

D&T

Making and Emergency Vehicles.

Developing, Planning and Communicating ideas.

- Think of some ideas of their own and plan what to do next.
- Explain what they want to do next.
- Choose the best tools and materials and say why these are the best.
- Describe their design by using pictures, diagrams, models and words.

Working with tools, equipment, materials and components to make quality products.

- Explain what they are making and which tools they are using.
- Join things (materials/components) together in different ways.

Mechanisms.

- Make a product which moves.
- Say why they have chosen moving parts.
- Join materials together as part of a moving product.
- Add some kind of design to their product.

Use of materials

- -Make a structure using different materials.
- -Measure materials to use in their model or structure.
- Join materials in different ways.
- -Make their model stronger if it needs to be.
- Use joining or rolling to make it stronger.
- -Cut materials using scissors.
- -Make their work tidy.

Construction.

- -Talk to others about how they want to construct their model.
- -Develop own ideas from a starting point.
- -Select appropriate resources and tools and make sensible choices as to which materials they will need.
- -Make simple plans (eg drawings, arranging pieces of construction before building).
- -Incorporate movement into their model.

Evaluating processes and products.

- -Describe what went well and how their model works.
 - -Talk about their own work and things other people have done.
- How would they improve their construction next time?

GEOGRAPHY

- Use maps, atlases and globes to locate places/home countries of/places travelled to by people studied. (Amy Johnson's flight, location of Crimean War, etc)
- Use basic geographical vocabulary to refer to physical and human geography on these maps (city, town, village, river, sea, ocean, mountain etc.)
- Make a connection between their local area and places local people may have travelled to in their lives.

ART - Knowledge, Skills & Understanding.

Comic strip drawings/photographic image/self -portrait/clay lamps/collage.

- Show pattern & texture in their drawings.
- Create moods in their drawing.
- Use charcoal, pencil & pastel.
- Take different photographs of themselves displaying different materials.
- Change their photographic images on a computer.
- Use tools like fill & brushes in a painting package.
- Communicate something about themselves in their drawings.
- Create different tones using light & dark.
- Cut, roll & coil materials such as clay, dough or plasticine to make a Diwali lamp.
- Cut & year paper & card for bonfire pics.
- Sort & gather materials they will need.
- Use repeated patterns in their collage.

HEROES 1/2

ICT: *Data Retrieving & Organising (photos, sounds, graphs, etc)*

- Capture images with a camera
- Print out a photograph from a camera with help
- Record a sound and play it back
- Enter information into a template to make a graph
- Talk about the results shown on a graph

Communicating (email, Word, Internet, etc)

- Recognise what an email address looks like.
- Contribute to the sending of a class email.
- Use the @ key to type an email address.
- Word process my ideas using a keyboard.
- Use the space bar, back space, enter, shift and arrow keys.
- Print a page from the internet

RE- Belonging

- I know that we all belong to different groups.
- I can talk about what it feels like to belong to a group.
- I recognise that some people belong to a faith group.
- I can talk about how it feels to take part in a family ritual/ceremony.
- I can recognise some symbols and rituals from different faith families.

HISTORY

Florence Nightengale/ Mary Seacole/ Grace Darling. The first aeroplane flight- Amy Johnson (Local visit)

Knowledge and interpretation

- Appreciate that some famous people have helped our lives be better today.
- Begin to identify the main differences between old and new objects.
- Identify objects from the past.
- Know that some objects belonged in the past.
- Explain how their local area was different in the past.
- Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.

Chronological Understanding

- Use a range of words to describe the past.

Historical enquiry

- Find out something about the past by talking to an older person.
- Answer questions by using a specific source, such as an information book.
- Give a plausible explanation about what an object was used for in the past.
- Answer questions about old and new things in a picture and ask questions.
- Research the life of someone who used to live in the area.

SCIENCE

Explain what material objects are made from.

- Explain why a material might be useful for a specific job.
- Name some different materials.
- Sort materials into groups by a given criteria.
- Make a bulb go on and off .
- Say what happens to the electricity when more batteries are added.
- Distinguish between an object and the material from which it is made.
- Identify and name a range of everyday materials (wood, plastic, metal, water, rock, glass).
- Describe the simple physical properties of a variety of everyday materials.
- Identify and compare the suitability of a variety of materials for particular purposes.
- Compare and classify a variety of materials based on their simple physical properties.
- Describe the properties of different materials using words like, transparent or opaque, flexible, etc.
- Sort materials into groups and say why they have sorted them in that way .
- Say which materials are natural and which are man made .
- Explore how the shapes of solid objects can be changed (squashing, bending, twisting, and stretching).
- Explain how materials are changed by bending, twisting and stretching.
- Find out about people who developed useful new materials (Dunlop, MacKintosh, MacAdam).
- Can identify and compare the uses of a range of everyday materials (wood, metal, plastic, glass, brick/rock, paper/cardboard).
- Explain how things move on different surfaces