

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
- 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

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

History

What we should already know:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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,

Application of knowledge outcome:
Making a castle with working features
(drawbridge, catapult)

Design & Technology

What we should already know:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used

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, lever, review, improve,

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