

**ENTRY POINT:**

Treasure Hunt

**EXIT POINT:**

Parents follow instructions to find hidden treasure.

**COMPUTING—LogITs and simulations****Learning Objectives:**

- use ICT equipment to monitor variables
- ask questions and answer them using data and data analysis
- use a simulation to predict and determine what happens when different variables are

**DT— Buzzers & Switches****Learning Objectives:****Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas in a variety of ways.

**Make**

- select from and use a wider range of tools and equipment to perform practical tasks
- select from and use a wider range of materials and components

**Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

**Technical**

Knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**ART— Archaeological Drawings****Learning Objectives:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## Cycle A - Spring : Treasure (Objectives)

**SCIENCE - Electricity****Learning Objectives:**

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

**MUSIC—Timbre, Tempo & Dynamics****Learning Objectives:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

**GEOGRAPHY—Maps****Learning Objectives:**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**HISTORY— Iron & Stone Age/Anglo-Saxons****Learning Objectives:**

To learn about the changes in Britain from the Stone Age to the Iron Age including:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

To study over time how several aspects of national history are reflected in the locality .

- To study specific elements of Anglo-Saxon art and culture

To study the settlement of Britain by the Anglo-Saxons and Scots. Including

- Anglo-Saxon invasions, settlements and kingdoms: place names and village life

**ENTRY POINT:****Treasure Hunt****EXIT POINT:**

**Parents follow instructions to find hidden treasure.**

**COMPUTING—Monitoring/simulations**

Possible activities:

Use LogITs to monitor the change in light in the classroom or in an enclosed space.

How does the sound in the classroom change from one part of the day to the next (noise pollution)

Use Unreal engine to explore a simulated environment and decide if it is somewhere that would be good as a film set for an action movie (for example)

Use Street view on google Earth to find locations for a mystery film, a chase film, a film on another planet etc..

**DT— Buzzers & Switches**

Possible activities:

- Design a museum room for rare treasure that has a security device to stop the treasure from being stolen.
- Complete the design process: design criteria, initial and final labelled designs, resource list, a plan for the group to follow, final testing and evaluation.
- Test different security device solutions and decide on most successful (see right for science activities linked to this).
- Make room with security device.
- Design and make treasure from cardboard, cellophane and metallic paper. Teach the children how to make linkages and to engrave metal paper.

**ART— Archaeological Drawings**

Possible activities:

Focus on line drawings of artefacts using handwriting pens.

Teach detailed observational skills and focus on small features that make a difference in archaeological recording.

Use tracing paper and/or greyed out images of finds and draw over the details looking for lines.

Teach the dotting technique for shade (like pointillism) and practise this on stone tool images.

## Cycle A - Spring : Treasure (Activities)

**SCIENCE— Electricity**

Possible activities:

- Learn the symbols and draw circuit diagrams.
- Make a switch and investigate which materials conduct electricity.
- Investigate buzzers and switches and how they work. Series circuits.
- DT/Science challenge week - security system.

**MUSIC—Timbre, Tempo & Dynamics**

Possible activities:

Listen to instrument extracts and determine their character: (see below)

Listen to music extracts and determine the 'feel' produced by different instruments playing the same melody.

Reintroduce beat and rhythm, split the class and play three different sections using different percussion—keep to the same beat and change the tempo. Use this to teach dynamics of each group.

Use iPads to compose a short rhythmic or melodic ostinato and then alter the tempo to determine the effect.

**GEOGRAPHY—Maps**

Possible activities:

CCC: Use Google Earth to find locations, interpret geographical features and locate historical landmarks.

CCN: Make and follow treasure maps with grid co-ordinates.

CCE: Write instructions for parents to find hidden treasure during the exit point.

**HISTORY— Iron & Stone Age/Anglo-Saxons**

Possible activities:

Draw examples of stone tools (as right)

Look at remains of Neolithic buildings and henge monuments—construct their own henge from wooden sticks or clay and invent a god for it to be dedicated to

Look at animals that were alive and are now extinct (wooly mammoth, sabre tooth tiger etc..)

What can we tell from the evolution of tools from stone to iron axes?

Find out about the Anglo-Saxon Sutton Hoo burial.

Use historical investigation clues (armour, money, standard etc..) to determine who the person may have been that was buried there.