogram.

- To use a pictogram to record the results of an experiment.

Key Vocabulary

Pictogram
A diagram that uses pictures to represent data.

Data
Facts and statistics collected together that can provide information.

Collate
Collect and combine (texts, information, or data).

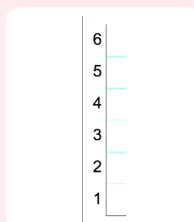### Key Resources

2Connect

2Count

Key Images

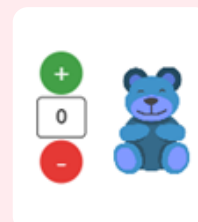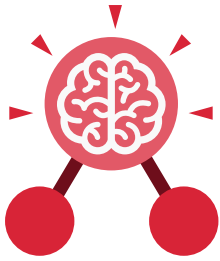Open, Close and Share

Add or delete columns

Frequency

Add of delete objects from the Pictogram

2simple

Unit: 1.7
Coding

Key Learning

- To understand what instructions are and predict what might happen when they are followed.
- To use code to make a computer program.
- To understand what object and actions are.
- To understand what an event is.
- To use an event to control an object.
- To begin to understand how code executes when a program is run.
- To understand what backgrounds and objects are.
- To plan and make a computer program.

Key Resources

purple mash

2Dos

Free code chimp

Tools
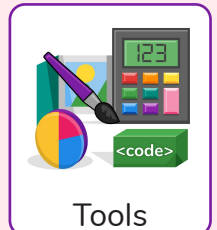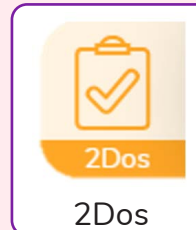
Key Vocabulary

Action
Types of commands which are run on an object. They could be used to move an object or change a property.

Algorithm
A precise step by step set of instructions used to solve a problem or achieve an objective.

Background
The part of the program design that shows behind everything else. It sets the scene for the story or game.

Code
Instructions written using symbols and words that can be interpreted by a computer.

Command
A single instruction in a computer program.

Debug/Debugging
Finding a problem in the code and fixing it.

Event
Something that causes a block of code to be run.

Execute
To run a computer program.

Input
Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.

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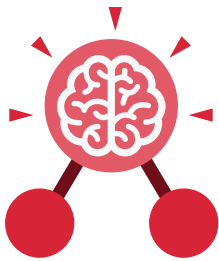
Unit: 1.7
Coding

Key Vocabulary

Instructions
Detailed information about how something should be done.

Properties
All objects have properties that can be changed in design or by writing code e.g. image, colour and scale properties.

Scene
The background and objects together create a scene.

Object
An element in a computer program that can be changed using actions or properties.

Run
To cause the instruction in a program to be carried out.

Sound
This is a type of output command that makes a noise.

Output
Information that comes out of the computer e.g. sound.

Scale
The size of an object in 2Code.

When clicked
An event command. It makes code run when you click on something (or press your finger on a touchscreen).


Key Questions

What is coding?

Writing instructions in a way that a computer can interpret them to make a program.

Why is it useful to design before coding?

It helps you to get a clear idea of what you want your program to do. You can use the design to decide which objects you need to add, what to call them and what actions they should perform.

How can you make characters move in a 2Code program?

In design mode, add a character. Change properties such as the name and scale. Exit from design mode and drag your character's code block into the coding window. From the properties menu, select right, left, up or down.

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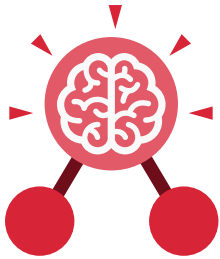
Unit: 1.7
Coding

Key Images

Open, close or share a file	Save your work	Watch the instruction video	Get a hint when you are stuck in 2Code
Open design mode in 2Code	Switch to code mode in 2Code	The background object	A 'when clicked' code block
An object property	Sound output block		

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