

DT – Burglar Alarms

Skills and Knowledge

To draw and annotate alarm system designs. To study a variety of alarm systems and agree on alarms for a range of scenarios. To make model alarm systems for a purpose. To consider ways different switches are used to control a circuit. To evaluate their own designs and finished products against a criteria.

Vocabulary

alarm, switch, circuit, buzzer.

Computing – Cool when you're part of a team

Skills and Knowledge

Looking at online communication – emails, instant messaging, video conferencing.

Developing communication skills online to stay safe and respectful.

Sharing content between groups and individuals.

Understanding what should and shouldn't be shared.

Understand that online content can be used even after it is deleted

Vocabulary

Email, Teams, chat, group, sharing, respectful, online safety,

Music – Glockenspiel 2

Skills and Knowledge

Listening and appraising. Revise, play and read notes CDEFG in various styles. Composing using CDEFG. Contribute to a performance by singing/using an instrument in performance.

Evaluating after recording performance using musical

vocabulary.

Understanding the musical features of various styles. Knowing the value of Crotchets, Minims & Rests. Knowing that pitches vary on the size of the bar. The requirements for a successful performance using a tuned instrument. Understanding how to read stave notation. Knowing the value of Crotchets, Minims & Rests.

Vocabulary - Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure

RE – Jesus: His early life and teaching

Skills and Knowledge

Identify key moments in the life of Jesus and explain their significance for Christians today

Show understanding of who Christians believe Jesus to be and why

Explain why Jesus used parables and performed miracles, with examples of each

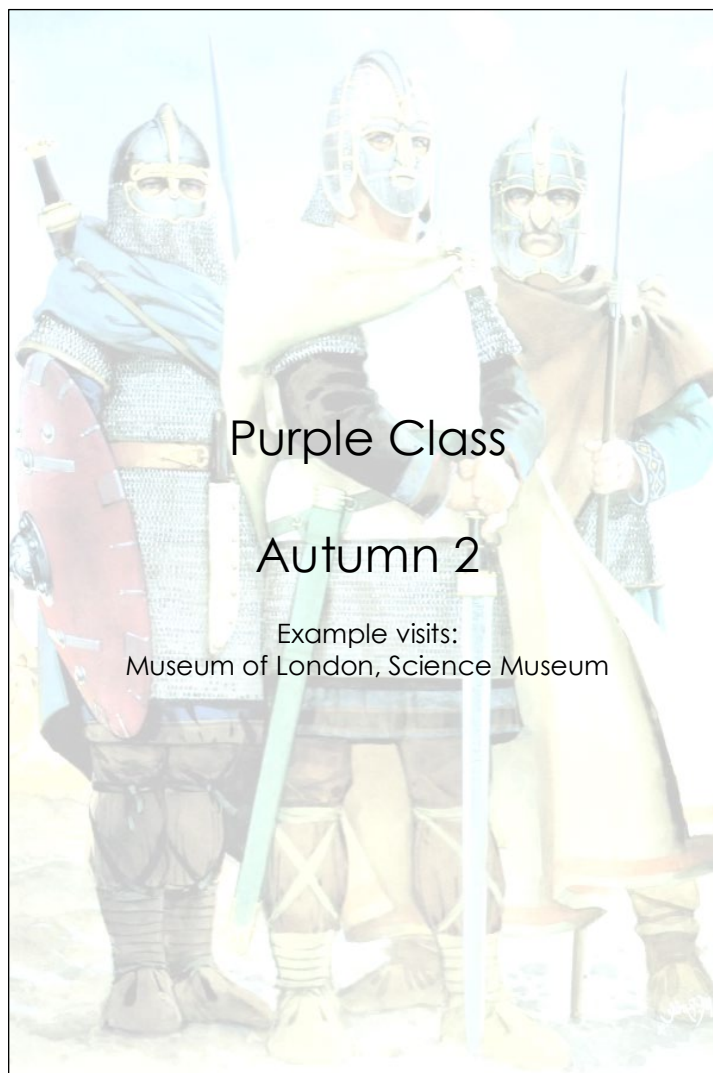
Raise questions about the life of Jesus which they find puzzling, giving their own considered response

Rewrite a parable in a contemporary format identifying the message being taught

Reflect on issues of right and wrong in the light of Jesus teaching

Vocabulary

Jesus, parable, Roman Empire, baptism, temptations, miracle, Gospels, Kingdom of God.



Purple Class

Autumn 2

Example visits:

Museum of London, Science Museum

History – Vikings & Anglo Saxons

Skills and Knowledge

To investigate different account of historical events and be able to explain reasons why different.

To use evidence to reconstruct life in time studied.

Gather more detail from sources such as maps to build up clearer picture of past.

To devise own questions to find answers about the past.

Sequence several events, artefacts or historical figures on a timeline using dates.

Find out about everyday lives of people in time studied and compare with today.

Identify key features and events of time studied.

Present, communicate and organise ideas about the past using models, drama and different genres of writing.

Vocabulary

Timeline, chronological, wealth, poverty, compare, historical

Science – Sound

Skills and Knowledge

To be able to use a scientific enquiry to answer a question.

To be able to set up a simple practical enquiry.

To be able to make systematic and careful measurements with a data logger.

To be able to report on findings from an enquiry.

To be able to identify differences, similarities or changes related to simple scientific ideas.

To be able to set up simple fair tests.

To be able to recognise that sounds get fainter as the distance from the sound source increases

To be able to identify how sounds are made, associating some of them with something vibrating

To be able to use a scientific enquiry to answer a question

Vocabulary

Ways to create sound – bang, blow, shake, and pluck

Loudness – quiet, quieter, quietest, loud, louder and loudest

Pitch - low, lower, lowest, high, higher, and highest

Vibrations

Source

French - Pronunciation/Adjectives/Sentence structure/Paris

Skills and Knowledge

To communicate in French, both verbally and in writing. To recognise and say colours. To learn about determiners 'one, a' (un / une).

Vocabulary

un éléphant, un ours, bleu, rouge, vert, quelle couleur y a dans le jardin? C'est quelle couleur ?

Hockey: To learn simple attacking tactics using a range of equipment and skills. To start to think about how to organise themselves to defend their goal. They start by playing small, uneven sided games and move on to even-sided games

Play competitive games, and apply basic principles suitable for attacking and defending.

Cricket: Children learn how to hit or strike the ball into spaces so that they can score runs in different ways. When fielding, they learn how to how to work together to keep the batters' scores down.

Vocabulary

Hockey: attack, defend, teamwork / Cricket: strike, runs, fielding, batting

PSHE – Health and Well Being

Skills and Knowledge

Growing and changing

To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

To learn about the changes that happen at puberty.

Keeping safe

To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment.

To develop strategies of how to keep safe online.

Vocabulary

achievement, aspirations, change, puberty, online safety, local area, environment