

Science

What we should already know:

Perform simple tests to explore a question or idea suggested to them, with support.

Gather and record data using a given table.

Describe the simple physical properties of a variety of everyday materials

Compare and group together a variety of everyday materials on the basis of their simple physical properties

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

As scientists we will:

Identify things to measure or observe that are relevant to the question or idea they are investigating using a simple test (in a group or independently)

Record data in a wider range of given ways

Use their data and results to answer questions

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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Vocabulary:

properties, question, answer, observe, test, explore, gather, record, data, identify, classify, equipment, measure, table, diagram, suitability, solid, change, squash, bend, twist, stretch, conductor, flexible, rigid, pliable, supple, malleable, multiple uses, purpose, useful, categorise, particular use

Exploring Castles

Be Creative:

When we design and make our own castles

Be Resilient:

When we are testing out materials and making mock-ups

Be World-Wise:

When we find out about life in our local area hundreds of years ago

History

What we should already know:

Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.

As historians we will:

Understand common words and phrases relating to the passing of time.

Sequence people, events or objects taught so far.

. Ask a range of questions about the past (Who? What? When? Why?)

Understand that a source provides information about the past and that there are different types of sources.

Vocabulary:

chronological order, anachronism, era, period, recently, old fashioned, traditional, impact, primary source (first hand evidence), secondary source (second hand evidence), viewpoint, investigate, experts, research, evidence, fact,

Design & Technology

What we should already know:

Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

As design and technologists we will:

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate their ideas and products against design criteria

Build structures, exploring how they can be made stronger, stiffer and more stable

Vocabulary:

idea, shape, make, construct, aim, develop, template, use, style, equipment, tools, cut, join, finish, construct, material, glue, attach, stable glue gun, joint, scissors, structures, stronger, stiffer, stable, reinforce, mechanisms

Application of knowledge outcome:

Making a castle with working features
(drawbridge, catapult)